

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. 202019 General Appropriations Act, Line 115, Special Categories, Grants and Aids – Exceptional Education from General Revenue Fund
 - 4. 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 and program periods for this agreement will be **July 1, 2020 – June 30, 2021**.
- B. 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 (BEES) 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. DOE 100A Project Application Form(s) for the fiscal year, Attachment D
6. Coordinating Council Attestation – Additional Assurances for FDLRS ACs, Consolidated Application Certification, and ESE Director Assurances - Certification of Duties and Responsibilities, Attachment E
7. 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 D and E are to be completed using the application process stated by the DEPARTMENT upon release of the application.

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 2020-21 budget period is:

IDEA, Part B:	\$ 856,219
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://web01.fl DOE .org/TrainingAssessment/SignIn/Home.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 and 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, <https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf>. 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 (<https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf>).
- 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: _____

NAME: Richard Corcoran

TITLE: Commissioner

DATE: _____

HAMILTON COUNTY SCHOOL DISTRICT

BY: Rex L Mitchell

NAME: REX L MITCHELL

TITLE: SUPERINTENDENT

DATE: 5/12/20

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. Anselmi

TITLE: Commissioner Charles R.

DATE: 8/23/20

HAMILTON COUNTY SCHOOL DISTRICT

BY: [Signature]

NAME: LEX L MITCHELL

TITLE: SUPERINTENDENT

DATE: 5/12/20

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.

The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports, ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.

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.

The purpose of the Florida Inclusion Network (FIN) is to maintain a statewide network of facilitators working geographically within the five FDLRS regions to assist schools and school districts in the implementation of best practices for inclusive education.

All FIN services are provided using a multi-tiered system of support aligned with a data-driven problem-solving process and the Bureau of Exceptional Education and Student Services (BEES) Strategic Plan.

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

FIN Services are structured and provided as follows:

- FIN facilitators are aligned in five geographical regions across the state.
- 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) [Florida Statute 1003.57(1)(a)], to assess needs within each region, customize services, and provide in-depth and meaningful support for districts and schools.
- 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, with FDOE and other FIN regions.
- Oversight and support for all network activities is provided by the FIN administration, which includes a statewide director and a director of operations.

Established Need

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

Response: District data related to preschool participation on the LEA profiles indicate that all districts met the least restrictive environment participation targets except for Lafayette. Suwannee County was successful in meeting all the prekindergarten performance targets. The other four districts varied in performance by indicator with increasing growth in use of appropriate behaviors as one area in which they were all in need. Madison and Suwannee were successful in facilitating positive parent involvement at the preschool level. FDLRS is collaborating locally with the Technical Assistance and Training System (TATS) to provide support to each district for preschool programs. TATS and the Regional Local Assistive Technology Specialist (RLATS) are partners in implementation of the Multi-Sensory Early Language Development (MELD) initiative. The first MELD cohort was initiated in 2019-20. Additional training will be available for school teams in the coming year. The inability to communicate is a huge factor impacting behavior. Increasing the ability of children to communicate wants and needs will assist districts in meeting behavioral targets.

FDLRS/Gateway Child Find data reflects a trend decline in the number of referrals. However, the data indicates that the children screened, which results in a referral to districts for further evaluation, have a high percentage of eligibility. The Child Find Specialists noticed a trend in

the data this year, indicating many of the children transitioning from Part C were not meeting eligibility for Part B services. This is a true indicator that early intervention is assisting children with reaching norms for age-appropriate development. As a part of our interdisciplinary team process, families are provided with access to other providers in the district that may be able to provide services when children do not meet eligibility for district exceptional student education programs.

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 training into one topical area when entering data into the Project Tracking System, which results in training 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 training initiatives include curriculum and instructional strategies as well as technology tools for managing behavior. Technology training includes strategies for teaching curriculum, tools for providing access to the curriculum and visual supports for promoting language and communication. Overall, through FDLRS and FIN a total of 136 training has been provided for the current year to a total of 1658 participants through the third quarter. The summary of training data indicates participants are largely satisfied with professional development received with ratings consistently in the higher categories on the evaluation questions. 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 continues to identify the performance of students with disabilities as the most critical area of need within the districts for the 2020-2021 school year. In reviewing the school performance data for the service area, 15 schools out of 34 show students with disabilities as an underperforming subgroup. 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. Professional learning communities in districts have been developed for teachers by the service delivery model of separate classrooms or support facilitation so that targeted support can be provided to assist educators in implementing evidence-based practices with students.

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 five facilitated modules through the third quarter with 92-course completers. Currently, two PDA Differentiated Reading Instruction courses are being offered along with a Differentiated Instruction in Science module with an anticipated 45 completers between the three modules. The annual PDA schedule will be developed regionally to ensure the availability of all PDA course offerings for 2020-2021. The center is training additional facilitators locally for the Differentiated Instruction in Reading module in order to assist districts with the provision of the Competency Four course to help teachers earn their reading endorsements. Seven participants have been registered to attend the Exploring Structured Literacy train-the-trainer in order to provide courses in meeting the new legislative requirements related to dyslexia and multi-sensory instruction.

Beginning in January of 2020, FDLRS/Gateway initiated course offerings for a new cohort for the Gifted Endorsement (5 participants) and Autism Endorsement (15 participants) using the Moodle platform. Additional courses will be offered in the coming year to allow current cohort participants access to the required courses needed for endorsement completion. A second cohort opportunity will also be offered for the Autism Endorsement.

FDLRS/Gateway strives to collect student impact data for professional development offerings provided. It should be noted this year that the center more than doubled the number of teachers entering data from the prior year (40 to 83). Through the third quarter, 83 teachers had reported data for 221 students in the FDLRS Impact Database. The average score impact from a range of -100 to 100 was 34, reflecting a gain of .05%. The effect size reported by this system was 0.79% from a range of -9.99 to 9.99. The data reflects a positive impact for students as a result of implementing evidence-based practice. The three-year trend data reflects an average impact of 33% with a gain of 0.57% and an effect size of 1.73% for 630 total students.

In regards to secondary indicators on the LEA profiles, all five districts met the targets for graduation data. Columbia, Lafayette, Madison, and Suwanee met the targets for drop-out rates. Columbia, Hamilton, and Suwanee districts are in compliance with Transition IEPs as indicated by the LEA data profiles. Postschool outcomes continue to be a concern for all districts. The Gateway Secondary Interagency Council meets three times per year to address issues related to secondary transition. 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 center also has a strong partnership with Project 10 for addressing the transition needs of the districts, and both regional representatives are active members of the interagency council.

All five districts in the service area exceeded the LEA profile targets for 85% of schools, facilitate parental involvement for students with disabilities at the K-12 level. 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. In addition, FDLRS works with individual school sites to assist in planning and providing activities to promote family engagement. Three staff members serve on School/District Advisory Councils as a part of this initiative.

Each FIN regional team identified district priorities using a systematic review of each district's 2019 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 3 more than 10% points below the 2019-20 state target
- Tier 2 within 10% points of the 2019-20 state target
- Tier 1 met or exceeded the 2019-20 state target of 85%

Indicator 5b

- Tier 3 percentages that exceed 13.8%
- Tier 2 percentages less than or equal to 13.8%

- Tier 1 met or performed better than the 2019-20 state target of $\leq 6\%$

Indicator 5c

- Tier 3 percentages that exceed 3.3%
- Tier 2 percentages less than or equal to 3.3%
- Tier 1 met or performed better than the 2019-20 state target of $\leq 1\%$

The information below identifies the district priorities in FIN/FDLRS Region 2 for the 2020-21 grant year:

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

Indicator 5a: **Marion, FSDB**

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

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

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: **Alachua, Baker, Citrus, Columbia, Dixie, Duval, Lafayette, Levy, Madison, Nassau, Putnam**

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

Indicator 5c: **St. Johns, FSDB**

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 the district and school-level teams
- Data collection, evaluation, and progress monitoring for the district and school-level teams

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

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

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

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

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, etc.
- District-level professional learning:
 - Trainer training for cadres in effective inclusive practices
 - Co-training/co-facilitation with cadre members
 - Facilitate teams/cadres with the implementation of district-level collaborative learning structures: CoPs, study groups, webinars, online learning courses, etc.
 - 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, etc.
 - 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.), all districts in the FIN/FDLRS Region 2 are in compliance with the district BPIE. (Flagler, Gilchrist, Madison, and St. Johns are scheduled to be completed during the extended timeframe approved by BEESS.)

