



Cooperative Agreement Between  
Florida Department of Education  
AND  
The School Board of Broward County, Florida

I. Purpose

THIS COOPERATIVE AGREEMENT (hereinafter referred to as “Agreement”) is entered into by and between the Florida Department of Education with headquarters in Tallahassee, Florida (hereinafter referred to as the “DEPARTMENT”), and The School Board of Broward County, Florida (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](http://www.cfda.gov));
  3. Catalog of Federal Domestic Assistance (CFDA) # 84.173A ([www.cfda.gov](http://www.cfda.gov));
  4. 2019 General Appropriations Act, Line 114, Special Categories, Grants and Aids – Exceptional Education from General Revenue Fund; and
  5. Catalog of State Financial Assistance (CSFA) #48.065.  
([www.myfloridacfo.com/aadir/docs/CSFACodesTable12-14-11.pdf](http://www.myfloridacfo.com/aadir/docs/CSFACodesTable12-14-11.pdf))
- B. The PROVIDER represents that it is fully qualified and eligible to receive these funds to provide the services identified herein.
- C. The DEPARTMENT is authorized to disburse the funds under this Agreement.
- D. Both parties shall be governed by applicable State and Federal laws, rules and regulations.

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

III. Budget Period and Effective Date

- A. The budget period for this Agreement will be **July 1, 2019 – June 30, 2020**.
- B. The project period for this Agreement will be **July 1, 2019 – June 30, 2020**.
- C. The Executed Agreement Notification (DOE 250) states the effective start and end date for the project period, unless the project is terminated earlier consistent with provisions of this 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 Forms for the fiscal year, **Attachment C**
5. Coordinating Council Attestation – Additional Assurances for FDLRS ACs, Consolidated Application Certification, and ESE Director Assurances - Certification of Duties and Responsibilities, **Attachment D**
6. DOE 100A Project Application Forms for the fiscal year, **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](http://www.fldoe.org/grants/greenbook).

#### 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 –

1. Statutory authority for implementing:
  - a) FDLRS ACs: Section 1006.03, Florida Statutes (F.S.)
  - b) Florida Inclusion Network (FIN): Section 1003.57(1)(f), F.S.
2. 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.

3. 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 –

1. 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:

- a) 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.
- b) 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.
- c) 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.
- d) 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.
- e) Assist schools and school districts in the implementation of inclusive educational practices.

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

a) Child Find

- i. Locate children who are potentially eligible for services under the IDEA, and link them with needed services.
- ii. Promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities.
- iii. Provide service coordination and support for diagnostic screening, placement and training.

b) Parent Services

- i. 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.
- ii. 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.

c) HRD

- i. 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.
- ii. Conduct needs assessments, as applicable, and personnel development with multi-level professional development activities at the awareness, comprehensive, integration, application, and follow-up levels.

d) Technology

- i. Provide assistance and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents.
- ii. 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.

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

- a) 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.
- b) 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.
- c) 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.
- d) 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.
- e) Provide data as directed by the PS/RtI discretionary project, to include all data needed for the annual AT evaluation report.
- f) Coordinate with the technology unit of the PS/RtI project when planning and hosting multi-regional RLATS meetings and activities.
- g) 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.

4. 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.

5. 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.

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

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

7. 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.

8. FIN Services are structured and provided as follows:

- a) 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.
- b) 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.
- c) FIN services include professional development, technical assistance, and the provision of resources for best practices for inclusive education.
- d) District FIN facilitators travel within their region to provide services as defined by regional, district, and school action plans.
- e) 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.

D. Amount -

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

IDEA, Part B:	\$ 1,451,681.00
GAA - General Revenue:	\$ 29,470.00

## V. Funding Method

The options indicated below will be the funding method for the full budget and performance period noted in section III. A 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](http://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](http://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls).

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

## VII. Modification of 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 Agreement. Amendments to this 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 this 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 this Agreement, in which case this 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 this 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 this 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 this 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 this Agreement term and following completion of this Agreement if the PROVIDER does not transfer the records to the DEPARTMENT; and
3. Upon completion of this 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 this 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 this Agreement, the PROVIDER shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the DEPARTMENT, upon request from the DEPARTMENT'S custodian of public records, in a format that is compatible with the information technology systems of the DEPARTMENT.

**D. IF THE PROVIDER HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE PROVIDER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 850-245-0735 & [contractcustodian@fldoe.org](mailto: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](mailto:Tresa.McCloud@fldoe.org)
  2. The name of the DEPARTMENT BEES Project Liaison for this Agreement is:  
April Katine  
325 West Gaines St. Suite 614  
Tallahassee, Florida 32399-0400  
Email: [April.Katine@fldoe.org](mailto:April.Katine@fldoe.org)
  3. The name and address of the representative of the PROVIDER responsible for administration of this Agreement is:  
Gwen Lipscomb  
1701 NW 23rd Avenue  
Ft. Lauderdale, Florida 33311  
Email: [gwen.lipscomb@browardschools.com](mailto:gwen.lipscomb@browardschools.com)
  4. A copy of all notices to the PROVIDER shall be sent to:  
Superintendent of Schools  
The School Board of Broward County, Florida  
600 Southeast Third Avenue  
Fort Lauderdale, Florida 33301
- 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 section VII above.

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

- A. 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 this 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 this 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.
- B. 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 this Agreement for payment purposes, please note, that this return on investment report is separate and apart from those requirements.

C. All reports shall be submitted to the designated BEESS project liaison. All questions should be directed to the project manager.

## XII. Financial Consequences

A. 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.

B. 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.

C. The BEESS project liaison shall review the progress made on the deliverables approved in this 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.

D. 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:

1. Type
2. Title/Description
3. BEESS Strategic Plan
4. Indicators
5. Source Documentation Maintained by the Project to Support the Deliverable
6. Funding Source
7. Total Budget for Deliverable
8. Performance Requirements: Grant Year Total Deliverable Units
9. Cost Per Unit
10. Performance Targets/Deliverable Units to be Completed per Quarter

E. 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](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/departments-of-edu-grants-forms.shtml).

F. 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 this 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 this Agreement is held to be unenforceable by a court of competent jurisdiction, the validity, legality, or enforceability of the remainder of this 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 s. 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 eight percent (8%) 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 Twenty Five Thousand Dollars and 00/100 Cents (\$25,000.00) 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 eight percent (8%) 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](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [www.myfloridacfo.com/aadir/reference\\_guide](http://www.myfloridacfo.com/aadir/reference_guide). Furniture and equipment purchases that are not listed on the original budget approved by the DEPARTMENT will require an amendment submission and approval by the DEPARTMENT prior to the purchase by the fiscal agency awarded the funding. A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code (F.A.C.). [[www.flrules.org/gateway/ruleNo.asp?id=69I-72.006](http://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.
    - a) Costs associated with employing appropriate staff for administering the discretionary project
    - b) Office materials and supplies
    - c) Relevant costs associated with the administration of the project, including
      - i. travel reimbursement
      - ii. meeting room rentals
      - iii. consultant fees
      - iv. printing

- v. 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.
  - a) Tablets and portable media players (e.g., iPads and iPods)
  - b) Air cards
  - c) Internet connectivity services
  - d) 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](http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)) or in the Department of Financial Service's – Reference Guide for State Expenditures ([www.myfloridacfo.com/aadir/reference\\_guide](http://www.myfloridacfo.com/aadir/reference_guide)).
  - 1. Unallowable expenditures may include the items or services listed below. This is not an all-inclusive list.
    - a) Advertisement
    - b) Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
    - c) Clothing or uniforms
    - d) Costs for items or services already covered by indirect costs allocation
    - e) Decorations
    - f) Dues to organizations, federations or societies for personal benefit
    - g) End-of-year celebrations, parties or socials
    - h) Entertainment (field trip without approved academic support is considered entertainment)
    - i) Game systems and game cartridges (e.g., Wii, Nintendo and PlayStation)
    - j) Gift cards
    - k) Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
    - l) Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
    - m) Land acquisition
    - n) Meals, refreshments or snacks
    - o) Overnight field trips (e.g., retreats, lock-ins)
    - p) Pre-award costs
    - q) Promotional or marketing items not directly related to the support and implementation of the project (e.g., flags, banners, t-shirts, pencils)
    - r) Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
    - s) 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 this Agreement are being accomplished.
  3. Receiving and reviewing the invoices for payment of funds to assure that the requirements of this 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](http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf).

#### XV. Additional Provider 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](mailto: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. 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.
- H. 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 fifteenth (15<sup>th</sup>) day following the end of each project quarter, or the next business day if the fifteenth (15<sup>th</sup>) 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.
- I. 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 s. 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 **seventy five percent (75%) of time allocated to project management duties**. In circumstances when the FDLRS manager assumes duties for the fiscal agent school district, no more than twenty five percent (25%) 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, F.A.C. 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 twelve (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:

[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGES FOLLOW]

THE STATE OF FLORIDA DEPARTMENT OF EDUCATION

BY: \_\_\_\_\_

NAME: Richard Corcoran

TITLE: Commissioner

DATE: \_\_\_\_\_

[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE FOLLOWS]

ACCEPTED BY:

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD  
COUNTY, FLORIDA

By \_\_\_\_\_

Heather P. Brinkworth, Chair

ATTEST:

Approved as to Form and Legal Content:

\_\_\_\_\_

Robert W. Runcie, Superintendent of Schools

\_\_\_\_\_

Office of the General Counsel

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Florida Diagnostic and Learning Resources System Associate Center 2019-2020

060-2620B-0CD01, 060-90840-0S001

### 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 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 includes 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](http://www.cfda.gov))
- Catalog of Federal Domestic Assistance (CFDA) # 84.173A ([www.cfda.gov](http://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](http://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 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 SCHOOL 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 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.

Target Population –

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



## **Established Need**

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

Response: Child Find will locate children who are potentially eligible for services under IDEA and link them with needed services. This process includes providing service coordination and support for diagnostic screenings/evaluations, placement, and training. The Children's Registry and Information System (CHRIS) database will be utilized to obtain data reports and for case management.

Due to the high volume of referrals, additional support staff assist Child Find staff with the referral process. There are three community liaisons (one Spanish; one Creole) who also link parents to community resources. An additional clerical staff person and a Media Clerk assist Child Find staff in taking referrals. Child Find staff coordinates with the Multicultural and English as a Second Language (ESOL) Department and with external consultants to provide interpreting services during the screening/evaluation of preschool students with suspected disabilities. Child Find staff also attend the local preschool meetings to coordinate the Child Find referral and screening/assessment process.

Child Find identifies children in need of services to support State Performance Plan (SPP) Indicator 7. This process ensures children are educated in appropriate early childhood educational environments and maintains the state target level for preschool performance outcomes. Child Find will collaborate with district prekindergarten staff to maintain 100% compliance of SPP Indicator 12. This indicator ensures that children transitioned from Part C to Part B receive Part B services by their 3rd birthday. Child Find staff will expedite the Part B preschool screening/evaluation process for children formerly enrolled in the Early Steps program.

Child Find staff participate in interagency meetings and provide displays/exhibits at community events to increase public awareness of services for preschool children who have a disability. These efforts will help Child Find staff locate children who are suspected of having a disability, including those children attending public and non-public preschools. Child Find staff will train early childhood educators on the referral process and developmental milestones at the annual Broward Early Childhood Education Conference. Interagency meetings are held to coordinate services for children referred from community agencies, including the Early Learning Coalition of Broward County, ChildNet, Baby Special Needs Advisory Council, Early Steps, Help Me Grow, and the Seminole Tribe of Florida. Representatives from the Technical Assistance and Training System and early education and care programs in the community are included in these meetings. Child Find staff will collaborate with preschool staff to distribute the Special Ed Connection/LRP Publications flyer to parents of preschool students. This LRP resource flyer is distributed at preschool staffing meetings to encourage parents to register for the Special Ed Connection/LRP Publications. Child Find staff will also promote participation in Professional Development Alternatives (PDA) online courses.

Needs for supports to schools and community were identified based on feedback from the FDLRS Coordinating Council. The identified needs are:

- Support for middle school students, including those with autism spectrum disorders, transition activities from elementary to middle, and support for parents and families in

middle school. Inclusion activities for middle and high are a continued need.

- Professional learning for teachers to assist teachers of middle and high school to help bridge the gap of the SLD students and others with mild disabilities in the areas of reading and math
- Increase in use of vaping within our middle and high schools
- Dissemination of professional learning opportunities and flyers to all members of the curriculum council
- Addressing the mental health challenges related to those diagnosed as ASD
- Training concerns related to the link of implementation and follow up
- Expand the LRP Special Ed connection sign up opportunities within the council members

Baseline data reflects the need for professional learning and coaching/collaboration across several domains to be provided by FDLRS Reach staff. School staff report the inability to attend multi-day events due to barriers including securing a substitute teacher, and financial impact on the school. For the coming year, school-based teams participating in face to face multi-sessions and blended (face to face mixed with intermittent online formats), will be the target for professional learning.

