

## AGREEMENT EXECUTIVE SUMMARY

EE-3 June 25, 2019

<b>Grant Program</b>	Florida Department of Education: <b>Multiagency Services Network for Students with Emotional /Behavioral Disabilities (SEDNET)</b>
Status	Continuation - Non Competitive
Funds Requested	Dollar amount is allocated by the Florida Department of Education. The grant has three parts General Revenue, IDEA and IDEA Part B. This year the total dollar amount allocated under this grant is \$131,126
Financial Impact Statement	The potential positive financial impact, if funded, is \$131,126 The source of funds is Florida Department of Education. There is no additional financial impact to The School District.
Schools included	District-wide
Managing Department	Exceptional Student Learning Support – SEDNET
Source of Additional Information	Dr. Antoine Hickman, Executive Director – Exceptional Student Learning Support 754-321-3436 Charlene Grecsek, Coordinator – Exceptional Student Learning Support 754-321-3400
Project Description	SEDNET provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at-risk of emotional/behavioral disabilities to develop appropriate behaviors and demonstrate academic and career education skills. For the 2019/2020 grant cycle, the following outcomes/goals are identified for SEDNET Region 10: (1) Support and represent the needs of students in each school district in joint planning with fiscal agents of children’s mental health funds, including the expansion of school-based mental health services, transition services, and integrated education and treatment programs; (2) Improve coordination of services for children with or at-risk of emotional/behavioral disabilities and their families by assisting multi-agency collaborative initiatives to identify critical issues and barriers of mutual concern and develop local response systems that increase home and school connections and family engagement; (3) Assist school districts in the understanding of factors that may be contribute to behaviors that may lead to use of restraint and seclusion, (4) Increase parent and youth involvement and development with local systems of care; (5) Facilitate student and family access to effective services and programs for students with and at-risk of emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living.
Evaluation Plan	SEDNET Region 10 used research-based best practices to support local district efforts addressing the following Indicators: (1) Indicator 1 – Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma; (2) Indicator 2 – Percent of youth with IEPs dropping out of high school; (3) Indicator 4 – Rates of suspension and expulsion; (4) Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals; and (5) Indicator 14 – Percent of youth with IEPs who are no longer in high school who are transitioning into the community and world of work. The goals and objectives of the SEDNET Project will be monitored in accordance with the Project Design stated in the grant proposal. This includes maintaining and updating, on a quarterly basis, the DOE database which includes 3 specific areas: deliverables; service delivery, and training. Data for the grant is tracked in Department of Education Project Tracking System database.
Research Methodology	In developing SEDNET’s goals and objectives for 2019/2020, the Project Manager used Information from Department of Education 2018 LEA Profiles; Statewide Suicide Prevention Data and Research from University of South Florida; Bruce Perry Research on Neuro Sequential Models in Therapeutics and Education; SAMSHA’s published works on Trauma; National Trauma Center ; and Suicide Prevention Registry for Promising Suicide Prevention Practices; Youth Mental Health First Aid Evidenced Based Best Practice Training.
Alignment to Strategic Goals	Goal 2: Continuous Improvement: Improving understanding of Mental Health and Impact on student behavior and abilities in the classroom. Educating all School staff on Impact of Trauma on students and families which can ultimately increase student success. The SEDNET Project focuses on Collaboration which is aligned with Goal 3: Effective Communication. Communication with

	Community Behavioral Health Providers who can offer additional supports to students outside of the academic day. Communication with school staff regarding supports for students in and outside of the classroom. Ability to offer online and in person education and support in areas of mental health for students. This increase of support can ultimately decrease behaviors which allows students to be present in the classroom both physically and emotionally.
Level of Support provided by GAGP	Level 3 - GAGP staff obtained signatures on the project forms; negotiated contract language with the Department of Education; interfaced between the program team and the general counsel's office; and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.