The following is a regional summary of the BPIE indicators prioritized by districts:

Region 2:

Alachua County DBPIE October 19, 2017, prioritized indicators: 8, 10, 16, 26

Baker County DBPIE September 29, 2017, prioritized indicators: 11, 17, 24, 26, 27

Bradford County DBPIE December 5, 2017, prioritized indicators: 3, 5, 11, 16, 19, 24

Citrus County DBPIE November 4, 2019, prioritized indicators: 17, 18, 19, 24, 26

Clay County DBPIE October 19, 2017, prioritized indicators: 11, 16, 17, 21

Columbia County DBPIE October 17, 2018, prioritized indicators: 5, 17, 24, 26

Dixie County DBPIE February 22, 2019, prioritized indicators: 6, 7, 15

Duval County DBPIE January 23, 2018, prioritized indicators: 8, 15, 17, 19, 24

Flagler County DBPIE January 13, 2017, prioritized indicators: 8, 9, 13, 23, 24, 25

Florida School for the Deaf and Blind (FSDB) DBPIE April 22, 2019, prioritized indicators: 12

Gilchrist County DBPIE May 16, 2017, prioritized indicators: 7, 15, 27

Hamilton County DBPIE April 13, 2018, prioritized indicators: 7, 17, 22

Lafayette County DBPIE August 25, 2017, prioritized indicators: 10, 17, 27

Levy County DBPIE March 6, 2019, prioritized indicators: 5, 11, 12, 20

Madison County DBPIE May 15, 2017, prioritized indicators: 12, 14, 16, 17

Marion County DBPIE January 9, 2019, prioritized indicators: 11, 24, 27

Nassau County DBPIE September 18, 2019 prioritized indicators: 4, 11, 12, 17, 26

Putnam County DBPIE January 19, 2018, prioritized indicators: 14, 15, 17, 30

St. Johns County DBPIE February 13, 2017, prioritized indicators: 4, 11, 20, 24, 25

Suwannee County DBPIE January 25, 2018, prioritized indicators: 14, 16, 26

Union County DBPIE October 30, 2018, prioritized indicators: 11, 16, 27, 28

UF Lab School DBPIE January 10, 2018, prioritized indicators: 10, 15, 26

Top 5 prioritized indicators for districts in Region 2:

11- All district departments and schools use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and best practices for inclusive education, as applicable to the position.

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 *and* behavioral interventions for all SWDs in general education and natural contexts.

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 all Florida Standards.

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.

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.

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:

During the 2019-2020 award period, as a result of the Covid-19 pandemic and statewide move to distance learning, the FDLRS and FIN networks quickly responded to the immediate and essential needs of the stakeholders by providing enhanced virtual support to districts, schools, and families.

The FDLRS network provided an exceptional response to converting in-person professional learning opportunities, and screenings for Child Find to virtual delivery methods beginning in March 2019 and continuing throughout the remainder of the 19-20 school year. Specific activities and the total number of participants is included in the project tracking system required by BEESS. A summary of activities which were provided include the following:

- webinars designed for educators, parents, support personnel, administrators, and agency personnel
- technical support provided to all stakeholders regarding suggestions for converting content to virtual instruction and enhancing accommodations for students with disabilities in a virtual environment
- methods for conducting screening interviews with parents and families and conducting actual virtual screenings was provided by Child Find Specialists throughout the 19 centers.
- statewide webinars were conducted for over 10,000 individuals with follow up provided by local centers.
- a statewide resource of effective instructional and behavioral practices was created to provide educators and parents with useful tools for virtual instruction.
- webinars were recorded and placed on the www.fdlrs.org website for easy access by all stakeholders.

In addition, the local FDLRS/Gateway/FIN center provided the following specific deliverables in response to the COVID-19 pandemic and the closing of school buildings:

- created a calendar of events on the FDLRS/Gateway website of all the virtual professional development offerings from the regional and statewide discretionary projects to organize information for stakeholders creating a one-stop-shop for professional development

- provided links on the website to recorded webinars along with a process for earning in-service hours
- provided technical assistance to the participants and facilitators currently participating in online modules for Autism Spectrum Endorsement, Gifted Endorsement, and PDA Differentiating Reading Instruction
- provided technical assistance to individuals regarding the delivery of special education services in a virtual environment, virtual science resources for target teachers, utilizing the zoom platform and the virtual version of Kahoot!
- provided new products on social media for families including an Executive Functioning flyer and Family Tidbit Episode focused on reading strategies
- conducted Tuesday morning “Coffee Chats,” “Wednesday Webinars” and online training for the service area
- conducted virtual conferences with parents and districts for Transition and Interdisciplinary team meetings to maintained a timely process for Child Find/ Early Steps referrals

In collaboration with the FIN Administration project, the local FIN Facilitators disseminated invitations to a statewide webinar for educators that was attended live by more than 1,000 participants, and subsequently the recording was available on the FIN website as well. The local FIN Facilitators also disseminated the Collaborative Teaching Virtual Instruction Tips Sheet for educators and Tips for Families in Supporting Their Children with Disabilities in Virtual Formats in English, Spanish, and Haitian Creole. In collaboration with FIN Administration, the FIN Facilitators have been trained to facilitate the school-based Inclusive Scheduling process in a new virtual format. The FDLRS and FIN networks have been extremely responsive to the needs and requests of our stakeholders to develop the skills and techniques needed to provide quality educational support to the students they serve under this new distance learning landscape. In the upcoming grant year, the FDLRS and FIN networks are prepared to continue to provide virtual services and support the transition back to a mix of virtual and face-to-face services.

The FDLRS network has been a leader in implementing the use of alternate methods for training and meetings. During the 2019 – 2020 project award period, the FDLRS network provided the following alternate professional learning options:

- Facilitated online professional development courses focusing on positive behavior support via the PDA program
- Facilitated online professional development modules focusing on differentiating instruction, mathematics, differentiating science, differentiating reading, language development and communication skills and instructional practices via the PDA program
- Facilitated online professional development courses on the foundations of exceptional student education and the Matrix of Services via the PDA program
- Facilitated online professional development courses focusing on surrogate parents via the PDA program.
- Facilitated online professional development courses focusing on assessment and evaluation, informative assessment and transition via PDA program
- Facilitated online professional development courses on technology for student success, assistive technology and targeting technology tools to support reading comprehension via the PDA program
- Independent study courses focusing on teaching students with disabilities and effective teaching practices for students with disabilities in the content area.

- Kindergarten (K) - 6 and Middle Grades Online Content Review courses as a means for educators to prepare for certification exams and enhance their content knowledge
- Virtual ESE endorsement opportunities in Autism Spectrum Disorder and Gifted via FDLRS Moodle.
- Statewide collaborative webinars for educators on providing accommodations in a virtual environment via Adobe Connect.
- Statewide collaborative webinars for parents on behavior, accommodations, coping skills, transition, and social/emotional learning via Adobe Connect.
- Participation of all FACs in Adobe Connect sessions for Manager Roundtables, Function Meetings and follow up sessions, coaching, 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.
- Webinars focused on facilitating virtual instruction, scheduling, and behavior management, to complement district virtual instructional continuity plans during COVID-19 for students with disabilities were developed in partnership with other BEESS discretionary projects and also provided via FAC websites.

Regionally, centers are using virtual meeting platforms to conduct regional meetings among managers and function personnel and to collaborate on the development of replicable virtual learning activities. 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 have been reduced through the use of alternative delivery methods, and the FDLRS network continues to emphasize additional utilization of virtual technologies.

In addition to the items listed above, FDLRS/Gateway utilized the following alternative methods for 2019-20:

- Adobe Connect and Zoom virtual meeting platforms to provide options for stakeholders to participate in scheduled meetings
- Zoom platform was used to provide initial training and webinars for service area participants.
- Follow up sessions and/or individualized technical assistance was provided virtually during planning times or after-school sessions.