The District Exceptional Student Learning Support Directors and Supervisory team have identified four targeted priorities for ESLS Division to systemically build capacity:

1. English Language Arts Intervention
2. Social Emotional Learning
3. Principles of Universal Design for Learning
4. Writing Process for Students on Access Points

To systemically build capacity, the District team has determined that professional learning in the targeted priorities be provided to the district-based Program Specialists in order to enhance their skills. The Program Specialists will be able to support their assigned schools. The FDLRS HRD and Technology staff is being requested to facilitate or provide these professional learning targets.

FDLRS and FIN will collaborate with District personnel on the implementation and evaluation of the Wilson reading intervention programs (i.e. Wilson Reading System, Foundations, Just Words). FDLRS/FIN staff members identified as certified Wilson trainers and Dyslexia Therapists, will attend the annual 3-day train-the-trainer conference in order to maintain required certification, provide professional development, on-going coaching and support with progress monitoring.

District Curriculum Supervisors report the need to build capacity for supporting students requiring Tier1, Tier 2 or Tier 3 learning in the Wilson reading programs. FDLRS REACH will provide district personnel with instructional resources for working with school-based staff on Tier 2 and Tier 3 research-based interventions. These resources shall include curriculum support for reading, writing, and mathematics; including intervention programs, manipulatives and teacher/student materials. FDLRS staff will participate in monthly meetings of the Early Learning and Elementary Learning Departments in order to facilitate stronger collaboration and enhance professional learning opportunities. FDLRS/FIN will collaborate with district staff to review and update the current Action Plan for developing Professional Developers to deliver the instructional content, provide professional learning to teachers, and offer ongoing support to district and school-based staff. FDLRS/FIN will provide extensive coaching and technical

assistance at school sites for teachers as follow-up to professional learning.

During the 2019-2020 school year, FDLRS/FIN will collaborate with the ESLS division to support the University of Florida Literacy Initiative (UFLI) partnership with the James Patterson Foundation to address Florida's literacy crisis through the James Patterson Literacy Challenge. Their research reports, "Two of the biggest problems facing low-performing schools are (a) many children arrive at school each year unprepared for the literacy expectations of their grade level and (b) many teachers are unprepared to address the needs of struggling readers. Past attempts to address these problems have tended to rely on one-size-fits-all curricula, superficial professional development efforts, and supposed quick fixes, none of which have led to sustained changes..."

By collaborating with the Dyslexia Task Force and participating in ESLS Curriculum Committee meetings, FDLRS will continue to support the District's initiative to increase the proficiency in reading and math. FDLRS will offer support to address the needs of students with disabilities struggling in these areas with professional learning opportunities and technical assistance. The V&V Study Group continues to be a highly requested course for students identified who could benefit from this methodology of instruction. FDLRS HRD will provide more V&VI Study Group sessions along with Study Group Facilitators mentored in the 2018-19 school year. More courses in V&VII Study group will also be provided.

In response to the Social Emotional Learning needs of the district, core professional learning events are a second target area. Professional development in Positive Behavior supports in classroom management, Principles of Applied Behavior Analysis, and writing positive behavior plans will be provided. Subsequent to attending the Tough Kids Train-the Trainer, FDLRS and District Program Specialists will be providing a course in the Fall targeting teaching staff and support facilitators.

Zones of Regulation and Social Thinking Methodology courses need to be offered more frequently and provided to school based teams including program specialists, speech pathologists, ESE and Gen-Ed teaching staff, psychologists, family counselors, and guidance counselors for more effective systemic implementation. Numerous requests for school-based training in Zones of Regulation have been made. A Zones of Regulation Train-the-Trainer course will be designed to build the capacity to accommodate this need.

FDLRS HRD and district Compliance Coordinators will continue to provide training in Facilitated Individual Education Plan Process (FIEP) as a proactive approach to conflict resolution. In order to meet the two training requirements from FDLRS administration, two training sessions of up to 40 participants each with certified trainers will be offered in Broward County.

Based on the frequent requests from the Exceptional Student Learning Support (ESLS) division for professional learning related to Developing Quality IEPs (for all levels and for secondary), FDLRS Reach will continue to provide a two-day face-to-face with a blended component. In addition, FDLRS Reach will support district and school-based staff with webinars, as needed, on topics that address specific IEP components. FDLRS and District program specialists attended the Accommodations: Assisting all Students Training of Trainers, which will be offered as a result of the 2018 update of the Accommodations manual.

FDLRS will continue to support the Professional Development Alternatives (PDA) online

learning modules at least two times per year as a need continues, based on registration and number of completers for this district. Statewide offerings will be advertised district-wide, and the PDA flyer will be distributed throughout the county through newsletters and displays. FDLRS will also continue to collaborate with the Broward Professional Development Standards and Supports (PDSS) Department to process the points for completers of the Independent Study Modules offered through the BEESS portal. Reports will be generated and submitted on a monthly or quarterly basis to the PDSS department. FDLRS Reach will continue to collaborate with the PDSS department and the Broward Certification Department regarding these online offerings, registration and the process of awarding in-service points.

District ESLS Curriculum Supervisors Disabilities requested technical assistance from FDLRS on interpreting data related to reading, math and writing. FDLRS HRD will utilize the Small Group Planning & Problem Solving (SGPPS) process to coach and mentor school teams to analyze their school data to determine effective scheduling and intervention. District program specialists will join their school teams in this process.

FDLRS will offer service delivery opportunities for teachers of students with disabilities who also have a gifted eligibility. FDLRS has been invited to present at Broward County Public Schools' 10<sup>th</sup> Annual South Florida Gifted Symposium to be held in September 2019.

FDLRS and FIN gave a special education needs assessment survey to instructional staff in Broward County Public Schools. One thousand four hundred one staff members of varying experience levels completed the survey. Of the respondents, 437 are general education teachers without ESE certification, 258 are general education teachers with ESE certification, 117 are ESE support facilitators, 170 are special program or day school teachers, and 56 are related service providers.

To best meet the need of the schools in Broward County, FDLRS and FIN will offer a variety of professional development formats. Survey respondents were able to select their most preferred methods of participating in professional development. The vast majority, 1010 people, prefer face-to-face trainings, 202 prefer webinars, 251 prefer facilitated online courses and 430 prefer independent online courses. These alternate methods include webinars and online courses (both facilitated and independent) will allow schools to get their teachers the trainings they need while offering flexibility.

According to the Special Education Needs Assessment almost 30% of teachers in Broward County Public schools either haven't heard of or haven't implemented Differentiated Instruction (DI). For Universal Design for Learning (UDL) nearly 45% of respondents either haven't heard of or haven't implemented. This indicates a need for more Universal Design for Learning trainings and capacity building. Forty-one percent either haven't heard of or haven't implemented Specially Designed Instruction (SDI). Finally, just over 34% either haven't heard of or haven't implemented growth mindset strategies.

Universal Design for Learning (UDL) is needed to target audiences including Exceptional Student Learning Supports division district program specialists and other district departments. Universal Design for Learning principles will be modeled in all FDLRS trainings provided throughout the year. Accessibility features on Microsoft Office 365 applications and common operating systems will also be addressed in a variety of formats.

A needs assessment was provided to district Program Specialist to determine their use of FDLRS/FIN services. Twenty-nine people responded to the FDLRS/FIN 2018-2019 Program Specialist Needs Assessment. According to the data, 24% participated in a Book Study, 93% attended professional learning (face-to-face, online, blended; including PDA courses), and 28% received coaching/mentoring. The data also revealed that 69% of program specialists required school support, 34% required support with data analysis, and 52% required technical assistance for themselves. When asked about the materials and resources that FDLRS/FIN provides, 100% of the Program Specialists agreed that they are current/research-based, meaningful/relevant, and that they were able to share with other. Program Specialists indicated the following as topics for FDLRS/FIN to consider during the 2019-2020 school year: additional book studies, specialized writing instruction, Universal Design for Learning, Access Points in General Education, Assistive Technology for Support Facilitators, Kagan Strategies, classroom management, advanced Applied Behavior Analysis training. This year, FDLRS REACH facilitated a professional learning community book study of the Jim Knight book, *The Impact Cycle*, for district ESE program specialists. This was well received and more book studies specific to program specialists will be initiated in the 2019-20 school year. Needs assessments completed by both Program Specialist and teaching staff working with Students with Significant Cognitive Disabilities (SwSCD) indicated similar trends amongst grade bands. Elementary, Middle and High schools indicated the need for instruction in the Writing Process for students working on the Access Points to the Standards. Elementary and Middle school staff requested a focus on implementation strategies for CORE vocabulary and developing a response mode. Middle and High school staff indicated the need for professional learning in social emotional strategies and methodologies. High School staff also requested training in the use of Lesson Pix and material production coordinating access points to the standards in all content areas. Middle School and High School Program Specialists have identified the need for all teaching staff to have training in the structured teaching strategies of Project TEACCH.

Instructional staff working with SwSCD continue to request face-to face, multi-day professional learning opportunities but feel more embedded feedback and learning is needed through a blended delivery with virtual sessions or activities provided. Intentional PLCs that are specific to the needs of their complex students was identified as a secondary format for professional learning.

The District Supervisory team suggests teaching the Access Points to the Standards to be provided in a Professional Learning community format. A bi-monthly Autism Spectrum Disorder (ASD) Coaches meeting has been requested by the Supervisor to maintain consistency throughout the district. An ASD coaches PLC will again be offered to provide coaches the opportunity to develop skills and knowledge in academic interventions, effective communication tools and coaching and mentoring processes. FDLRS Staff will participate and facilitate the ASD Endorsement online courses that are being provided through the FDLRS Administration Project. Communication response mode, communication systems and the Generative Writing process continue to be a need for professional learning for all teachers instructing SwSCD.

Educational Support Personnel (ESP) also expressed the interest to have more training with the teachers with whom they work so implementation could be more collaborative. Courses are made available for ESPs on Early Release and High School PD days for greater access.

The need for additional professional learning opportunities to address needs for students with significant cognitive disabilities addresses Indicator 3C of the BEESS Strategic Plan. Additionally, the continued need to support teachers working with students with significant cognitive disabilities within special programs or alternate school settings aligns with Indicators SB and SC of the BEESS Strategic Plan.

Current and updated resources will continue to be added to the FDLRS Resource Collection located in the FDLRS Media Center to support professional learning activities. Parent and instructional staff inquiries indicate a need to continue providing up-to-date resources and materials for skill- building, professional learning and training, preview or loan. The need for continued academic support through professional learning opportunities supports Indicator 3A of the BEESS Strategic Plan.

With the increase in the number of staff utilizing virtual training rooms, there is the need to continue to access the FDLRS Administration Adobe Connect Room provided to FDLRS Reach this year. FDLRS will continue to offer technical assistance and training to district staff to build capacity for use of Adobe Connect.

FDLRS Tech has been asked to facilitate sessions of the PDA online course Technology for Student Success, Introduction and Technology for Students Success: Assistive Technology, as well as provide technical support to the PDA Coordinator.

FDLRS Tech has been asked by The Innovative Learning and Arts Department to participate in membership on the Digital Projects Committee and to provide feedback relating to accessibility features for students with disabilities.

Implementation of Augmentative and Alternative Communication Strategies training has been requested by Teachers and Speech Language Pathologists in the district in order to increase the communication skills of students using communication systems. Assistive Technology Program Specialists have requested seventy core vocabulary communication boards to distribute during Core Vocabulary trainings. Support facilitators have requested training in assistive technology tools including Microsoft Learning Tools and Accessible Instructional Materials to assist in supporting students' access to curriculum and learning.

The Curriculum Supervisor for students with intellectual disabilities has asked the FDLRS Tech and HRD to provide trainings on strategies and assistive technology tools for writing instruction for students on access points. The Curriculum Supervisor for students with Autism has requested assistance and support in training the coaches for autism in the use of assistive technology in the classroom, communication strategies for students with limited verbal language, and visual support training.

Parents of students using Augmentative and Alternative Communication devices have requested training in order to support the use of devices in the home environment.

FDLRS staff in all four functions and the FDLRS Coordinator will continue to attend and participate in all FDLRS statewide conferences, function meetings, BEESS initiatives, workgroup collaborations, and other state and local meetings and initiatives as reflected in the FDLRS grant assurances.