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

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 401,745 students identified as students with disabilities, out of a total PK – 12 Population of 2,846,857 or 14%. While the percentage of students with disabilities has remained proportionate to statewide growth, this number represents an increase of 15,591 additional students with disabilities being served in Florida. 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 the representation on the following sub-committees: Parent Involvement, Teachers and Leaders, Inclusion, Pre-K, K-12 Reading/Literacy and Math/Science, Dispute Resolution and Monitoring, 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) in collaboration with FIN, the Center for Autism and Related Disabilities (CARD), the Multiagency Network for Students with Emotional Behavioral Disabilities (SEDNET), Project 10, the Institute for Small and Rural Districts (ISRD) and the Access Project along with involvement in multiple workgroups to support the BEESS Strategic Plan. Discretionary project collaboration is evident through Train the Trainer learning opportunities to produce trainers throughout the FACs who will deliver a common message to support and improve student outcomes.

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:

- Increase the percentage of children whose rates of growth substantially increased by the time they exited the preschool program who entered preschool below age expectation.
- 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 the 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 preschool students with disabilities demonstrating proficiency and growth on the Battelle Developmental Inventory.
- 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 the high school graduation rate and decrease drop-out rate for students with disabilities.
- Increase supports in the general education classroom for students with disabilities to obtain a standard diploma through a modified curriculum.
- Increase the equitable student outcomes (proficiency rates, graduation rates, and access to rigorous content and college/career opportunities) and close the achievement gap by reducing inappropriate identification of at-risk populations.
- Increase the post-secondary options for students with disabilities.
- Increase the 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 the meeting.

- Increase the percentage 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.

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);
- 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;
- 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 the ongoing implementation of the Check and Connect initiative coordinated through the State Personnel Development Grant;
- SEDNET to assist in the provision of a quality system of care for students with or at risk of emotional and/or behavioral challenges;
- CARD to provide information to educators and families to help individuals diagnosed with autism spectrum disorders and related disabilities;
- Just Read Florida! To promote literacy; Also, in collaboration with Just Read, Florida! FDLRS developed a 40-hour Professional Development Alternate course and will facilitate an Exploring Structured Literacy train the trainer to support districts with the reading requirement.
- FAC Managers oversee all FDLRS personnel and FIN facilitators at the local level. FDLRS collaborates with the Florida Inclusion Network on the Annual FDLRS/FIN Institute
- The programs and services offered by the FACs are available throughout the state of Florida for administrators, educators, support and agency personnel, parents, families, charter and private schools, and all working to support the success of students with disabilities from birth to twenty-two years of age.

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.

The purpose of collaboration among the discretionary projects is to assist service area districts in meeting the following SPP targets for SY 20-21.

Indicator 1: Graduation Rate* – 72%

Indicator 2: Drop-out Rate* – 8.5%

Indicator 3B Reading and Math Participation Rates – 99%

Indicator 3C Reading and Math Proficiency Rates – 67%

Indicator 4A: Suspension/Expulsion compared to Nondisabled – 3%

Indicator 4B: Suspension/Expulsion by Race Compared to Nondisabled – 0%

Indicator 5A: Ages 6-21 Percent in Regular Class Settings -85%

Indicator 5B: Ages 6-21 Percent in Special Class Settings – 6%

Indicator 5C: Ages 6-21 Percent in Separate Settings – 1%

Indicator 6A: Ages 3-5 in Regular Early Childhood Settings – 51%

Indicator 6B: Ages 3-5 in Separate Settings - 44.30%

Indicator 7 SS1 A: PK SWD increasing growth in personal-social skills -76.60%

Indicator 7 SS1 B: PK SWD Increasing growth in communication skills – 74.90%

Indicator 7 SS1 C: PK SWD increasing growth in adaptive skills – 69.40%

Indicator 7 SS2 A: PK SWD functioning within age expectations in personal social domain – 85.90%

Indicator 7 SS2 B: PK SWD functioning within age expectations in communication domain – 79.90%

Indicator 7 SS2 C: PK SWD functioning within age expectations in adaptive domain -83%

Indicator 8A: Preschool parents report that school facilitates parental involvement -85%

Indicator 8B: K-12 parents report that school facilitates parental involvement – 85%

Indicator 9: Disproportionate representation in special education – 0%

Indicator 10: Disproportionate representation in select disability categories -0%

Indicator 11: 60-day timeline for evaluations met – 100%

Indicator 12: Part C students with IEPs implemented by third birthday – 100%

Indicator 13: Percent of youth ages 16+ with appropriate transition IEP -100%

Indicator 14A: Percent of youth enrolled in higher education* - 43%

Indicator 14B: Percent of youth in higher ed or competitively employed* - 55%

Indicator 14C: Percent of youth in some education/training or some employment* -75%

Indicator 15: Hearing Requests Resolved by Resolution Sessions - Percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements. - 78%

Indicator 16: Mediation Resulting in Mediation Agreements - Percent of mediations held that resulted in mediation agreements. – 76.5%

*-lag year in data

Evaluation Plan

FDLRS ACs will:

- Evaluate progress on the successful implementation of the PDA courses, the Middle Grades Online Content Review courses, and the Elementary K-6 Online Content Review course by maintaining demographic surveys, satisfaction surveys, and facilitator surveys in the Desire 2 Learn (D2L) Management System. An annual report providing a summary of course participants, satisfaction ratings, in/out of field status, and connection to passing certification scores will be developed.
- Meet with their Coordinating Councils a minimum of four times a year (two in-person and two virtually) to analyze data, program services and completion of deliverables, collaborate on project initiatives, and determine the level of satisfaction by the districts. Data reviewed includes Project Tracking System (PTS), CHRIS Data, progress towards SPP Indicators, and satisfaction surveys.
- Monitor personnel development activities offered by FDLRS following guidelines provided in Florida's professional development evaluation protocol and including 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.
- Gather customer satisfaction surveys at the conclusion of each personnel development initiative conducted by either the FAC managers or the FDLRS network functions.
- Implement 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. The professional development events that FAC's will use the FID on are:
 - Facilitated PDA courses
 - Making Reading Instruction Explicit
 - CHAMPS
 - Discipline in the Secondary Classroom

- Crisis Prevention Intervention
 - Universal Design for Learning
 - Multi-sensory Early Language Development
 - Environmental Communication Teaching
 - Assistive Technology in the Classroom
 - Battelle Developmental Inventory, Third Edition
 - Red Flags
 - Developmentally Appropriate Practices
 - Inclusive Settings
 - Parent Webinars
- Report project activities quarterly in the required PTS; Activities entered in this system are aligned with the BEESS strategic plan.
 - Conduct online surveys of needs assessments with service area stakeholders to assist in guiding center activities.

Support for FDOE's Reading/Strategic Imperatives

The FACs support FDOE'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, FACs 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.

FACs, 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:

- Provide professional development, modeling, demonstration, and technical assistance 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.
- Provision of consistent delivery and implementation of Differentiating Reading Instruction, Explicit Instruction, and Multi-sensory instruction for students with reading difficulties.
- Coordination of local Differentiating Reading, Math, and Science Instruction online professional development course offered through the PDA program. 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 to include the statewide parent survey and implementation of professional learning opportunities to support parent involvement, student engagement, child development, and individualized professional learning centered on parental requests.
- Promote the dissemination of information through awareness of resources available on the Just Read Florida website, www.justreadflorida.com.
- Implement the Technology for Student Success: Assistive Technology and the Technology Tools for Reading course of PDA.
- Continue to update the Differentiated Reading Instruction PDA online course, which currently meets the requirements for competency 4 of the Florida Reading Endorsement.

General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of GEPA, Public Law (P.L.) 103-382, all FACs 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 FAC determines whether these or other barriers prevent stakeholders from accessing or participating in FDLRS related activities.