The top five topics from the 2019-20 Parent Needs Assessment receiving the highest priority will be addressed within the Parent Training calendar. Presenters will include experts from within the Broward district who will present during the work week, Saturdays or evenings on the topics listed, as well as national speakers and consultants. Online resources and free online courses will continue to be identified and offered or listed through the parent training calendar. Parent webinars will continue to be created and offered throughout the school year as an alternate means of delivery of parent information and training. These sessions are recorded and the recordings available. This opportunity provides a way for parents to participate in workshops who are unable to attend face-to-face options. There continues to be a high interest in the Active Parenting parent trainings throughout the district and community. The Active Parenting Leader Training will be available to community agencies, and other interest groups as well as school-based staff.

To support trained Active Parenting Leaders, leaders will continue to have access to the Active Parenting curriculum kits (preschool/elementary/teen/step-parent versions) from the FDLRS Media Center to increase the accessibility of training opportunities to parents throughout the county. The results of the 2018 ESE DOE Parent Survey indicated a need for more trainings and networking for parents of preschool students. The evidenced-based Helping Our Toddlers, Developing our Children's Skills (HOTDOCS) program will be offered as an option county-wide, trainings for parents for Transition to Kindergarten, and Active Parenting, the First Five Years.

For the DOE Annual Parent Survey, FDLRS Reach will work with schools to increase the response rate of the survey. Information will be shared with school staffing specialists and district personnel at their monthly meetings, including the strategies for successful return rates provided by the DOE, sharing out of schools with highest return rates, and working with the schools identified as having no parent surveys returned.

In order to continue to meet the identified state target for Indicator 8, FDLRS REACH will continue to collaborate with schools and community agencies to identify ways to increase the district percentile of parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This includes accommodating requests for school trainings for parents and displays at school and community events. There has been an increase in the requests for parent trainings in the areas of math and literacy. Schools and community agencies are requesting more information on assisting families with anxiety and stress in children. FDLRS REACH will also continue to identify ways to increase the number of parent respondents for the DOE Annual Parent Survey and maintain meeting the target for kindergarten K-12.

Collaboration activities involving FDLRS Parent Services, other discretionary projects and district initiatives for the upcoming school year will include: facilitate/assist at Family Cafe, support the ESE Parent FDOE Survey project through BEESS, provide parent trainings in a collaborative effort with Broward 211 at the Disability Expo, and Title I events. FDLRS will participate with SNAC through Children's Services Council. Participation in BEESS Parent Liaison calls/Adobe connect monthly meetings will continue. FDLRS will support increasing parent subscriptions and conduct training on BEESS sponsored LRP Publications resource for parents of students with disabilities. FDLRS Parent Services will continue to attend the Broward Hispanic Initiative as requested by the group and partner with expanding parenting classes in Spanish for the community. A district-wide event, Reducing the Stigma, was

provided in coordination with FDLRS REACH and the United Way for parents within the Hispanic community and was very well received, with the numbers registered and walk-ins exceeded available slots.

In an effort to continually provide parents with information on community resources, a parent/community Resource Directory for Broward County will be maintained by FDLRS REACH for families in collaboration with other resource directories. Funding for financial assistance/support will continue to be provided for families of students with disabilities to attend local, state, or regional conferences and workshops that will foster and promote collaborative educational partnerships pending the availability of funds. This may include online workshops, courses and webinars, and the Family Cafe. FDLRS Parent Services will continue to offer Educational Surrogate training for the guardian ad litem and interested community volunteers.

### **Florida Inclusion Network**

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

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

#### **Indicator 5a**

- Tier 1 met or exceeded the 2018-19 state target of 85%
- Tier 2 within 10% points of the 2018-19 state target
- Tier 3 more than 10% points below the 2018-19 state target

#### **Indicator 5b**

- Tier 1 met or did better than the 2018-19 state target of  $\leq 6\%$
- Tier 2 met or did better than the 2018-19 state average of 13.5%
- Tier 3 percentages higher than the 2018-19 state average of 13.5%

#### **Indicator 5c**

- Tier 1 met or did better than the 2018-19 state target of  $\leq 1\%$
- Tier 2 met or did better than the 2018-19 state average of 3.4%
- Tier 3 percentages higher than the 2018-19 state average of 3.4%

The information below identifies the district priorities in FIN/FDLRS Region 5 for the 2019-20 grant year:

### **The Tier 3 districts in FIN/FDLRS Region 5 are:**

Indicator 5a: Miami-Dade, Palm Beach

Indicator 5b: Collier, Miami-Dade, Lee, FAU Lab

Indicator 5c: N/A



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 5 are:**

Indicator 5a: Broward, Collier, Lee, Monroe, South Tech

Indicator 5b: Broward, Monroe, Palm Beach

Indicator 5c: Broward, Collier, Miami-Dade, Lee, Palm Beach

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

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

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

**The Tier 1 districts in FIN/FDLRS Region 5 are:**

Indicator 5a: FAU Lab School

Indicator 5b: South Tech

Indicator 5c: Monroe, FAU Lab, South Tech

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 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 5 are in compliance with district BPIE.

**The following is a summary of the BPIE indicators prioritized by districts within Region 5:**

<b>Region</b>	<b>FDLRS Action Center</b>	<b>District</b>	<b>Most Recent BPIE</b>	<b>DBPIE Priority Indicators</b>
5	Alpha	FAU Lab School	12/19/2017	7, 17
5	Alpha	Palm Beach	10/4/2017	5, 20
5	Alpha	South Tech Lab	1/24/2018	14, 18, 19, 27
5	Island Coast	Collier	12/19/2017	7, 26
5	Island Coast	Lee	3/9/2017	2, 3, 7, 8, 10, 14
5	Reach	Broward	2/25/2019	4, 5, 16, 17, 30
5	South	Miami-Dade	4/8/2019	2, 4, 5, 7, 12
5	South	Monroe	10/3/2018	10, 14, 15

### **Top 5 prioritized indicators for districts in Region 5:**

2. District data reflects that in each school there is alignment to the natural proportion of SWDs in the district.

4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.

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.

7. District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts.

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.

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### **Description of Alternate Methods for Trainings/Meetings**

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

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

- Seven - sixty hour facilitated online professional development modules via the PDA program
- Five – thirty hour facilitated online professional development modules focusing on differentiating mathematics, differentiating science, interpersonal interactions and Strategic Instruction Model (SIM) Concept Mastery Routines and SIM Unit Organizer Routines via the PDA program
- Four – twenty hour online professional development modules focusing on differentiating instruction, informative assessment and assistive and instructional technology via PDA program
- One – ten hour online professional development module targeting technology tools to support reading comprehension via the PDA program
- Two – five hour online professional development modules on the Matrix of Services and Surrogate Parent training via the PDA program
- Five independent study modules, worth 10 – 20 points, focusing on effective teaching practices for students with disabilities and in the content area,

positive behavior supports, inclusive practices for Prekindergarten (Pre-K), developmentally appropriate practices for Pre-K and a tutorial for the Battelle Developmental Inventory for Pre-K

- Kindergarten (K) - 6 and Middle Grades Online Content Review modules as a means for educators to prepare for certification exams and enhance their content knowledge
- Adobe Connect sessions to conduct Manager Roundtables, Function Meetings and follow up sessions, training sessions, sharing of exemplary strategies, workgroup meetings and a number of other professional learning opportunities
- Virtual book studies and professional learning communities to enhance areas of expertise in order to increase services to the districts

Regionally, centers are using virtual meeting space to conduct regional meetings among managers and function personnel. In addition, regions are also collaborating on regional virtual learning activities which will be able to be replicated. The FDLRS Administration project is increasing virtual learning opportunities by expanding PDA statewide offerings and conducting webinar series for educators and parents, and families of students with disabilities in response to statewide need. This will increase statewide availability and reduce travel expenses. At the local level, individual centers are utilizing virtual instruction in a variety of formats ranging from delivering online professional development and follow up, to incorporating online communication strategies for information sharing and conducting meetings. Time and money spent on travel has been reduced through the use of alternate delivery methods and the FDLRS network continues to emphasize additional utilization of virtual technologies.

The above offerings will continue in the 2018-2019 in addition to the following unique alternate offerings by FDLRS REACH:

- Webinars, Adobe Connect sessions, Skype for Business or Brainshark Presentations
- Canvas Learning Management System
- Broward County Public Schools Office 365 applications such as: Excel, PowerPoint online, Sway, Forms, OneDrive, Class Notebook, Yammer, Teams, Office Mix as well as SharePoint.
- Online engagement applications including: Plickers, Kahoot, Quizziz, Office 365 Forms, PollEverywhere, Padlets.
- Twitter will be used to provide brief real-time updates, feedback and

- instant messaging.
- Hoonuit (formerly Atomic Learning) Administrator tools for managing user groups.
  - Online FDOE learning modules.
  - District-Based Professional Learning Communities will be offered to specialized groups.
  - Networking sessions with specific alike-groups and/or programs.
  - Book Studies, blended with both face-to-face and technology based sessions.
  - Electronic-based resources that focus on preschool strategies and methodologies for families. Distance learning opportunities for parent services.
  - Virtual Office hours for PDA support.
  - Florida SIM Content Enhancement Routines through EPD (Electronic Professional Development).
  - Web based Preschool Child Find referrals and medical records.
  - EdCamp will be used to provide engagement to adult learners on current, "in the moment" topics.
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### **Support of the BEESS Strategic Plan/State Performance Plan (SPP)**

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

- ☐ Include reference to the measurable target for each indicator, as stated in the current SPP and BEESS Strategic Plan; and
- ☐ Describe the collaboration activities with other discretionary projects with regard to the SPP indicators and BEESS Strategic Plan.

### **Response:**

The data reflected in Florida's State Education Agency (SEA) Profile and individual district Local Educational Agency (LEA) Profiles 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 14% or 385,154 students identified as students with disabilities. The FDLRS network provides programs and services which directly support the education of students with disabilities by working with educators, administrators, paraprofessionals, agencies, and families in the areas of Child Find,

Parent Support, HRD/Professional Development, and Instructional/Assistive Technology. In reviewing Project Tracking System (PTS) data entries, more than half of the professional development offered is provided to general educators serving students with disabilities in the general education curriculum. In addition to ensuring access to the general curriculum, support to students with disabilities in the special education program is also an essential component of the educational continuum offered to students with disabilities.

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

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

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

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

FDLRS collaborates with:

- The Florida Inclusion Network to ensure implementation of exemplary inclusive practices throughout the state.
- The MTSS-PS/Rtl project to continue to expand the number of facilitators available to work with districts on implementing the SGPPS. The MTSS Technology and Learning Connections (MTSS- TLC) for delivery of instructional and assistive technology, accessible educational materials (AEM) and universal design for learning (UDL).
- The Access Project in supporting regional trainers and securing FDLRS representation when needed.
- Project 10 in securing facilitators for the VISION's conference and maintaining transition contacts at each center to assist with district support and assist with ongoing implementation of the Check and Connect initiative coordinated through the State Personnel Development Grant.
- The programs and services offered by the FDLRS Administration project and the FDLRS ACs 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.

Individual efforts to support the BEESS strategic plan related to individual district (s) served include:

- Ongoing communication with district Exceptional Student Learning Support administrative staff to provide professional learning, technical assistance, and expertise in a variety of instructional interventions and curriculum programs.

- Support of BEESS initiatives including Facilitated IEPs, the Florida State Standards, Florida State Alternate Assessment Standards, and the Florida Center for Reading Research.
  - Universal Design for Learning principles embedded in professional learning opportunities and instructional interventions.
  - Collaboration with district departments to develop online resources and courses utilizing the district's learning management system.
  - Technical assistance based on evidence and research-based practices that positively impact student achievement and graduation rates.
- 

## **Evaluation Plan**

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

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

## **Response:**

- FDLRS ACs will evaluate progress on the successful implementation of the PDA modules, the Middle Grades Integrated Curriculum Online Content Review module and the Elementary K-6 Online Content Review module by maintaining demographic surveys, satisfaction surveys, and facilitator surveys in the Desire 2 Learn management system. An annual report providing a summary of module participants, satisfaction ratings, in/out of field status and connection to passing certification scores will be developed.
- Monitoring of personnel development activities offered by the FDLRS will follow guidelines provided in Florida's professional development evaluation protocol and include assessments at the completion of each activity and follow up surveys to identify continuous implementation and long-term impact of activities on increasing the number of highly qualified teachers and increased student achievement.
- Customer satisfaction surveys will be gathered at the conclusion of each personnel development initiative conducted by either the FDLRS AC managers or the FDLRS network functions.
- FDLRS has developed and is implementing the FDLRS Impact Database (FID). This system successfully provides a statewide database for FDLRS personnel to have participants enter pre and post data on students prior to and after implementing strategies and programs which they learned from FDLRS. The Student Impact Data Online Data Collection System will be used with the following professional learning courses:



- Making Reading Instruction Explicit
  - Wilson Reading Programs: Foundations, Wilson and Just Words
  - PDA Online Modules
  - Touch Math
  - Building Math Proficiency in Struggling Learners
  - Project activities will be reported quarterly in the required PTS. The FDLRS Network required Professional Development evaluation is provided to participants at each professional learning activity. This data is then entered into the PTS Database. Activities entered into this system are aligned with the BEESS strategic plan.
  - In addition, online surveys and needs assessments will be conducted with service area stakeholders to assist in guiding center activities.
  - The district's professional learning management system, Learning Across Broward, will be utilized to collect perception data regarding the quality of professional learning activities offered.
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## Support for Strategic Plan

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

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

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

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

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

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

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## General Education Provisions Act (GEPA)

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

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

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

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## Equitable Services

In accordance with Public Law 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local educational agency service area. Use the following URLs for more information: <http://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

**Response:** Per the direction of P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, FDLRS ACs make all of its programs and services available across the state to stakeholders working with students with disabilities and their families. All online 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.

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## **Baseline Data**

See attached baseline data.

FDLRS REACH utilizes a variety of sources as baseline data for child identification, professional learning opportunities, parent service needs, and instructional technology.

According to the Children's Registry & Information System (CHRIS) 2018-2019 school year data, there were a total of 3,950 new referrals to Child Find.

Child Find New Referral Data (July 1, 2018- January 31, 2019)

Birth-2	3-5 Years	Total
2,536	1,414	3,950

Evaluation and Staffing Data for Children 3-5 Years (July 1, 2018- January 31, 2019)

Preschool Screenings	Number of Staffings	Part C to Part B Transition
996	1,405	825

For children ages 3-5 years, 996 children were screened and 713 were evaluated. Of the 1,405 children staffed, 1,295 were eligible for services, while 110 were ineligible for services. Ongoing meetings were conducted with Exceptional Student Learning Support administrators and preschool evaluation team staff to review the assessment process and modify procedures as needed. There are 20 preschool assessment teams, comprised of 12 Part B and 8 Part C teams. Two additional bi-lingual psychologists provide coverage or relief for psychologists. Typically, 14 to 16 appointments are scheduled four days a week for preschool assessments for children 3 to 5 years of age during the school year. The average attendance rate for preschool assessment appointments for the period July 1, 2018 to January 31, 2019 is at 83%. Three community liaisons assist with the distribution of Child Find appointment letters and reminder phone calls to families. Child Find staff continue to improve the Broward County "one-stop shop" model, which combines the screening and assessment into one single appointment in order to expedite services provided to preschool children with a disability. At last count, there were 25,366 demographic records in CHRIS for Broward County, by far the largest number in the state.

Monthly data reports for the number of children screened and referred for preschool evaluation are shared with the Florida Diagnostic Learning and Resource Services (FDLRS) Manager, Curriculum Supervisor for Preschool, and the Preschool District Coordinators of Psychological Services.

Child Find preschool data and information are shared with the Baby Special Needs Advisory Council regarding the referrals and timelines for services for children birth to five. Preschool screening/evaluation information and outcomes for children ages 3 to 5 are also provided to the Early Learning Coalition, ChildNet and Help Me Grow staff. Child Find staff participate in meetings with staff from the Early Learning Coalition, Early Steps, ChildNet, Baby Special Needs Advisory Council, and Help Me Grow to improve services for preschool children with special needs. These meetings focus on the coordination of services (including transition) for children birth to five. Child Find also consults with the Voluntary Pre-Kindergarten (VPK) and Early Head Start/Head Start staff to screen children with suspected disabilities.

Broward County Public Schools serves a diverse student population, with students representing over 204 different countries and more than 191 different languages. Child Find coordinates services with the Multicultural, English for Speakers of Other Languages and Program Services Department. Bilingual intake facilitators administer the Pre-IPT-Oral English Language Proficiency Test to determine the English proficiency level and language classification, as well as the need for interpreters at the preschool assessment appointment. The Multicultural Department also provides interpreters for the preschool assessment appointments, as necessary.

Child Find staff conduct trainings for early childhood providers in the district and community. These trainings include information about Child Find awareness, the referral process, developmental milestones, and resources for parents and early childhood educators. There were five trainings provided during the first three quarters of the 2018-2019 school year. Child Find staff provided a training on the "Initial Screening and Evaluation of Preschool Aged Children" at the district's first annual Educating All Students with Excellence (EASE) conference on 10/5/18. Two trainings on "Special Needs, Real Solutions" were also provided to 32 early childhood educators at the Broward Early Childhood Education Conference on February 2, 2019.

Child Find information is available on the Exceptional Student Learning Support website and district newsletter. Information is disseminated to preschools, agencies and medical professionals upon request. This school year, Child Find staff provide exhibits/displays at community events, including: Children with Special Needs Family Resource Fair (Joe DiMaggio Children's Hospital event; 9/29/18); 2018 Children's Behavioral Health Resource Fair (Broward County Behavioral Health Partnership; 10/19/18); Books, Balls, & Blocks! (Help Me Grow community screening; 10/21/18); 2018 South Florida Gifted & Talented Symposium (Broward County Public Schools; 11/2/18); Ed Talk (Broward County Public Schools; 12/1/18); Broward Early Childhood Education Conference (Early Learning Coalition; 2/2/19); ESOL Parent Leadership Council Meeting (Bilingual/ESOL Department Parent Outreach Office; 1/24/19); and, 12th Annual Community Health Expo (Light of the World Clinic; 3/9/19).

To accommodate the needs of the district, Curriculum Supervisors and Program Specialists from the Exceptional Student Learning Support (ESLS) division have provided data and input that target areas of need including reading interventions, support facilitation services, behavior, learning strategies, instruction for students with significant cognitive disabilities (SWSCD) to the access points to the standards and the writing process. In addition, a focus on developing a more comprehensive format to provide opportunities of collaborative learning amongst the ESE Support teams has been identified. Additional data has been collected and analyzed by FDLRS REACH staff as a result of implementing 2018-19 grant activities.

Based on 2018 demographic data from the Broward LEA Profile, there are 271,967 students in grades PK-12. According to this report, 13 % of the student population are identified as students with disabilities (SWD). Additionally, there are students with disabilities who also have a gifted eligibility.

The table below displays a three-year trend of SWD receiving services from school years 2016-2017 through 2018-19 in the Broward School District.

	2016-2017	2017-2018	2018-19
Pre-K	3,312	3,354	3,878
Elementary	15,271	15,435	16,454
Middle	7,665	8,285	8,403
High	8,762	8,861	9,178
<b>Total</b>	<b>35,010</b>	<b>35,935</b>	<b>37,913</b>

FDLRS REACH collaborated with ESLS to provide professional learning to school-based teachers, including Reading Coaches, on the district's Wilson Reading Intervention Programs. The table below reflects teachers who attended a one-day Foundations session or multi-day sessions for the Wilson Reading System or Just Words during the 2018-2019 school year:

Reading Programs	Number of Sessions Trained	Number of Participants Trained
Foundations	9	181
Wilson Reading System	2	27
Just Words	1	15

FDLRS HRD provided technical assistance to five elementary schools on the implementation of the Foundations reading program. Teachers in Grades K – 2 attended a one-day professional learning, then received on-site school support. FDLRS HRD collaborated with school Administrators

and Reading Coaches to develop action plans for ongoing coaching on teacher implementation, classroom modeling, and assistance with data collection and interpretation.

District Curriculum Supervisors are requesting FDLRS assistance with the purchase of kits for Attainment, Foundations, and Thinking Maps in order to increase collaboration and build capacity of Program Specialists on School Support Teams. Additionally, they are requesting professional learning in the area of writing.

Beginning with the 2019-2020 school year, the Prek/Elementary Director will assign three district Program Specialists to collaborate with the FDLRS HRD team three-days per week. The goal of this effort is to build capacity through coaching, mentoring and delivering professional learning opportunities to schools. The Coordinating Council Chair is also requesting that FDLRS HRD Staff attend monthly meetings with the Early Learning and Elementary Learning Departments in order to enhance professional learning that targets students with disabilities who are working on Florida Standards.

FDLRS REACH collaborated with Just Read Florida!, a statewide initiative, to provide the Making Reading Instruction Explicit professional learning to teachers and district leaders. FDLRS REACH facilitated two regional sessions and one in-district session, totaling 67 participants who attended.

According to the International Dyslexia Association (IDA), about 13–14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7% IDA, "Dyslexia Basics".) The district has created a Dyslexia Task Force composed of school district personnel and community stakeholders. FDLRS HRD participates in the committee monthly meetings to assist in building awareness and providing support in classrooms and the community.

In collaboration with the Math Department of Broward County Public Schools, FDLRS Human Resource Development (HRD) Specialist created a Multi-Tiered System of Supports for Mathematics. The document lists the Mathematics intervention programs that will be supported by district staff in Broward County Public Schools. The following program trainings that were facilitated during the 2018-19 school year are on the Multi-Tiered System of Supports for Math; two sessions of Number Sense Interventions, two sessions of Ready Florida Mathematics Intervention, one session of Attainment and an ongoing on-demand Canvas course for Moving with Math which was accessed by 27 participants.

The most widely requested Math Intervention training is TouchMath. Two face-to-face TouchMath Intervention trainings were offered and two online facilitated TouchMath Intervention trainings were offered in Canvas for a total of four offerings in 2018-29. Additionally, in an effort to build capacity, one TouchMath Train-the-Trainer Session was provided locally for 14 instructional staff members in Broward County.

In addition to Math Intervention programs, a strategy-based training was offered entitled, Building Math Proficiency in Struggling Learners. Two sessions of this training were offered for Elementary School teachers and one session was offered specifically for Secondary level teachers.



FDLRS Reach, in collaboration with the Differentiating Math Workgroup, created and provided a Building Math Proficiency Train-the-Trainer for the FDLRS Network on April 2-3, 2019 in Lake Buena Vista, Florida for 39 participants.

District ESLS Program Specialists continued to provide the training and support for the Professional learning needs in the area of behavior and classroom management. FDLRS HRD organized and facilitated 6/44 trainings provided through March 2019.

In alignment with the Social Emotional Learning Initiative and Standards, FDLRS HRD co-trained two 3-day Implementing Social Thinking course, five half-day Zones of Regulation professional learning opportunities, two of which were school requests for the entire staff to be trained. Six additional schools have requested staff training in the Zones of Regulation. The district-based events required school-based teams to attend in order to facilitate systemic implementation with 337 participants have attended these opportunities. All sessions had registration beyond capacity. Requests for additional sessions have been made by both school-based and district personnel.

As a result of the tragedy at Marjory Stoneman Douglas, many adults (teaching staff and parents) and students throughout the Broward County School District indicate to be in some level of crisis. School safety procedures, understanding diversity of student needs and Social Emotional Learning are challenges are reported by district staff and SEDNET. Support services for a variety of school locations and purposes related to this issue have been requested including personnel coverage, supervision and safety and presentations consisting of social emotional information.

Broward County Public Schools has classrooms on school campuses that are self-contained. The table below reflects the number of total classrooms with the priority eligibility.

Autism	Intellectual Disabled	Emotional Behavioral Disabled	Secondary Varying Exceptionalities
240	67	26	73 Middle School / 125 High School

Students with Autism Spectrum Disorder and other complex learners who have a matrix of 254-255 continue to increase and are in need for highly structured and systematic instruction for students PreK to grade 12. Project TEACCH - Treatment and Education of Autistic and Communication related handicapped Children (TEACCH) Foundations & Zoning course was provided 2 times for 131 participants. At the Elementary level, 42% of our Autism Spectrum Disorder (ASD) Coaches are brand new or have 1 year in the Coaching position this school year. A district based ASD PLC for coaching and mentoring was provided in 3 sessions with a total of 36 coaches attending.

English Language Arts professional learning continues to be a focal point for teachers of Students with Significant Disabilities. Six phonics-based courses were provided this school year. FDLRS HRD in collaboration with district and school-based implementers who attended the V&V Train the trainer have provided 3 V&V Study Group sessions.

Numerous requests were made for FDLRS staff to provide on-site coaching for instructional materials production related to instruction of the Access Points to the grade level Standards related to the various instructional methodologies supported by the ESLS Division.

FDLRS HRD collaborated with Program Specialists supporting Middle School and High School, respectively, and have begun a project to review and reorganize the design for programming of students in need of highly structured learning environments based on the needs identified in required classroom walk-throughs. FDLR HRD has collaborated with Itinerant teachers of students who are Deaf and Hard of Hearing or Visually Impaired to provide training and technical assistance as requested by the District Supervisor and Program Specialists.