Every effort will be made by the FACs 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

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 District Level LEA Profile Data

Gateway Summary	SEA/LEA Profile 2019	SEA	Columbia		Hamilton		Lafayette		Madison		Suwannee	
Indicator	2019 State Level Target	Target	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met	LEA Data	Target Met
1. Graduation Rate	Percent of students with IEPs graduating with a standard diploma. (Data for 2017-18)	62.30%	76.00%	Y	75.00%	Y	>99%	Y	94.00%	Y	98.00%	Y
2. Dropout Rate	Percent of students with IEPs dropping out. (Data for 2017-18).	10%	3.00%	Y	42%	N	<1%	Y	6.00%	Y	<1%	Y
3. Participation and performance of children with disabilities on statewide assessments	Percent of students with IEPs in grades three through ten that participate in statewide assessment for reading.	99.00%	94.87%	N	94.21%	N	95.90%	N	99.20%	Y	94.42%	Y
	Percent of students with IEPs in grades three through ten that participate in statewide assessment for math.	99.00%	95.25%	N	93.16%	N	94.83%	N	98.42%	N	98.47%	N
	Percent of students with IEPs in grades three through ten that demonstrate proficiency in reading.	61.00%	21.19%	N	15.79%	N	21.37%	N	26.10%	N	21.44%	N
	Percent of students with IEPs in grades three through ten that demonstrate proficiency in math.	61.00%	31.37%	N	26.61%	N	39.09%	N	28.92%	N	23.45%	N
4. Rates of suspension and expulsion* (Risk Ratio Threshold <=3.0) 2016-17	Risk Ratio for significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities.**	X	1.46	Y	0.00%	Y	0.00%	Y	0.26%	Y	1.37%	Y
	Percent of districts identified by the state as having both (a) a significant discrepancy in the rates of suspensions and expulsions of students with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**	0%		Y		Y		Y		Y		Y
5. Least Restrictive Environment (LRE), children aged 6-21	Percent of students with IEPs aged 6 to 21 years served inside the regular class 80% or more of the day.	83.00%	80.76%	N	83.25%	N	81.48%	N	86.60%	Y	85.30%	Y
	Percent of students with IEPs aged 6 to 21 years served inside regular class less than 40% of the day.	7.00%	15.84%	N	11.76%	N	4.32%	Y	12.90%	N	12.07%	N
	Percent of students with IEPs aged 6 to 21 years served in separate schools, residential facilities, or homebound or hospital placements.	1.25%	0.28%	Y	0.00%	Y	0.00%	Y	0.00%	Y	0.14%	Y
6. Least Restrictive Environment, children aged 3-5	Percent of children with disabilities aged 3 to 5 attending regular early childhood program and receiving the majority of special education and related services in a regular early childhood program.	48.00%	61.83%	Y	100.00%	Y	25.00%	N	64.47%	Y	92.68%	Y
	Percent of children with disabilities aged 3 to 5 attending a separate special education class, separate school, or residential facility.	46.30%	36.56%	Y	0.00%	Y	55.00%	N	35.53%	Y	3.66%	Y
	Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their growth in positive social emotional skills by the time they exited the preschool program. (A1)	70.60%	71.43%	Y	33.33%	N	66.67%	N	78.57%	Y	80.00%	Y
	Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their growth in acquisition and use of knowledge and skills by the time they exited the preschool program. (B1)	70.90%	61.90%	N	33.33%	N	66.67%	N	88.24%	Y	78.26%	Y

FDLRS/Gateway District Level LEA Profile Data

7. Prekindergarten Performance	Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their growth in use of appropriate behaviors to meet their needs by the time they exited the PK program. (C1)	62.40%	58.82%	N	40.00%	N	33.33%	N	54.55%	N	86.67%	Y
	Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in positive social emotional skills by the time they turned 6 years of age or exited the preschool program. (A2)	84.40%	88.73%	Y	16.67%	N	80.00%	N	88.89%	Y	85.19%	Y
	Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the preschool program. (B2)	75.90%	79.07%	Y	16.67%	N	60.00%	N	81.48%	Y	77.78%	Y
	Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the preschool program. (C2)	81.50%	81.40%	N	16.67%	N	60.00%	N	81.48%	N	88.89%	Y
8. Parent Involvement	Percent of parents with a preschool child receiving special education services that reported schools facilitating parent involvement as a means of improving services and results for students with IEPs.	85.00%	71.40%	N	75.00%	N	70.00%	N	96.00%	Y	94.40%	Y
	Percent of parents with a child in grades K through 12 receiving special education services that reported schools facilitated parent involvement as a means of improving services and results for students with IEPs.	85.00%	88.20%	Y	85.70%	Y	86.10%	Y	95.50%	Y	92.90%	Y
9. Disproportionate representation in special education**	Percent of students with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.	0.00%		Y		Y		Y		Y		Y
10. Disproportionate representation in specific disability categories**	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.	0.00%		Y		Y		Y		Y		Y
11. Evaluation within 60 days	Percent of students referred, with parental consent, for evaluation who were evaluated within 60 calendar days of receiving parental consent for initial.	100.00%	100.00%	Y	100.00%	Y	100.00%	Y	100.00%	Y	100.00%	Y
12. Part C Children eligible for Part B who have IEPs developed and implemented by their third birthday.	Percent of children served and referred by part C prior to age 3, who were found eligible for Part B, and have an IEP developed and implemented by their third birthday.	100.00%	100.00%	Y	N/A	Y	100.00%	Y	100.00%	Y	100.00%	Y
13. Transition IEP compliance	Percent of students with IEPs aged 16 and above who 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 services needs.	100.00%	100.00%	Y	100.00%	Y	80.00%	N	80.00%	N	100.00%	Y
	Percent of students who exited secondary school in 2016- 17 and had an IEP in effect at the time they left school, were found enrolled in higher education within one year of leaving high school.	37.00%	27.47%	N	0.00%	N	0.00%	N	5.56%	N	7.69%	N

FDLRS/Gateway District Level LEA Profile Data

14. Postschool outcomes	Percent of students who exited secondary school in 2016- 17 and had an IEP in effect at the time they left school, were found enrolled in higher education or were competitively employed within one year of leaving high school.	50.00%	51.65%	Y	0.00%	N	0.00%	N	50.00%	Y	14.03%	N
	Percent of students who exited secondary school in 2016- 17 and had an IEP in effect at the time they left school, were found enrolled in higher education or in some other postsecondary education or training program; or were competitively employed or in some other employment within one year of leaving high school.	66.00%	58.24%	N	0.00%	N	0.00%	N	55.56%	N	46.15%	N
District BPIE Renewal Date		10/17/2018		4/13/2018		8/25/2017		5/12/2017		1/25/2018		
District BPIE Priority Indicators		#5 Allocate		#7 MTSS		#10 LRE		#3 sch choice		#14 IEP goals		
		#17 PD		#17 PD		#17 PD		#12 age peers		#16 Pd Beh		
		#24 Lang		#22 relationships		#27Family		#14 IEP goals		#26 Family		
		#26 parent						#16 & #17 PD				

FDLRS/Gateway Baseline Data for 2020.2021 Grant

Training Data

	2016-2017		2017-2018		2018-2019		2019-2020*	
Topics	Total Offerings	Total Participants	Total Offerings	Total Participants	Total Offerings	Total Participants	Total Offerings	Total Participants
Behavior	74	508	57	545	40	413	35	380
Curriculum/ Instruction	49	421	38	311	45	635	25	403
ESE Policies	13	109	16	108	16	252	15	75
Families	19	1020	16	146	12	1268	6	387
Assessment	9	73	8	66	10	49	8	79
Technology	21	134	8	41	20	127	21	144
Professional Learning Delivered by FIN	34	676	39	532	36	329	26	190
Totals =	228	2941	182	1749	179	3073	136	1658

* (7/1/2019- 3/31/2020)

FDLRS/Gateway Baseline Data for 2020.2021 Grant

Child Find Data

School Year	Referrals	Screenings	Evaluations	Eligible For PreK
2016-2017	811	705	238	162
2017-2018	805	706	184	177
2018-2019	817	686	196	190
2019-2020 (07/1/19 - 3/31/20)	524	452	100	136

Student Outcome Data

School Year	Impact	Gain	Effect	Students Impacted	Number of Teachers
2017-2018	.32	0.6	2.7	245	17
2018-2019	.34	0.6	1.54	164	40
2019-2020 (07/1/19 - 3/31/20)	.34	0.5	0.79	221	83
3 Year Trend	.33	0.57	1.73	630	140