**Students with Significant Cognitive Disabilities (SWSCD)**

*Number of Students (Ages 3-21 Years) with 254 or 255 Matrix Funding as of 01/31/ 2019 by Grade Level*

<b>Student Status</b>	<b>Grade Level</b>	<b>254 or 255</b>
<b>Enrolled</b>	Pre-K	501
	KG-12	1,867
	<b>Total</b>	<b>2,368</b>

Four Florida Standards Alternate Assessment Performance Task training were provided for teachers who are first time administrators of the assessment. 164 teachers attended.

A total of 2226 SWD in Broward County took the FSAA's and End of Courses, Grades 3-12, by Primary Disability in 2017-18 (as of March 2017).

<b>OI</b>	<b>SI/DSI</b>	<b>LI</b>	<b>DHH</b>	<b>VI</b>	<b>EBD</b>	<b>SLD</b>	<b>HH</b>	<b>ASD</b>	<b>TBI</b>	<b>OHI</b>	<b>IND</b>
21	22	70	19	5	23	10	39	951	12	101	953

In an effort to streamline the transition of elementary levels to middle levels, the district has developed a Reimagining Middle Grades MTSS/RtI Committee. The committee is composed of cadre directors, school administrators, and instructional personnel. Five workgroups have been formed to focus on Elementary to Middle Transition, Middle to High Transition, Scheduling, Curriculum and Pedagogy, and Social and Emotional Learning. FDLRS HRD participates in the districts workgroups and committee meetings assisting with strategies for improving the middle grade learning; understanding the development and implications of instruction, utilizing data to design and implement rigorous and customized instruction, helping teachers collaborate across grade levels and subjects to create engaging and challenging thematic units, and establishing college and career awareness and readiness.

Broward District ESLS Division will be making two significant alignment changes. The PK ESE team previously working with the Early Childhood department will now be joining with the Elementary ESE District teams to form more unified and comprehensive support to PK to Grade 5 instruction. This team will form an additional team of Program Specialists to make 5 ESE District Teams who will provide targeted support in all elementary schools for students PK to grade 5.

Additionally, from these five ESE support teams, three Program Specialists will be working collaboratively with FDLRS HRD to provide professional learning opportunities to build capacity of instructional support.

#### **COMPLIANCE AND DUE PROCESS:**

Based on data from the district's Resolution Department, 33 cases were initiated in the 2018-2019 school year. The cases that were initiated were Due Process (17), State Mediations (5), State Complaints (2), Independent Educational Evaluation Requests (4), Local Conflict Resolutions (4), and 10-day Notice (1).

	Autism Spectrum Disorder	Intellectual Disabilities	Other Health Impaired	Specific Learning Disabilities	Visually Impaired	Developmental Delay	Gifted	None	EBD	Language Impaired
Cases	9	6	4	2	0	2	0	4	1	2

The request for FDLRS REACH has been reduced as related to compliance and due process issues.

Facilitated Individualized Educational Plan (FIEP) Training is a FDLRS state-wide initiative. Broward County Public School Compliance Coordinators require all ESE Specialists to be trained in FIEP. In the 2018-19 school year, two FIEP Trainings were provided by FDLRS in conjunction with district compliance coordinators, 61 participants were trained. Two HRD Specialists and two district Compliance Coordinators are certified to train FIEP per Key2Ed.

During the 2018-19 school year, FDLRS HRD continued to collaborate with the Office of Professional Development Standards & Support (PDSS) in order to align the ESE Master In-service Plan with district professional learning opportunities. FDLRS Program Specialist and Coordinator each serve on a committee to analyze, design and develop effective evaluation systems. FDLRS and the ESLS Division participate collaboratively through a Professional Learning Community to address updates to the evaluation of professional learning opportunities as required in the district's professional development learning management system, Learning Across Broward (LAB).

Professional learning was offered through face-to-face, online and blended deliveries based on the following identified needs: (a) FDLRS REACH Associate Center initiatives; (b) student achievement data and (c) targeted schools and staff working with SWD as identified by district

supervisors and program specialist. While face-to-face opportunities continue to be a significant source of the Professional Learning landscape, online formats and blended opportunities continues to be a focused endeavor.

Program Specialists participated in a PLC Book Study for the ESLS division based on the book, *The Impact Cycle* by Jim Knight. FDLRS HRD facilitated this activity, which has been well received by the participants.

From July 2018 through April 2019, FDLRS REACH provided/facilitated the following professional learning opportunities, in collaboration with the Florida Inclusion Network (FIN) and the district's ESE and Support Services professional development personnel:

Professional Learning Opportunity	Sessions Offered	Total Participants
Behavior Support	20	660
Curriculum & Instructional Practices (FDLRS)	61	1640
Curriculum & Instructional Practices (FIN)	24	619
Education Policies, Procedures & Practices	29	3208
Education Policies, Procedures & Practices (FIN)	37	522
Evaluation and Assessment	6	146
AT/Instructional Technology	36	572
<b>Total Professional Learning Opportunities</b>	<b>213</b>	<b>7,367</b>

*These numbers are inclusive of The Professional Development Alternative online modules as well as face-to-face trainings.*

FDLRS Reach and the ESLS division worked with the DPI (Diversity Prevention and Intervention) Department to offer two courses related to support and instruction for students with disabilities for equity liaison school contacts. Two courses were created: Inclusion Strategies for Students with Disabilities and Working with Students with Disabilities. FDLRS and ESLS personnel developed and delivered the courses on after school and Saturdays.

The Professional Development Alternative (PDA) online facilitated modules provide comprehensive courses that are offered at least two times per year. Participants include teachers, administrators, charter school teachers, private school teachers, teachers on leave, as well as retired teachers looking for opportunities for professional development and in-service credit. These modules offer teachers and staff online content and activities for self-paced study, without leaving their classrooms or school duties.

The following includes completers and current participants for Broward Reach courses for the 2018-19 school year:

Course Name/# of Offerings	Completers	Course Name/# of Offerings	Completers
Assessment & Evaluation	11	Introduction to Differentiating Instruction	11
Reading (2)	9	Matrix of Services	28
Foundations	18	Technology for Student Success: An Intro	13
Differentiating Math Instruction (2)	23	Instructional Practices	14
Positive Behavior Supports	8	Differentiating Science Instruction	9

There were 144 completers for the 2018-19 school year.

From July 2018 through March 2019, Broward had a total of 1,739 completers for the Florida Department of Education Independent Study Modules: Teaching SWD, Effective Teaching Practices for SWD: Focusing on the Content Areas, Positive Behavior Intervention and Supports, Inclusive Practices for Preschool, Paraprofessionals Supports for Students with Disabilities, and Battelle Developmental Inventory. FDLRS REACH collaborates with the PDSS (Professional Development Standards and Supports) department to process these completers for in-service points. Beginning January 2019, FDLRS has merged with the state BEESS portal to incorporate all independent study modules offered in that portal. FDLRS REACH works with the PDSS department to process the inservice points of all BEESS portal courses.

Participants completing the PDA facilitated modules, the Florida Department of Education Independent Study Modules, and the Making Reading Instruction Explicit course utilized the FDLRS Impact Database to collect data on student impact through the implementation of professional learning.

FDLRS REACH hosted nine facilitated PDA courses with a total of 94 completers. The average number of completers was 10.

FDLRS Reach will be providing three trainings at the district-wide Seasons of Learning professional development opportunities in June 2019. The professional learnings to be offered are: Developing a Quality IEP and Accommodations, MELD, and Social Thinking and Zones of Regulation.

FDLRS Parent Services distributed a Parent Needs Assessment Survey to identify needs and develop the Parent Workshop Calendar for the 2019-20 school year. This was disseminated to parents at events, evaluations, and other events. The following represents the top five topics identified as a need for training for parents for the 2019-20 school year:

1. Behavior Management/Positive Behavior Supports
2. Improving Communication with My Child
3. Transition from Preschool to Kindergarten
4. Helping My Child with Reading/writing/math
5. Individualized Education Plan

Parent workshop activities are advertised on flyers and through the Constant Contact email blast, advertising events for each semester of training activities. This is updated on the ESLS website and hard copies are available and provided at child find screenings, events, posted to the ESE Specialist Canvas Course for school distribution, and ESE Advisory committee meetings. During the 2018-19 school year, FDLRS Reach trained 40 Active Parenting Leaders, which includes teachers, school psychologists, guidance counselors, support staff, agency staff and District level staff and community agencies. The Active Parenting curriculum is available to trained staff through the lending library located in the FDLRS Media Center. 9 trained leaders borrowed curriculum materials from the FDLRS Active Parenting library for use at their location to offer parent education to their parents.

Broward has an annual subscription for parents to access the Active Parenting Online video series from the convenience of their homes. Information on access to the video library is provided to parents at the Active Parenting classes as well as through the FDLRS Media Center, and other parent education events. FDLRS REACH has provided face-to-face Educational Surrogate Training, collaborating with the Guardian Ad Litem program and open to the public/volunteers as well.

The annual Florida Department of Education Parent Survey was administered February 1 through May 31, 2018. The results for the 2017-18 ESE Parent Surveys for Pre-K and K-12 have been reported in Florida's Annual Performance Report for Indicator 8. For 2017-18, the state target for the percentage of parents to report that schools are facilitating parent involvement in their children's school is:

State Target	Broward % that met the standard
Preschool: 83 %	83.6%
K-12: 83%	80.7%

Broward County met the state target of 8% return rate for 2018. The response rate for Broward was 14.1% for Preschool surveys, and 8.4% K-12.

During the 2018-19 school year, FDLRS Parent Services participated in required state meetings, and collaborated with projects and agencies. This included Bureau of Exceptional Education and Student Services Parent Survey conference calls/Adobe Connect sessions for parent liaisons. Parent services also collaborated with Project 10 as part of transition planning activities. Parent services has collaborated with Children Services Council and the Transition Special Needs Advisory Council. The Disability Expo in October 2018 was an all-day Saturday event for parents and families of students and adults with disabilities, including the Broward Schools Exceptional Student Learning and Support and Broward 211. Through collaboration with Broward 211 and the planning committee, FDLRS REACH parent services provided breakout sessions at the event. Schools and departments have also requested parent services presentations, including the Title I Conference held in January 2019. The Parent Services program specialist participates in activities with the United Way of Broward, co-chairing their Hispanic Initiative committee, with planning of the Reduce the Stigma Parent conference in Spanish, and a one day session for providers.

Data for the technology function was collected from a variety of sources including requests submitted by Local AT specialists, school-based requests for technical assistance on integration and operational use of instructional technology, district curriculum personnel for SWD and district departments Information and Technology, Innovative Learning, Gifted, Diversity, Prevention and Intervention and ESE. Surveys were disseminated to General Education teachers, ESE teachers, district support team personnel and Pre-K agencies to determine training needs, perception of skill level and delivery training preference.

The FDLRS Technology Specialist facilitated the Broward Assistive Technology Team in a monthly Professional Learning Community targeting updating policies and procedures and training new local Assistive Technology (AT) Specialists. The Broward AT Specialists are structured on teams by grade level (preschool, elementary, middle and high). The team is comprised of seven Assistive Technology (AT) Specialists. Due to vacancies, three new AT Program Specialists were hired in the 2018-2019 school year. The Broward AT Specialists identified Speech/Language Pathologists as well as classroom teachers for training on Teaching Core Vocabulary to Non-Verbal Students. The FDLRS Technology Specialist collaborated with the AT Program Specialists to deliver four full day sessions. In order to increase parent education in the area of Core Vocabulary, the AT Team delivered a three-hour training to parents of nonverbal students who use Assistive Technology. During the 2018-2019 school year, one Broward AT Specialist for the Florida Environmental Communication Teaching model invited two school-based teams to attend the year-round four-day training including two additional district AT specialists to build capacity as facilitators for this model. This professional learning opportunity was in collaboration with teams from Palm Beach County Schools.

The table below compares the number of new Assistive Technology referrals, re-evaluations, trials and loans from the Technology & Learning Connections AT-UDL Loan Library as of March 1, 2019. Broward Local Assistive Technology Specialists accessed the AT-UDL Loan Library when there were no available devices in the district. The table shows a comparison of categories for the past three years.

Category	2016-2017	2017-2018	2018-2019
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# Referrals	207	210	261
# of Re-evaluations	3	7	10
# of Devices Tried	233	252	278
# of Devices borrowed from AT-UDL	72	168	240

**Broward AT Orders**

Type of Device	2016-2017	2017-2018	2018-2019
Mid Tech AAC	6	21	2
High Tech AAC	22	6	3
Computer	17	15	27
iPad/iPod	31	30	78
Specialized software	8	4	5
TOTAL	84	60	175

**High-Tech Alternative Augmentative Communication Devices**

Device	2016-2017	2017-2018	2018-2019
Accent	2	1	0
Nova Chat	19	5	2
Eyegaze Systems	0	3	1

**Students with AT tools on IEP from EasyIEP (March 2018)**

AT Tool	2016-17	2017-2018	2018-2019
Adapted keyboard	36	17	21
Touch Screen	257	156	266
Word processor	149	41	72



Environmental control unit	52	54	52
Visual Schedule	3,720	863	2015
Picture/symbol communication system	790	22	148
Voice Output Communication Aid	735	766	810
Voice Recognition (Speech to Text)	N/A	N/A	12
Screen Reader (Text to Speech)	N/A	N/A	14

The Local Assistive Technology Specialists in Broward reported that of the 810 voice output communication aids identified on EasyIEP, over 300 use sophisticated, dynamic display systems including 16 students using eyegaze access. This particular user group requires annual training and follow-up due to student transitions from one classroom to another and or one school to another. As feature matching of AAC devices was used in the selection of a device for students, Saltillo's Nova Chats have increased to over 250 students using this device successfully. There has been an increase in the use of iPads due to the development of robust communication apps to meet the needs of students. The Center Technology Specialists manages over 300 ipads that are assigned as Assistive Technology to ESE students. The availability of robust applications in addition to student preference has influenced the increase in use of iPads. The focus for trainings and support to teachers and Speech Language Pathologists has focused on implementation of core vocabulary use with AAC users in order to be effective communicators. Approximately 100 educators and Speech/Language Pathologists were trained throughout the year on this topic. Broward Local AT Specialists utilized the AT-UDL Library to access devices that were not available in the Broward school district with Nova Chats, iPads and TOBII eyegaze systems frequently requested due to high demand and the need for 6-8 weeks of data collection for the trial period. The Learning Tools feature available in Office 365 has led to the increase in use of laptops for students with assistive technology needs in the areas of Reading, Writing, and Organization.

During the 2018-2019 school year, seven Local AT Specialists provided assistance to approximately 335 schools and received over 250 new AT referrals. Local AT Specialists requested assistance from the Center Technology Specialist Targeted AT Competency 1 (Be knowledgeable of classroom accommodations that are and are not allowable on statewide assessments) and AT Competency 3 (Be knowledgeable about and implement the school district's assistive technology (AT) assessment/evaluation procedures) were focused areas in the role of the Center Tech Specialist.

The Local AT Specialists met for a weeklong retreat in January 2019 to review the data, update processes and create products for distributions to school-based teams. The Center Technology Specialist collaborated with the AT Specialists to create an Assistive Technology Resource Guide for school based staff on Canvas. The purpose of this resource is to provide school staff with documents, procedures, and resources related to assistive technology housed in a user friendly, easy to access platform and in adherence to the Florida Assistive Technology Competencies. The AT Specialists revised the process for transferring of assistive technology equipment in order to ensure there is no delay in student access to assistive technology at the start of the school year. Center Tech Specialist has been a contributing member to the Digital Project Committee with an emphasis on accessibility for Students with Disabilities.

In October 2018, the Center Technology Specialist, along with one AT Specialist and one PreK Program Specialist from the district, attended the Multisensory Emergent Language Development (MELD) train the trainer opportunity offered by FDLRS. As of March 2019, the district MELD team has created a timeline to implement the MELD program in select preschool classrooms in the 2019-2020 school year.

The Center Technology Specialist attended the full 2019 ATIA Conference including the network meetings and size-alike meetings during the conference. In January 2019, the Center Technology Specialist attended the full FETC Conference. In March 2019, the Center Technology Specialist attended the full 2019 UDL-IRN Conference as a member of the Florida Technology Advisory Committee. As of March 2019, seven of the Local AT Specialists from Broward are members of the Technology Advisory Committee. Sub-committee memberships from Broward include AT, UDL and AT work group.

TITLE	ATTENDEE ROLE	TOTAL
UDL -IRN Conference	Center Tech Specialist	1
ATIA Conference	Center Tech Specialist	1
FETC Conference	Center Tech Specialist	1
SIM	HRD Specialist	2
Accommodations Train-the-Trainer	HRD Specialist and district staff	3
Building Math Proficiency in Struggling Learners Train-the-Trainer	HRD Specialists	2
Tough Kids Social Skills Train-the-Trainer	Child Find Specialist and District staff	2
Florida Association of Staff Development (FASD) Fall Conference	HRD Specialist	1
Multisensory Emergent Language Development (MELD) Train the Trainer	Center Tech Specialist	1
Just Read Florida! Institutes (Fall/Winter)	HRD Specialist	1

FDLRS REACH, FIN Facilitators, and the district Program Specialists attended train-the-trainer workshops that afford quality professional development and impacts student achievement. FDLRS REACH attended local and state trainings.

#### **LOCAL MEETINGS:**

COMMITTEE	ROLE	REPRESENTATION	MEETINGS
Broward Tech Standards	Review and advise for needs of SWD	CenterTech Specialist	Quarterly
Digital Projects Committee from Office of Academics, Information & Technology	Weekly updates relating to district Bond funds and digital needs including SWD	CenterTech Specialist	Weekly Bi- Monthly
Broward AT Team	Facilitator for addressing AT and UDL for the Local AT Specialists	CenterTech Specialist	Monthly
Instructional Materials Adoption Committee	Review and select instructional materials for state wide curriculum adoption	Center Tech Specialist/HRD	Monthly
ESLS Curriculum Committee	Updates relating to the district instructional materials adoption and review and selection of curriculum for students on ACCESS Points	HRD/ Center Tech Specialist	Monthly
ESLS Dyslexia Task Force	Provide input to committee in the areas of UDL and technology	HRD/Center Tech Specialist/FIN	Monthly

SNAC & Transition SNAC	Community Agency representation	HRD/Parent Services	Monthly
Hispanic Initiative (United Way)	Coordinate/plan/assist activities for parent engagement	Parent Services	Monthly
District Curriculum Meetings	Dyslexia, Math, Reading, to review and revise for SWD	HRD	Monthly
ASDs School coaches	Coaches assigned to schools for special programs for ASD students	HRD	Bi-Monthly
FDLRS Coordinating Council	Coordinating Council Representatives/Designees	All Functions	4 per year

**STATE MEETINGS:**

COMMITTEE	ROLE	REPRESENTATION	MEETINGS
Florida Tech Advisory Committee	UDL sub-committee member	Center Tech Specialist	Quarterly
Region 5 Meeting for Local AT Specialists and Center Techs	Participate, Collaborate and support Region 5 Local AT Specialists	Center Tech Specialist	Twice a year
FDLRS Manager Function/Workgroups	FDLRS All Functions	All Functions	At least twice per year

**TECHNICAL ASSISTANCE:**

Technical Assistance requests for the 2018-19 school year were received from multiple groups within the Broward district including ESLS Department, Compliance Department as well as individual schools. Assistance ranged from requests to review data, to supporting specific teachers with targeted needs. Coaching for Instructional Coaches at both the district and school level was also provided on an as needed basis. FDLRS REACH provided technology support and assistance at large community events throughout the school year at district-based ESLS meetings, Division meetings as well as virtual meetings using Adobe Connect. New technologies such as the Offices 365 applications and Canvas Learning Management system required ongoing assistance for district staff.

For the 2018-2019 school year, Curriculum Supervisors in the Exceptional Student Learning Support division have requested an increase in coaching/mentoring as a follow-up to professional learning at school sites. Specifically, support is warranted in the areas of ELA, math, and behavior. Curriculum Supervisors request professional learning for teachers on explicit writing and additional resources for instructional practices in ELA.

Broward County Public Schools utilizes Canvas as the district-wide Learning Management System. FDLRS HRD Specialists, Tech Specialist and FIN Facilitators utilize Canvas to facilitate efficient follow-up collection and provide valuable resources and links to participants. Additionally, Canvas can be used to facilitate "on-demand" training opportunities to allow participants to access webinars and resources to get the training they need in a timely manner. Microsoft Forms is used for needs assessment collection, pre/post tests and professional learning feedback in lieu of Survey Monkey as it is supported by Broward County Public Schools.

**Florida Inclusion Network: Baseline Data**

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

Indicator		2018 LEA Profile Data and EdStats
<b>1</b> Graduation Rate	The percentage of students with disabilities (SWD) graduating with a standard diploma (State Target for 2016-17 was <b>60.3%</b> )	64%
<b>2</b> Dropout Rate	Percent of youth with IEPs dropping out of high school. (State Target for 2016-17 was <b>11.7%</b> )	9%
<b>3</b> Participation and performance of children with disabilities on statewide assessments	SWD in grades 3-10 will participate in statewide assessment for reading (State Target for 2016-17 was <b>99%</b> )	95.73%
	SWD in grades 3-10 will participate in statewide assessment for math (State Target for 2016-17 was <b>99%</b> )	95.06%
	SWD in grades 3-10 will demonstrate proficiency in reading (State Target for 2017-18 was <b>61%</b> )	24.6%
	SWD in grades 3-10 will demonstrate proficiency in math (State Target for 2017-18 was <b>61%</b> )	29.4%
<b>5</b> Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), children ages 6 -21	Removed from regular class placement <21% of the day. (State Target for 2018-19 was <b>≥85%</b> )	81.5%
	Removed from regular class placement >60% of the day. (State Target for 2018-19 was <b>≤6%</b> )	12.5%
	Separate setting (State Target for 2018-19 was <b>≤1%</b> )	2.5%
<b>2017 - 18 School LRE Data:</b>	Broward County has 324 (traditional and charter) schools. Of these schools, 197 have met or exceeded the 2017-18 Indicator 5a/Least Restrictive Environment (LRE) state target of 83% of students with IEPs aged 6 through 21 spend 80 percent or	

	<p>more of their school week minutes with nondisabled peers. 175 of the schools have met or have done better than the 2017-18 Indicator 5b/LRE state target of 7% or less of the students with IEPs spend less than 40% of their school week minutes with nondisabled peers.</p>	
<b>District BPIE:</b>	<p>Priorities determined at the District BPIE completed on: 2/25/2019:</p> <p>4. District data reflect that SWDs, ages 3-5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.</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>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</p>	

	<p>based on the Florida Standards.</p> <p>30. District has partnerships with colleges, universities, and career and technical schools to provide inclusive, postsecondary educational and career opportunities for students with a significant cognitive disability, ages 18-21, to enroll in programs with adults without disabilities.</p>	
<b>Plan for Inclusive Education (PIE):</b>	<p>The most recent Plan for Inclusive Education (PIE) meeting was held on April 8, 2019 and the SMART Goals and Action Steps were developed in response to the recent district BPIE assessment process. Below are the SMART goals and action steps:</p> <p>Goal1: By June 2020, the district will increase the number of students with disabilities ages 3-5 from 23% to 35% receiving special education services and related services with peers without disabilities inside a regular early childhood/Kindergarten program.</p> <ul style="list-style-type: none"> <li>• FIN will collaborate w/ TATS to identify common PD/TA resources for Pre-K/ Kindergarten educators, program specialists, evaluation team members.</li> <li>• FIN will support district/ESLS to monitor data entry of PreK and Kindergarten environmental coding entered in TERMS.</li> <li>• FIN will support district/ESLS to provide PD sessions on inclusive practices to Pre-K (VPK, Headstart, and ESE special programs) Kindergarten teachers, evaluation team members and ESE Pre-K/Elementary Program Specialists.</li> </ul>	