FDLRS/Gateway School Level Performance Data

18% SWD		D	CS&I	LOW FEDERAL INDEX, BLACK/AFRICAN AMERICAN, HISPANIC, SWD, ECON DISADV	28	28	35	34	37	34	18	25	25	25	NOT ENOUGH DATA	29	50	50	33	25			8	55	92	85	54	75	7	9.7
	MCHS																													
	MCAA	A			47	69	33	61	NOT ENOUGH DATA	64	53	76	42	68	NOT ENOUGH DATA	53	NOT ENOUGH DATA	94	NOT ENOUGH DATA	62	NOT ENOUGH DATA	60					28	100	0	0
	Pinetta	C	TS&I	BLACK/AFRICAN AMERICAN	33	53	36	45	NOT ENOUGH DATA	33	62	66	71	65	NOT ENOUGH DATA	53			42	53							35	100	0	0
	District	C			28	42	35	46	31	41	31	45	37	45	35	38	44	61	33	41	NOT ENOUGH DATA	55	13	55	94	81		86		11
Suwannee 15% SWD	BES	C	TS&I	MULTIRACIAL, SWD	24	59	38	55	43	56	33	61	45	49	28	30			21	52							85	85	14	14
		A	TS&I	BLACK/AFRICAN AMERICAN, SWD, ELL	30	53	44	54	30	40	31	55	41	57	22	47	41	64	40	64	NOT ENOUGH DATA	72	10	79	100	98	109	89.3	10	8.2
	BHS																													
	FSBR	MAINTAIN	CS&I	LOW FEDERAL INDEX, WHITE			NOT ENOUGH DATA	35					NOT ENOUGH DATA	31													6	100	0	0
	SES	A	TS&I	ELL, SWD	32	53	NOT ENOUGH DATA	85			35	60	NOT ENOUGH DATA	95													99	87.6	9	8
	SHS	B	TS&I	MULTIRACIAL, ELL, SWD	17	50	29	49	38	42	15	46	28	43	29	41	25	63	19	63			30	70	100	98	106	84.1	14	11.1
		C	TS&I	BLACK/AFRICAN AMERICAN, SWD, ELL	17	47	33	51	36	43	19	45	37	47	32	32			23	43							89	89	9	9
	SIS																													
	SMS	C	TS&I	BLACK/AFRICAN AMERICAN, SWD, ELL	20	45	32	44	29	37	23	45	40	50	39	44	46	71	22	54	NOT ENOUGH DATA	86					123	85.4	21	14.6
		NA			NO COMPONENTS		NO COMPONENTS		NO COMPONENTS		NO COMPONENTS		NO COMPONENTS		NO COMPONENTS													63	84	9
SVS	NA			NO COMPONENTS		NO COMPONENTS		NO COMPONENTS		NO COMPONENTS		NO COMPONENTS		NO COMPONENTS													4	80	1	20
District	B			23	50	36	50	36	43	25	50	40	50	36	42	39	67	25	54	55	80	25	73	98	96		86		11	

FIN Baseline Data By District

Baseline Data: Columbia

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

Indicator		2019 LEA Profile Data, EdStats, and Final Indicator 5 data for current school year
1 Federal Uniform Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2017-18 was 62.3%)	76%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2017-18 was 10%)	3%
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 2017-18 was 99%)	94.87%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2017-18 was 99%)	95.25%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2018-19 was 66%)	25.5%
	SWD in grades 3-10 will demonstrate proficiency in math (State Target for 2018-19 was 66%)	35.3
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 2019-20 was ≥85%)	80.3%
	Removed from regular class placement >60% of the day. (State Target for 2019-20 was ≤6%)	3.8%
	Separate setting (State Target for 2019-20 was ≤1%)	0.0%
2018 - 19 School LRE Data:	Columbia County has 15 schools. Of these schools, six have met or exceeded the 2018-19 Indicator 5a/Least Restrictive Environment (LRE) state target of 85% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. Three of the schools have met or have done better than the 2018-19 Indicator 5b/LRE state target of 6% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	
District BPIE:	Priorities from District BPIE completed on 10/17/2018:	

	<p>Priority Indicators Selected by District: 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 all 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 Plan for Inclusive Education (PIE) meeting was held on 9/10/2019 and the SMART Goals and Action Steps were reviewed.</p> <p>Goal 1: By July 2020, Columbia County will increase learning gains for SWDs by 3% in ELA and Math (ELA 31%-34%, Math 35%to 38%)</p> <ul style="list-style-type: none"> ● FDLRS and FIN will collaborate with the BEESS Strategic Math team in the provision of PD for Middle School Math Teams. ● FDLRS and FIN will collaborate with school-based personnel, staffing specialists and Principals in order to facilitate targeted PD sessions regarding evidenced-based instructional practices to support SWDs in ELA/Math. Topics will include Multisensory Instruction in Reading, Access Points in General education settings, Inclusion Collaboration school-based book studies, sensitivity training, and SIM strategies. <p>Goal 2: By July 2020, Columbia County will increase SWDs participating in regular class placement by 3% (78%-81%).</p> <ul style="list-style-type: none"> ● FDLRS/FIN will support school-level teams in the inclusive scheduling process. ● FIN will provide ESE Director with a requested quality report from Northwest Regional Data Center (NWRDC) to verify the accuracy of indicator 5 LRE data after October survey period 2. Technical assistance regarding corrections will be provided

School BPIE Data:	<p>All 15 Columbia County Schools are in compliance with the School BPIE requirements. The following are the School BPIE priority trends for Columbia County Schools from July 1, 2017 to March 2, 2020.</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 the problem-solving process is used for all students with and without disabilities. 30. Learning opportunities and resources are provided to families of SWD.</p>
Count of Schools by ESSA Support Category:	Columbia County has 4 schools with Targeted Support and Improvement (TS&I) schools and 1 with Comprehensive Support and Improvement (CS&I) schools based on the 2018-19 calculation.

Baseline Data: Hamilton

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

Indicator		2019 LEA Profile Data, EdStats, and Final Indicator 5 data for current school year
1 Federal Uniform Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2017-18 was 62.3%)	75%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2017-18 was 10%)	42%
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 2017-18 was 99%)	94.21%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2017-18 was 99%)	93.16%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2018-19 was 66%)	15.8%
	SWD in grades 3-10 will demonstrate proficiency in math (State Target for 2018-19 was 66%)	15.8%
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 2019-20 was ≥85%)	94.3%
	Removed from regular class placement >60% of the day. (State Target for 2019-20 was ≤6%)	3.8%
	Separate setting (State Target for 2019-20 was ≤1%)	0.0%
2018 - 19 School LRE Data:	Hamilton County has three schools. Of these schools, two have met or exceeded the 2018-19 Indicator 5a/Least Restrictive Environment (LRE) state target of 85% 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 2018-19 Indicator 5b/LRE state target of 6% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	
District BPIE:	Priorities from District BPIE completed on 4/13/2018: 7. District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD)	

	<p>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 Plan for Inclusive Education (PIE) meeting was held on 8/30/2019 and the SMART Goals and Action Steps were reviewed.</p> <p>Goal 1: By July 2020 Hamilton will increase learning gains for SWDs in the area of FSA ELA and Math by 3% (ELA 28%- 31% Math 43%- 46%).</p> <ul style="list-style-type: none"> ● FDLRS and FIN will provide job-embedded PD regarding MTSS Process. ● FDLRS and FIN will collaborate with the BEESS Strategic Math team in the provision of PD for Middle School Math Teams. ● FDLRS and FIN will facilitate PD sessions regarding evidenced-based instructional practices to support SWDs across all content areas to include: Power of Connections, Access Points in General Education setting and Inclusion Collaboration.
School BPIE Data:	<p>All Hamilton County Schools are in compliance with the School BPIE requirements. The following are the School BPIE priority trends for Hamilton County Schools from July 1, 2017, to March 2, 2020.</p> <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>

	33. School uses a person-centered planning process for SWDs.
Count of Schools by ESSA Support Category:	Hamilton County has two Targeted Support and Improvement (TS&I) schools based on the 2018-19 calculation.

Baseline Data: Lafayette

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

Indicator		2019 LEA Profile Data, EdStats, and Final Indicator 5 data for current school year
1 Federal Uniform Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2017-18 was 62.3%)	>99%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2017-18 was 10%)	<1%
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 2017-18 was 99%)	95.90%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2017-18 was 99%)	94.83%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2018-19 was 66%)	14.3%
	SWD in grades 3-10 will demonstrate proficiency in math (State Target for 2018-19 was 66%)	36.8%
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 2019-20 was ≥85%)	83.5%
	Removed from regular class placement >60% of the day. (State Target for 2019-20 was ≤6%)	3.3%
	Separate setting (State Target for 2019-20 was ≤1%)	0.0%
2018 - 19 School LRE Data:	Lafayette County has two schools. Neither of the schools met or exceeded the 2018-19 Indicator 5a/Least Restrictive Environment (LRE) state target of 85% of students with IEPs aged 6 through 21 spend 80 percent or more of their school week minutes with nondisabled peers. One of the schools has met or has done better than the 2018-19 Indicator 5b/LRE state target of 6% 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 8/25/2017:</p> <p>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.</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>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.</p>
Plan for Inclusive Education (PIE):	<p>The most recent Plan for Inclusive Education (PIE) meeting was held on 9/24/2019 and the SMART Goals and Action Steps were reviewed.</p> <p>Goal 1: By July 2020, Lafayette County will increase learning gains for SWDs 3% (38% to 41%).</p> <ul style="list-style-type: none"> • The District in collaboration with FDLRS and FIN, will facilitate PD sessions for support facilitators and teachers of students on Access Points, with a focus on the following content: <ul style="list-style-type: none"> -Unpacking the standards -Instructional best practices -UDL/Collaborative Teaching. • FIN will share an administrative walkthrough checklist for collaborative teachers and district staff. <p>Goal 2: By July 2020, Lafayette County will increase SWDs spending 80% or more of their school week by 3% from 81.48% to 84.48%.</p> <ul style="list-style-type: none"> • FIN will provide ESE Director with the Least Restrictive Environment (LRE) Data review Guidance document to request a quality report from Northwest Regional Data Center (NWRDC) to verify the accuracy of indicator 5 LRE data for both schools in the district after October Survey 2. Technical assistance will be provided as needed. • FDLRS/FIN will facilitate inclusive scheduling overview and LRE calculation sessions to identified schools.
School BPIE Data:	<p>All Lafayette County Schools are in compliance with the School BPIE requirements.</p> <p>The following are the School BPIE priority trends for Lafayette County Schools from July 1, 2017 to March 2, 2020. Lafayette County has only two schools.</p> <p>100% of the schools chose:</p> <p>15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.</p>

	<p>50% of the schools chose:</p> <p>5. School data reflect that all SWDs are educated in gen. ed. contexts 80% or more of the day.</p> <p>7. Administrators communicate expectations for all personnel to share responsibility for all students.</p> <p>26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.</p> <p>27. All special education teachers are collaborative members of a gen. ed. curriculum team.</p>
Count of Schools by ESSA Support Category:	Lafayette County has one Targeted Support and Improvement (TS&I) school based on the 2018-19 calculation.

Baseline Data: Madison

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

Indicator		2019 LEA Profile Data, EdStats, and Final Indicator 5 data for current school year
1 Federal Uniform Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2017-18 was 62.3%)	94%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2017-18 was 10%)	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 2017-18 was 99%)	99.20%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2017-18 was 99%)	98.42%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2018-19 was 66%)	18.5%
	SWD in grades 3-10 will demonstrate proficiency in math (State Target for 2018-19 was 66%)	23.8%
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 2019-20 was ≥85%)	84.2%
	Removed from regular class placement >60% of the day. (State Target for 2019-20 was ≤6%)	12.7%
	Separate setting (State Target for 2019-20 was ≤1%)	0.0%
2018 - 19 School LRE Data:	Madison County has eight schools. Of these schools, five have met or exceeded the 2018-19 Indicator 5a/Least Restrictive Environment (LRE) state target of 85% 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 2018-19 Indicator 5b/LRE state target of 6% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	
District BPIE:	Priorities from District BPIE completed on 5/12/2017:	

	<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 use 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 Plan for Inclusive Education (PIE) meeting was held on 8/29/2019 and the SMART Goals and Action Steps were reviewed.</p> <p>Goal 1: By June 2020, Madison County will reduce the percentage of SWDs served in the general ed setting less than 40% of their school week by 3%. (11% to 8%).</p> <ul style="list-style-type: none"> • FIN will provide ESE Director with a requested quality report from northwest Regional Data Center (NWRDC) to verify the accuracy of indicator 5 LRE data after October survey period 2. Technical assistance will be provided as needed. • FIN will facilitate the inclusive scheduling overview and LRE calculation sessions to identified schools. <p>Goal 2: By June 2021, Madison County will increase FSA ELA Proficiency Performance for all SWDs by 2% (18.5% to 20.5%).</p> <ul style="list-style-type: none"> • The District ESE Director, in collaboration with Principals, will identify target teachers to participate in Multi-sensory Early Language Development (MELD) training designed for PK to 3rd-grade teachers. • FDLRS and FIN will provide MELD training for the targeted teachers. • FDLRS and FIN will facilitate PD sessions regarding evidenced-based instructional practices to support SWDs in ELA to include topics of

	MTSS- Fidelity of Interventions, Multi-sensory Instruction in Reading, Access Points in General Education settings and Inclusion Collaboration.
School BPIE Data:	<p>All 7 Madison County Schools are in compliance with the School BPIE requirements.</p> <p>The following are the School BPIE priority trends for Madison County Schools from July 1, 2017, to March 2, 2020.</p> <p>85.7% of the schools chose:</p> <p>15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.</p> <p>71.4% of the schools chose:</p> <p>26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.</p> <p>57/1% of the schools chose:</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>42.9% of the schools chose:</p> <p>24. There is a school-wide approach for planning and implementing Universal Design for Learning.</p>
Count of Schools by ESSA Support Category:	Madison County has four Targeted Support and Improvement (TS&I) schools and one Comprehensive Support and Improvement (CS&I) school based on the 2018-19 calculation.

Baseline Data: Suwannee

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

Indicator		2019 LEA Profile Data, EdStats, and Final Indicator 5 data for current school year
1 Federal Uniform Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2017-18 was 62.3%)	98%
2 Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2017-18 was 10%)	<1%
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 2017-18 was 99%)	94.42%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2017-18 was 99%)	98.47%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2018-19 was 66%)	16.3%
	SWD in grades 3-10 will demonstrate proficiency in math (State Target for 2018-19 was 66%)	21.6%
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 2019-20 was ≥85%)	86.5%
	Removed from regular class placement >60% of the day. (State Target for 2019-20 was ≤6%)	10.6%
	Separate setting (State Target for 2019-20 was ≤1%)	0.0%
2018 - 19 School LRE Data:	Suwannee County has ten schools. Of these schools, seven have met or exceeded the 2018-19 Indicator 5a/Least Restrictive Environment (LRE) state target of 85% 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 2018-19 Indicator 5b/LRE state target of 6% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.	
District BPIE:	Priorities from District BPIE completed on 01/25/2018:	

	<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 Plan for Inclusive Education (PIE) meeting was held on 9/24/2019 and the SMART Goals and Action Steps were reviewed.</p> <p>Goal 1: By June 2020, Suwannee County will provide six (6) professional learning sessions to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on ELA Florida Standards to increase ELA learning gains for SWDs from 36% to 39%, thus improving ELA/FSA performance.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ● The District ESE Director/Coordinator, in collaboration with FDLRS and FIN, will facilitate PD sessions for support facilitators and teachers of the students on Access Points with a specific focus on the following content: <ul style="list-style-type: none"> ○ Unpacking the standards ○ Instructional best practices ○ UDL/Collaborative Teaching <p>Goal 2: By June 2020, Suwannee County will reduce the percentage of SWDs served in the general ed setting less than 40% of their school week by 3% (11% to 8%).</p> <ul style="list-style-type: none"> ● FIN will provide ESE Director and Coordinator with a requested quality report from northwest Regional Data Center (NWRDC) to verify the accuracy of indicator 5 LRE data after October survey period 2. Technical assistance will be provided as needed. ● FIN will facilitate the inclusive scheduling overview and LRE calculation sessions to identified schools.
School BPIE Data:	<p>Seven of the nine schools have completed School BPIEs and the remaining schools are on track to complete the School BPIE during the extended timeframe approved by BEESS into the 2020-21 grant year.</p>

	<p>The following are the School BPIE priority trends for Suwannee County Schools from July 1, 2017, to March 2, 2020.</p> <p>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>
<p>Count of Schools by ESSA Support Category:</p>	<p>Suwannee County has six Targeted Support and Improvement (TS&I) schools and one Comprehensive Support and Improvement (CS&I) school based on the 2018-19 calculation.</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-OCD01; 240-90840-05001/20C009; 20C011