	<p>Goal 2: By June 2021, the district will develop a revised allocation plan for special education units and resources that maximizes responsive funding based on student need and flexible models of service delivery.</p> <ul style="list-style-type: none"><li>• ESLS Department will collaborate with FIN to examine their current allocation formula.</li><li>• FIN will provide the ESLS Department with samples of schedules developed as a result of the inclusive scheduling process.</li><li>• FIN in collaboration with the ESLS department will provide an overview to the workgroup on LRE, models of service delivery for in-class supports, current budget and inclusive scheduling process.</li></ul> <p>Goal 3: By June 2020, the district will utilize a set of data sources to gather and analyze data on behavior and instruction interventions for SWDs at schools targeted for both behavior and academic concerns.</p> <ul style="list-style-type: none"><li>• FIN will collaborate with district ESLS, MTSS, Office of Academics and Office of School Performance and Accountability staff to identify schools targeted for support based on 'lowest 300 schools', highest numbers of internal suspension and alternative to suspension occurrences and FSA ELA performance below district average.</li><li>• FIN will collaborate with district ESLS, MTSS, Office of Academics and Office of School Performance and Accountability staff to provide PD and TA in how to use intervention data to shift implementation of</li></ul>	
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	<p>instructional practices.</p> <ul style="list-style-type: none"> <li>• The district will review monthly behavior/suspension data collected by behavior specialists to be cross analyzed with available academic performance data (focus on secondary school sites and K-8 schools)</li> <li>• FIN will support the district in the review of School BPIE Action Plans submitted with through the School Improvement Plan process.</li> <li>• FIN will support the ESLS, MTSS and Office of Academics to review the Dyslexia Best Practices School Survey Data to be completed in June 2019.</li> </ul> <p>Goal 4: By June 2020, the district will provide six professional learning sessions to educators that includes strategies to implement research-based instructional approaches and methods for all SWDs, to result in an increase ELA performance for SWDS from 24.6 % to 28%.</p> <ul style="list-style-type: none"> <li>• District in collaboration with FIN and FDLRS will develop content for PD sessions based on Florida Standards, to address instruction and assessment in the general education setting</li> <li>• District in collaboration with FIN will facilitate PD sessions for collaborative teaching teams working with students with disabilities. PD sessions offered will include: Support Facilitation for Effective Inclusion, Making Reading Explicit, Responsive</li> </ul>	
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	<p>Classroom, intensive reading interventions, etc.</p> <ul style="list-style-type: none"> <li>• FIN will support the district ESLS in developing enhanced resources for Learning Strategies courses in middle and high schools.</li> </ul> <p>Goal 5: By June 2020, FIN will support the district Transition team in increasing the percentage of students with disabilities enrolled in higher education or in some other postsecondary education or training program; competitively employed or in some other employment within one year of leaving high school from 56% ( based on 2015-16 data) to 59%.</p> <ul style="list-style-type: none"> <li>• FIN will provide technical assistance to the District's Transition team in supporting CTACE, technical schools, Workforce, VR, Broward College and school administrators with inclusive practices for students with disabilities transitioning to postsecondary programs.</li> </ul> <p>Goal 6: By June 2020, the district in collaboration with FIN will decrease the percentage of SWDs in separate class status from 12.5% to 12%.</p> <ul style="list-style-type: none"> <li>• FIN will facilitate flexible scheduling professional learning sessions with district, school teams including cadre directors, principals and ESE specialists.</li> <li>• FIN will collaborate with district ESLS to provide resources to</li> </ul> <p>promote inclusive opportunities for students with challenging learning and behavior needs in schools</p>	
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	<p>with 5b &gt; 15%.</p> <p>Goal 7: By June 2020, FIN will support the secondary ESLS and Transition staff in expanding the implementation of Peers as Partners in Learning course from 2 high schools to 4 high schools.</p> <ul style="list-style-type: none"> <li>• FIN in collaboration with the district, will provide support to the participating staff at Cooper City HS &amp; Hollywood Hills HS.</li> <li>• FIN will provide information to secondary ESE Specialists.</li> <li>• FIN will create an informational packet for HS principals.</li> </ul>	
<b>School BPIE Data:</b>	<p>All Broward County Schools are in compliance with the School BPIE requirement. The majority of schools have completed the School BPIE (81%) and the remaining schools are on track to complete the School BPIE during the current three-year review period.</p> <p>The following are the top five School BPIE Indicators selected by Broward schools from 07/01/18 to 03/15/19:</p> <p>18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers. (43)</p>	

	<p>26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed. (39)</p> <p>2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE. (33)</p> <p>24. There is a school wide approach for planning and implementing Universal Design for Learning (33)</p> <p>15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel. (28)</p>	
<b>Inclusion Professional Development Offerings:</b>	Broward County has collaborated with FIN to provide 7 district-wide professional development events attended by 123 participants from 68 traditional or charter schools/district departments in effective inclusive practices.	
<b>Inclusive Scheduling Professional Development and Technical Assistance</b>	Broward County has collaborated with FIN Facilitators to provide 14 sessions of professional development on the inclusive scheduling process to 18 schools. Inclusive scheduling technical assistance at school sites are planned at least 21 school sites to create student-centered schedules for the 2019-20 school year.	
<b>Participation in professional conferences and local collaborative committees:</b>	<p>FIN Facilitators have attended/participated in the following:</p> <ul style="list-style-type: none"> <li>• Broward County Public Schools District Dyslexia Task Force</li> <li>• District's EASE Conference on Inclusion</li> <li>• Florida International Dyslexia Association</li> </ul>	

	<div>Conference</div> <ul style="list-style-type: none"><li>• Reading Conferences sponsored by PEPSA/CARD</li></ul>	
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2019-2020 Project Performance Accountability Form  
(Schedule of Deliverables)

ATTACHMENT B

Fiscal Agency: Project Number/ TAPS#:		The School Board of Broward County, Florida 060-2620B-0CD01/20C009 & 060-90840-0S001/20C011																											
Project Name:		Florida Diagnostic and Learning Resources System Associate Center 2019-2020					Indicators																		Performance Targets/ Deliverable Units to Be Completed				
No.	Accountability Type	Type	Title	Description	BEESS Strategic Plan	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Restraint/S N/ A eclusion	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
FDLRS P #1	Product	Informational	New Products Developed and/or Disseminated	FDLRS Reach will develop or disseminate 67 new products in the area of New Products Developed and/or Disseminated	Access Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No		Flyer, Website Link, Other	Federal	140,324.02	67	2,094.39				
FDLRS P #2	Product	Informational	Updating and Dissemination of Current Products	FDLRS Reach will update and disseminate 80 products in the area of Updating and Dissemination of Current Products. Development and/or dissemination of new printed and/or electronic FIN-developed materials to educators, families, and community members.	Access Best Practices for Standards-Based Instructional Support	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes		Flyer, Other	Federal	144,838.30	80	1,810.48	20	19	16	12
FIN P #1	Product	Instructional	FIN New Products Developed and/or Disseminated		Best Practices for Inclusion		No	No	No	No	Yes	No	No	No	No	No	No	No	No		Sign-In Sheet, Sample	Federal	35,288.98	8	4,411.12	1	3	3	1
FIN P #2	Product	Instructional	FIN Current Products Updated and/or Disseminated	Update and/or dissemination of current printed and/or electronic FIN-developed materials to educators, families, and community members.	Best Practices for Inclusion		No	No	Yes	No	Yes	Yes	No	No	No	No	No	No	No		Sign-In Sheet, Sample	Federal	42,928.57	30	#DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0! #DIV/0!	5	10	10	5
Product Total																							363,379.87	185					
FDLRS T #1	Training	Provision of Training	Behavior Support FDLRS	FDLRS Reach will provide 14 professional learning opportunities in the category of Behavior Support.	Best Practices for Positive Behavior/Student Engagement		No	No	No	Yes	No	No	No	No	No	No	No	No	No		Rubrics, Sign-In Sheets	Federal	57,953.51	14	4,139.54				
FDLRS T #2	Training	Provision of Training	Curriculum and Instructional FDLRS	FDLRS HRD will facilitate, present, or provide 42 in the category of Curriculum and Instructional Practices.	Access Best Practices for Standards-Based Instructional Support	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No		Follow-Up Assignments, Rosters	Federal	89,323.29	42	2,126.75	3	4	5	2
FIN T #1	Training	Provision of Training	FIN Training Curriculum and Instructional Practices	Provide Professional development in the areas of curriculum and instructional practices to build capacity of district, school-based personnel, and leadership teams in a variety of inclusive educational practices.	Best Practices for Inclusion		No	No	Yes	No	Yes	Yes	No	No	No	No	No	No	No		Sign-In Sheet	Federal	46,835.32	18	2,601.96	9	17	11	5
FDLRS T #3	Training	Provision of Training	Education Policies, Procedures and Practices	FDLRS Reach will conduct, coordinate, or provide 23 learning opportunities in the area of Education Policies, Procedures and Practices.	Dispute Resolution and Monitoring	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes		Agenda, Roster, Other	Federal	83,056.07	23	3,611.13	5	9	7	2
FIN T #2	Training	Provision of Training	FIN Training Education Policies, Procedures and Practices	Provide training in the areas of Educational Policies, Procedures and Practices to build capacity of district, school-based personnel and leadership teams related to a variety of inclusive education practices.	Best Practices for Inclusion		No	No	No	No	Yes	No	No	No	No	No	No	No	No		Sign-In Sheet, Sample	Federal	40,623.78	12	3,385.32	2	4	3	3
FDLRS T #4	Training	Provision of Training	Family, Caregiver and Community Support FDLRS	FDLRS Reach Parent Services will facilitate, present and provide 46 trainings in the category of Family, Caregiver and Community Supports.	Parent Involvement and Engagement		No	No	No	No	No	No	Yes	No	No	No	No	No	No		Sign-in Sheet, Flyer	Federal	82,888.33	46	1,801.92	5	24	14	3
FDLRS T #5	Training	Provision of Training	Part C to B Transition, Child Find Awareness	FDLRS Reach will provide 10 trainings in the category of Part B to C Transition, Child Find (CF) Awareness and Outreach, and Evaluation and Assessment.	Prekindergarten		No	No	No	No	No	Yes	No	No	No	No	No	No	No		Sign-in Sheets, Rubrics	Federal	45,468.95	10	4,546.90	1	4	4	1
FDLRS T #6	Training	Provision of Training	Technology: AT/IT/UDL/AIM FDLRS	FDLRS Reach will provide 36 trainings in the category of technology: AT/IT/UDL/AIM.	Teachers and Leaders		No	No	Yes	No	No	No	No	No	No	No	No	No	No		Sign-in Sheet, Agenda, Follow-up, Calendar	Federal	76,434.77	36	2,123.19	8	12	13	3
Training Total																							522,584.02	201					
FDLRS SD #1	Service	Indirect (teacher, school, family)	Center Operation/Grant Mgmt/DOE, State, Regional & Local Meetings	FDLRS Reach will provide 153 service delivery activities during the 2019-2020 school year.	Teachers and Leaders		No	No	Yes	No	No	No	No	No	No	No	No	No	No		Agenda, Appointment Log	Federal	152,951.67	153	999.68				
FDLRS SD #2	Service	Indirect (teacher, school, family)	Technical Assist & Collaboration; Event Exhibits FDLRS	FDLRS Reach will provide 70 activities under the category of technical assistance and collaboration opportunities; events and exhibits.	Teachers and Leaders	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No		Flyer, Calendar	Federal	115,193.07	70	1,645.62	35	44	37	37
FIN SD #1	Service	Direct (children, students, adults with disabilities)	FIN Technical Assistance and Collaboration Opportunities with Districts, Schools	Specific Assistance and services to build capacity of individuals and school- and district-level teams to meet identified needs related to a variety of inclusive educational practices, focusing on service delivery activities with district and schools.	Best Practices for Inclusion		No	No	No	No	Yes	No	No	No	No	No	No	No	No		Sign-in sheet, Surveys	Federal	39,154.62	33	1,186.50	15	20	25	10

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

No.	Accountability Type	Type	Title	Description	BEESS Strategic Plan	Restraint/S N/																			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	2	3	4	5	6	7	8	9	10	11	12	13	14	eclusion	A	1	2	3						4			
FIN SD #2	Service	Direct (children, students, adults with disabilities)	FIN State, Regional and Local Meetings: Leadership	Participation in meetings, collaborative planning sessions and leadersip activities and addressing service delivery with partners other than districts and schools.	Best Practices for Inclusion	No	No	Yes	No	Yes	Yes	No	No	No	No	No	No	Yes		Agenda, Sign-in Sheet	Federal	34,292.95	19	1,804.89	4	4	7	4					
FDLRS SD #3	Service	Direct (children, students, adults with disabilities)	Child Find Screenings, Referrals, and Case Management	FDLRS Reach will provide 4 events in the category of Child Find Screenings, Referrals, and Case Management for children ages 3 to 5 who are suspected of having a disability.	Prekindergarten	No	No	No	No	No	No	Yes	No	No	No	No	No	No		Appointment log, Sign-In Sheet/Attendance	Federal	50,699.85	4	12,674.96	1	1	1	1					
FIN SD #3	Service	Direct (children, students, adults with disabilities)	FIN School/District Needs Assessment	Facilitation of needs assessments for inclusive educational practices including school-level BPIE, surveys and updates to PIE goals.	Best Practices for Inclusion	No	No	No	No	Yes	No	No	No	No	No	No	No	No		Surveys, Sign-in Sheet	Federal	35,334.72	22	1,606.12	5	6	6	5					
FDLRS SD #4	Service	Direct (children, students, adults with disabilities)	Child Find Interagency Collaboration, C to B Transition Meetings and Supports	Child Find Staff will facilitate and participate in 16 service deliveries in the category of Child Find Interagency Collaboration, C to B Transition Meetings.	Prekindergarten	No	No	No	No	No	No	Yes	No	No	No	No	No	No		Agenda, Sign-in Sheet, Attendance	Federal	54,421.31	16	3,401.33	3	5	5	3					
FIN SD #4	Service	Direct (children, students, adults with disabilities)	FIN Technical Assistance to Families	Technical assistance, information and external resources including websites, commercial materials, and information regarding other discretionary projects' resources provided to families in support of inclusive educational practices.	Parent Involvement and Engagement	No	No	No	No	Yes	No	No	No	No	No	No	No	No		Sign-in sheet, Agenda	Federal	34,640.34	20	1,732.02	4	6	6	4					
FDLRS SD #5	Service	Indirect (teacher, school, family)	FDLRS Technical Assistance to Families	FDLRS Reach will provide 39 service deliveries in the category of technical assistance to families.	Parent Involvement and Engagement	No	No	No	No	No	No	No	Yes	No	No	No	No	No		Roster, Email	Federal	49,028.58	39	1,257.14	5	12	12	10					
FDLRS SD #6	Service	Direct (children, students, adults with disabilities)	Gifted - FDLRS	FDLRS Reach will provide 7 service deliveries in the category of General Revenue for Gifted.	N/A - This deliverable is not addressed in the BEESS Strategic Plan.	Yes	No	No	No	No	No	No	No	No	No	No	No	No		Flyer, Agenda	State	29,470.00	7	4,210.00	2	3	1	1					
Service Total																																	
Total Budget																								1,481,151.00		769							