Project Name: Florida Diagnostic and Resource Center Associate Center/Gateway

No.	Accountability Type	Type	Title	Description	BEESS Strategic Plan	Restraint/S																			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
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	elusion	N/A												
1	Product	Informational	FDLRS New Products Developed and/or Disseminated	Florida Diagnostic and Learning Systems (FDLRS)/Gateway will develop new products during the grant year to include the center annual report, 4 electronic newsletters, ten preschool mass screening flyers, and new informational products for dissemination to stakeholders in the service area. A new webpage template will also be created for easier navigation. Total of 20.	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	No	No	No	No	Yes	Yes	Yes	Screen Print Logs, Log of Updates, Survey Data, Flyers	Federal	12,000.00	20	600.00	4	2	11	2					
1A	Product	Informational	FDLRS New Products Developed and/or Disseminated (General Revenue)	FDLRS/Gateway will create a flyers for promotion of gifted endorsement courses and sponsorship for participation in annual Florida Association of Gifted Conference. Total of 4.		No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Flyer	State	400.00	4	100.00	2	1	1	0					
2	Product	Informational	FDLRS Updating and Dissemination of Current Products	FDLRS/Gateway will update products to support the FDLRS priorities including center website content, professional development flyers, individual flyers for PDA courses, center registration database and annual satisfaction survey. Products are posted on the website and the FDLRS Facebook page. Total of 80.	Access Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	Yes	Yes	Annual Report, Electronic Newsletters	Federal	24,000.00	80	300.00	30	24	18	8					
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 10. FIN will update and/or disseminate current printed or electronic FIN-developed materials to educators, families and community members.	Best Practices for Inclusion	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Dissemination Log, Sample of Material	Federal	2,000.00	10	200.00	3	3	3	1					
4	Product	Informational	FIN Current Products Updated and/or Disseminated	FIN Current Products Updated and/or Disseminated. Total of 17.	Best Practices for Inclusion	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Dissemination Log, Sample of Material	Federal	4,000.00	17	235.29	5	6	5	1					
Product Total																											42,400.00	131					
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 30.	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	Yes	No	Sign-In Sheets, Agenda's Coaching Logs, Invoices	Federal	72,000.00	30	2,400.00	12	8	8	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)		Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	Sign-In Sheets, Agenda's, Job-Embedded Training Log, Staff Calendars	Federal	102,000.00	21	4,857.14	7	6	6	2					
7	Training	Provision of Training	FDLRS Curriculum and Instructional Practices - General Revenue	FDLRS/Gateway will conduct professional development activities in Curriculum and Instruction to include Gifted Endorsement courses. Total of 4.	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	Sign-In Sheets/Logs, Agenda	State	6,000.00	4	1,500.00	1	1	1	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	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	BEES Strategic Plan	Restraint/Seclusion														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							
						1	2	3	4	5	6	7	8	9	10	11	12	13	14																
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	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	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 7.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	No	No	No	No	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	7	1,142.86	2	2	2	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	No	No	No	No	No	Sign-In Sheets, Agenda's, Staff Calendars	Federal	8,000.00	8	1,000.00	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 8.	Access Best Practices for Standards-Based Instructional Support	No	No	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	Sign-In Sheets, Agenda's. Staff Calendars	Federal	11,200.00	8	1,400.00	1	3	3	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	No	No	No	No	No	Sign-In Sheets, Agenda's. Staff Calendars	Federal	54,224.00	12	4,518.67 #DIV/0!	4	4	3	1
Training Total																		321,924.00	120																
13	Service	Indirect (teacher, school, family)	FDLRS Center Operations/ Grants Management/DOE, State, Regional and Local Meetings, Event Exhibits	FDLRS/Gateway staff will participate in state, regional, and local conferences/meetings. Total of 48.	Teachers and Leaders	Yes	Yes	Yes	Yes	Yes	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	57,600.00	48	1,200.00	15	10	15	8
14	Service	Indirect (teacher, school, family)	FDLRS Technical Assistance and Collaboration Opportunities with Districts and Schools, Exhibits	FDLRS/Gateway will provide specific technical assistance to meet the needs of stakeholders including individualized coaching, serving on district/school teams, sponsoring 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 54.	Access Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Staff Calendars, Technical Assistance Logs, Documentation of Event Exhibits	Federal	67,719.00	54	1,254.06	20	8	16	10	
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 and fund travel for service area participants to participate in statewide professional development activities and conduct site visits to exemplary schools and programs. Total of 20.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	Meeting Agenda's, Logs, Minutes, Staff Calendars, Inclusive Scheduling Graphics, Email Correspondence Meeting Agenda's and Minutes, Updated District Plans for Inclusive Education, Temporary Duty Forms, Sign -	Federal	45,000.00	20	2,250.00	5	5	5	5	
16	Service	Indirect (teacher, school, family)	FIN State, Regional and Local Meetings: Leadership	FIN will participate participate in state and regional conferences/meetings, leadership activities and BEES monitoring activities in the service area. Total of 12.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	In Sheets	Federal	27,308.00	12	2,275.67	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	No	No	No	No	No	Children's Information and Registry System (CHRIS) Reports; I-Team Meeting Schedule/Logs	Federal	107,750.00	20	204,020.00	5	5	5	5

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

No.	Accountability Type	Type	Title	Description	BEES Strategic Plan	Restraint/Seclusion																			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																			
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	N/A																																
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.	Prekindergarten	No	No	No	No	No	Yes	Yes	No	No	No	Yes	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	18	20	18																							
19	Service	Indirect (teacher, school, family)	FIN SchoolDistrict Needs Assessment	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 11.	Best Practices for Inclusion	Yes	No	Yes	No	Yes	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	11	2,036.36	7	2	1	1																							
20	Service	Indirect (teacher, school, family)	FDLRS Technical Assistance to Families	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.	Parent Involvement and Engagement	No	No	No	No	No	No	Yes	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	FIN will provide technical assistance, information and resources to families to facilitate inclusion of students with disabilities. Total of 11.	Parent Involvement and Engagement	No	No	No	No	Yes	No	No	Yes	No	No	No	No	No	No	No	Information Dissemination Logs, Sign-In Sheets, Email correspondence, Contact Log	Federal	5,000.00	11	454.55	3	2	3	3																							
22	Service	Indirect (teacher, school, family)	FDLRS Support for Gifted	FDLRS/Gateway will support teachers by providing targeted technical assistance and funding participation in professional development. (Florida Association of Gifted Conference, targeted professional development activities). Total of 8.	N/A - This deliverable is not addressed in the BEES Strategic Plan.	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Course Completer Lists, Invoices/Travel Voucher Payments,	State	14,671.00	8	1,833.88	2	2	2	2																							
23	Service	Direct (children, students, adults with disabilities)	Support for Regional Local Assistive Technology Specialist (RLATS)	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.	Access Best Practices for Standards-Based Instructional Support	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	Database Report	Federal	91,500.00	24	3,812.50 #DIV/0!	6	6	6	6																							
Service Total																							512,966.00	353																												
Total Budget																							877,290.00	604																												

Funds Allocated:

FDLRS Budget: \$603,011.
 FIN Budget: \$161,708.00
 RLATS Budget: \$91,500.00
 State Budget: \$21,071.00
 877,290

ATTACHMENT C - DOE 101 Budget Narrative Forms

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: 240-2621B-1CD01

C) TAPS Number: 21C009

(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 150 miles for travel in service area x .58 per mile.		\$ 87.00	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 (\$270), 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.		\$ 1,899.00	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.		\$ 2,500.00	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.		\$ 1,000.00	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	\$ 105,108.00	100%			
6190	210	<u>Retirement:</u> Funds will be used for retirement benefits for 2 Child Find Specialists. (10%)		\$ 10,511.00	100%			
6190	220	<u>Social Security:</u> Funds will be used for social security/medicare benefits for 2 Child Find Specialists. (7.65%)		\$ 8,041.00	100%			
6190	230	<u>Group Insurance:</u> Funds will be used for group insurance benefits for 2 Child Find Specialists (\$5200 each).		\$ 10,400.00	100%			
6190	240	<u>Workers Compensation:</u> Funds will be used for worker's compensation benefits for 2 Child Find Specialists at 2%.		\$ 2,102.00	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.		\$ 6,000.00	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.		\$ 2,700.00	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%			
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	\$ 63,433.00	75%			
6300	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for salary for one Human Resource Development Specialist.	1	\$ 55,508.00	100%			
6300	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for salary for one Inclusion Facilitator.	1	\$ 57,276.00	100%			
6300	130	<u>Other Certified Instructional Personnel:</u> Funds will be used for salary 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	\$ 35,948.00	95%			

6300	210	<u>Retirement:</u> Funds will be used for the retirement benefits for the Project Coordinator (\$6344), Administrative Secretary (\$3595), HRD Specialist (\$5551), Inclusion Facilitator (\$5728) and the Technology Specialist (\$5929). Expenses calculated at 10% of salary cost.	\$ 27,147.00	75%			
6300	220	<u>Social Security:</u> Funds will be used for social security/medicare benefits for the Project Coordinator (\$4853), Administrative Secretary (\$2750), HRD Specialist (\$4246), Inclusion Facilitator (\$4382) and the Technology Specialist (\$4536). Expenses calculated at 7.65% of salary cost.	\$ 20,767.00	75%			
6300	230	<u>Group Insurance:</u> Funds will be used to pay for health insurance benefits for the Project Coordinator (\$3900), Administrative Secretary (\$4940), and for the HRD Specialist, Inclusion Facilitator, and Technology Specialist (\$5200 each).	\$ 24,440.00	75%			
6300	230	<u>Workers Compensation:</u> Funds will be used to pay for worker's compensation for the FDLRS Project Coordinator (\$1269), Administrative Secretary (\$719), HRD Specialist (\$1110), Inclusion Facilitator (\$1146), and Technology Specialist (\$1186) . Expenses calculated at 2% of salary percentage cost.	\$ 5,430.00	75%			
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.	\$ 10,350.00	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.		\$ 3,500.00	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.		\$ 350.00	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.		\$ 268.00	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/classroom management/restorative practices, and ESE legal issues.		\$ 63,250.00	100%			

6400	330	<p><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.</p>		\$ 15,000.00	100%			
6400	360	<p><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.</p>		\$ 12,000.00	100%			
6400	390	<p><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 and book study facilitation fees.</p>		\$ 46,150.00				
6400	391	<p><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 125 teachers x 6 hours per day x \$20.</p>		\$ 15,000.00	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.		\$ 28,021.00	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.		\$ 600.00	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. Estimate of 60 teachers x \$100 per day.		\$ 6,000.00	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.		\$ 7,000.00	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: (6.28%). Note: Calculations include indirect cost on the first 25% of subagreement amount to Columbia County per guidelines.		\$ 47,909.00	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				\$ 856,219.00				

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
BUDGET NARRATIVE FORM**

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

B) DOE Assigned Project Number: 240-90840-1S001

C) TAPS Number: 21C011

(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	\$ 4,230.00	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	\$ 1,892.00	5%			
6300	210	<u>Retirement:</u> Funds will be used to pay retirement benefits calculated at 10.00% for Project Coordinator (\$349) and Administrative Secretary (\$189).		\$ 538.00	5%			
6300	220	<u>Social Security:</u> Funds will be used to pay social security/medicare benefits for the Project Coordinator (\$324) and the Administrative Secretary (\$145).		\$ 469.00	5%			
6300	230	<u>Group Insurance:</u> Funds will be used to pay health insurance benefits for the Project Coordinator (\$260) and the Administrative Secretary (\$260).		\$ 520.00	5%			
6300	240	<u>Workers Compensation:</u> Funds will be used to pay worker's compensation benefits for the Project Coordinator (\$85) and the Administrative Secretary (\$38).		\$ 123.00	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.		\$ 500.00	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.		\$ 141.66	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.		\$ 10.83	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.		\$ 3,500.00	100%			
6400	390	<u>Other Purchased Services:</u> Funds will be used to contract with facilitator for offering Gifted Endorsement Modules through the center.		\$ 4,500.00	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 7.		\$ 700.00	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, in support of gifted endorsement modules and to enhance gifted instruction in the service area.		\$ 2,146.51	100%			

6400	730	<u>Dues and Fees:</u> Funds will be used to pay course tuition fees for teachers in the service area to complete online gifted modules that started coursework before the FDLRS/Gateway gifted endorsement cohort started in January 2020.		\$ 600.00	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 7 substitutes.		\$ 700.00	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 - DOE 100A Project Application Form(s)


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/Gateway 5683 US HWY 129S, Ste 1 Jasper, FL 32052 TAPS NUMBER: 21C009	DOE USE ONLY Date Received								
B) Name and Address of Eligible Applicant: Hamilton County District School Board 5683 US HWY 129S, Ste 1 Jasper, FL 32052		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 856, 219.00 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> 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 style="width: 40%;">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 HWY 129S, Ste 1 Jasper, FL 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 HWY 129S, Ste 1 Jasper, FL 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 HWY 129S, Ste 1 Jasper, FL 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: 40%;"> E) Signature of Agency Head </div> <div style="width: 35%; text-align: center;"> Superintendent _____ Title </div> <div style="width: 20%; text-align: right;"> <div style="font-size: 1.5em; margin-bottom: 5px;">4/20/20</div> Date </div> </div>										

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/Gateway 5683 US HWY 129S, Ste 1 Jasper, FL 32052 TAPS NUMBER: 21C011	DOE USE ONLY Date Received 								
B) Name and Address of Eligible Applicant: Hamilton County District School Board 5683 US HWY 129S, Ste 1 Jasper, FL 32052		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 21,071.00 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> 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 HWY 129S, Ste 1 Jasper, FL 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 HWY 129S, Ste 1 Jasper, FL 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 HWY 129S, Ste 1 Jasper, FL 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; margin-top: 20px;"> <div style="width: 40%;"> E)  Signature of Agency Head </div> <div style="width: 30%;"> _____ Superintendent Title </div> <div style="width: 20%; text-align: right;"> 4/20/20 Date </div> </div>										

**ATTACHMENT E – 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.

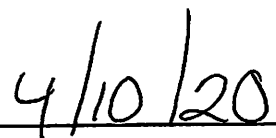
- All FDLRS staff shall be permitted to travel to all school districts within the center service area to perform project activities. FIN personnel will be permitted to travel to all school districts within their regions.
- Minutes of all coordinating council and, as applicable, advisory committee meetings 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.



 Signature of Coordinating Council Chairperson



 Date

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


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



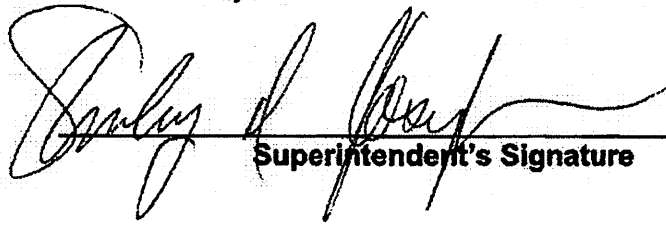
Superintendent's Signature

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 handwritten signature in black ink, appearing to read "Carolyn D. [unclear]", 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.

Suwannee

District Name

A handwritten signature in black ink, appearing to be "Turner", written over a horizontal line.

Superintendent's Signature

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

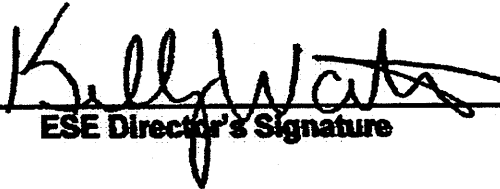
Melinda Richie

Madison

ESE Director's Signature

Kelly Waters

Suwannee


ESE Director's Signature

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

Melinda Richie

Madison

ESE Director's Signature

Kelly Waters

Suwannee

ESE Director's Signature

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

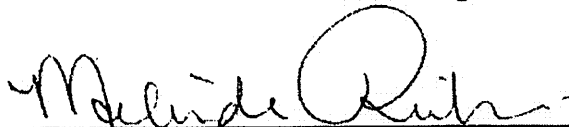
Alissa Hingson

Lafayette

ESE Director's Signature

Melinda Richie

Madison



ESE Director's Signature

Kelly Waters

Suwannee

ESE Director's Signature