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

**ATTACHMENT C**

A) Name of Eligible Recipient/Fiscal Agent: The School Board of Broward County, Florida

B) DOE Assigned Project Number: 060-2620B-0CD01

C) TAPS Number: 20C009

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	130	Other Certified Instructional Personnel Salaries for 1 Child Find Specialist @ 100%	1	61,586	100%			
6100	130	Other Certified Instructional Personnel Supplements for instructional personnel working in a non classroom based position at the district. These supplements are for the 1 Child Find Specialists.	0	1,174	100%			
6100	210	Retirement Employee Benefits for 1 Child Find Specialist @ 100% calculated as follows: Retirement @ 8.26%	0	5,184	100%			
6100	220	Social Security Employee Benefits for 1 Child Find Specialists @ 100% calculated as follows: FICA @ 7.65%	0	4,801	100%			
6100	230	Group Insurance Employee Benefits for 1 Child Find Specialist @ 100% calculated as follows: Health Benefits @ fixed rate of \$8,232. This includes Health, Dental, Vision, Life, and Disability.	0	8,232	100%			
6100	240	Workers Compensation Employee Benefits for 1 Child Find Specialist @ 100% calculated as follows: Workers Compensation @ 1.82%	0	1,142	100%			
6100	250	Unemployment Compensation Employee Benefits for 1 Child Find Specialist @ 100% calculated as follows: Unemployment @ 0.05%.	0	31	100%			
6100	130	Other Certified Instructional Personnel Salaries for 1 Child Find Specialist @ 99%. Additional 1% being paid by FDLRS General Revenue	0.99	77,057	99%			
6100	130	Supplements for instructional personnel working in a non classroom based position at the district. These supplements are for the 1 Child Find Specialists.	0	1,174	100%			



6100	210	Retirement Employee Benefits for 1 Child Find Specialist @ 99% calculated as follows: Retirement @ 8.26%	0	6,462	99%			
6100	220	Social Security Employee Benefits for 1 Child Find Specialists @ 99% calculated as follows: FICA @ 7.65%	0	5,985	99%			
6100	230	Group Insurance Group Insurance Employee Benefits for 1 Child Find Specialist @ 99% calculated as follows: Health Benefits @ fixed rate of \$8,232. This includes Health, Dental, Vision, Life, and Disability.	0	8,150	99%			
6100	240	Workers Compensation Employee Benefits for 1 Child Find Specialist @ 99% calculated as follows: Workers Compensation @ 1.82%	0	1,424	99%			
6100	250	Unemployment Compensation Employee Benefits for 1 Child Find Specialist @ 99% calculated as follows: Unemployment @ 0.05%.	0	39	99%			
6200	510	Supplies: Professional books, instructional materials, and other printed material for the FDLRS Media Center.	0	1,000	100%			
6200	530	Periodicals Educational journals and books for FLDRS Media Center to support instructional personnel.	0	500	100%			
6300	110	Administrators Curriculum & Instructional: Salary for 1 FDLRS Coordinator @ 99% Balance of salary (1%) is on FDLRS General Revenue.	0.99	86,798	99%			
6300	210	Retirement Employee Benefits for 1 FDLRS Coordinator @ 99% calculated as follows: Retirement @ 8.26%	0	7,170	99%			
6300	220	Social Security Employee Benefits for 1 FDLRS Coordinator @ 99% calculated as follows: FICA @ 7.65%	0	6,640	99%			
6300	230	Group Insurance Employee Benefits for 1 FDLRS Coordinator @ 99% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	8,150	99%			
6300	240	Workers Compensation Employee Benefits for 1 FDLRS Coordinator @ 99% calculated as follows: Workers Compensation @ 1.82%	0	1,580	99%			
6300	250	Unemployment Compensation Employee Benefits for 1 FDLRS Coordinator @ 99% calculated as follows: Unemployment @ 0.05%	0	43	99%			
6300	130	Other Certified Instructional Personnel Curriculum & Instructional: Salary for 2 FDLRS Program Specialist @ 100%	2	140,709	100%			
6300	130	Supplements for instructional personnel working in a non classroom based position at the district. These supplements are for the 2 FDLRS Program Specialist @100%	0	2,348	100%			

6300	210	Retirement Employee Benefits for 2 FDLRS Program Specialist @ 100% calculated as follows: Retirement @ 8.26%	0	11,816	100%			
6300	220	Social Security Employee Benefits for 2 FDLRS Program Specialist @ 100% calculated as follows: FICA @ 7.65%	0	10,944	100%			
6300	230	Group Insurance Employee Benefits for 2 FDLRS Program Sprcialist @ 100% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	16,464	100%			
6300	240	Workers Compensation Employee Benefits for 2 FDLRS Program Specialist @ 100% calculated as follows: Workers Compensation @ 1.82%	0	2,604	100%			
6300	250	Unemployment Compensation Employee Benefits for 2 FDLRS Program Specialist @ 100% calculated as follows: Unemployment @ 0.05%	0	72	100%			
6300	130	Other Certified Instructional Personnel Curriculum & Instructional: Salary for 3 FDLRS Tch-Progr Mon (Inser/Cur) @ 100%	3	212,202	100%			
6300	130	Supplements for instructional personnel working in a non classroom based position at the district. These supplements are for the 3 FDLRS Tch-Progr Mon (Inser/Cur) @100%	0	3,522	100%			
6300	210	Retirement Employee Benefits for 3 FDLRS Tch Progr Mon (Inser/Cur) @ 100% calculated as follows: Retirement @ 8.26%	0	17,819	100%			
6300	220	Social Security Employee Benefits for 3 FDLRS Tch-Progr Mon (Inser/Cur) @ 100% calculated as follows: FICA @ 7.65%	0	16,503	100%			
6300	230	Group Insurance Employee Benefits for 3 FDLRS Tch-Progr Mon (Inser/Cur) @ 100% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	24,696	100%			
6300	240	Workers Compensation Employee Benefits for 3 FDLRS Tch-Progr Mon (Inser/Cur) @ 100% calculated as follows: Workers Compensation @ 1.82%	0	3,926	100%			
6300	250	Unemployment Compensation Employee Benefits for 3 FDLRS Tch-Progr Mon (Inser/Cur) @ 100% calculated as follows: Unemployment @ 0.05%	0	108	100%			
6300	130	Curriculum & Instructional: Salary for 1 ESE Program Specialist @ 26%. Balance of Salary is paid by: 14% FDLRS General Revenue and 60% by IDEA.	0.26	15,079	26%			
6300	130	Other Certified Instructional Personnel Supplements for instructional personnel working in a non classroom based position at the district. These supplements are for the 1 ESE Program Specialist @ 26%	0	1,174	26%			

6300	210	Retirement Employee Benefits for 1 ESE Program Specialist @ 26% calculated as follows: Retirement @ 8.26%	0	1,343	26%			
6300	220	Social Security Employee Benefits for 1 ESE Program Specialist @ 26% calculated as follows: FICA @ 7.65%	0	1,243	26%			
6300	230	Group Insurance Employee Benefits for 1 ESE Program Specialist @ 26% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	2,140	26%			
6300	240	Workers Compensation Employee Benefits for 1 ESE Program Specialist @ 26% calculated as follows: Workers Compensation @ 1.82%	0	296	26%			
6300	250	Unemployment Compensation Employee Benefits for 1 ESE Program Specialist @ 26% calculated as follows: Unemployment @ 0.05%	0	8	26%			
6300	130	Other Certified Instructional Personnel Curriculum & Instructional: Salary for 1 ESE Program Specialist @ 86%. Balance of salary is paid by FDLRS General Revenue @ 14%	0.86	47,273	86%			
6300	130	Supplements for instructional personnel working in a non classroom based position at the district. These supplements are for the 1 ESE Program Specialist @ 86%	0	1,174	86%			
6300	210	Retirement Employee Benefits for 1 ESE Program Specialist @ 86% calculated as follows: Retirement @ 8.26%	0	4,002	86%			
6300	220	Social Security Employee Benefits for 1 ESE Program Specialist @ 86% calculated as follows: FICA @ 7.65%	0	3,706	86%			
6300	230	Group Insurance Employee Benefits for 1 ESE Program Specialist @ 86% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	7,080	86%			
6300	240	Workers Compensation Employee Benefits for 1 ESE Program Specialist @ 86% calculated as follows: Workers Compensation @ 1.82%	0	882	86%			
6300	250	Unemployment Compensation Employee Benefits for 1 ESE Program Specialist @ 86% calculated as follows: Unemployment @ 0.05%	0	24	86%			
6300	160	Other Support Personnel Salary for 1 Budget Support Specialist @ 100%	1	43,890	100%			
6300	210	Retirement Employee Benefits for 1 Budget Support Specialist @ 100% calculated as follows: Retirement @ 8.26%	0	3,625	100%			

6300	220	Social Security Employee Benefits for 1 Budget Support Specialist @ 100% calculated as follows: 7.65%	0	3,358	100%			
6300	230	Group Insurance Employee Benefits for 1 Budget Support Specialist @ 100% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	8,232	100%			
6300	240	Workers Compensation Employee Benefits for 1 Budget Support Specialist @ 100% calculated as follows: Workers Compensation @ 1.82%	0	799	100%			
6300	250	Unemployment Compensation Employee Benefits for 1 Budget Support Specialist @100% calculated as follows: Unemployment Compensation @ 0.05%	0	22	100%			
6300	160	Other Support Personnel Other Support Personnel Salary 1 Clerk III @ 100%	1	42,076	100%			
6300	210	Retirement Employee Benefits for 1 Clerk III Support Staff @ 100% calculated as follows: Retirement @ 8.4%	0	3,475	100%			
6300	220	Social Security Employee Benefits for 1 Clerk III Support Staff @ 100% calculated as follows: Social Security @ 7.65%	0	3,219	100%			
6300	230	Group Insurance Employee Benefits for 1 Clerk III Support Staff @ 100% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	8,232	100%			
6300	240	Workers Compensation Employee Benefits for 1 Clerk III Support Staff @ 100% calculated as follows: Workers Compensation @ 1.82%	0	766	100%			
6300	250	Unemployment Compensation Employee Benefits for 1 Clerk III Support Staff @100% calculated as follows: Unemployment Compensation @ 0.05%	0	21	100%			
6300	160	Other Support Personnel Salaries for 3 Clerk IV Support Staff @ 100%	3	96,649	100%			
6300	210	Retirement Employee Benefits for 3 Clerk IV Support Staff @ 100% calculated as follows: Retirement @ 8.4%	0	7,983	100%			
6300	220	Social Security Employee Benefits for 3 Clerk IV Support Staff @ 100% calculated as follows: Social Security @ 7.65%	0	7,394	100%			
6300	230	Group Insurance Employee Benefits for 3 Clerk IV Support Staff @ 100% calculated as follows: Health Benefits @ fixed rate of \$8,232	0	24,696	100%			
6300	240	Workers Compensation Employee Benefits for 3 Clerk IV Support Staff @ 100% calculated as follows: Workers Compensation @ 1.82%	0	1,759	100%			

6300	250	Unemployment Compensation Employee Benefits for 3 Clerk IV Support Staff @100% calculated as follows: Unemployment Compensation @ 0.05%	0	48	100%			
6300	100	Salaries Salaries Stipends for PDA Facilitators to teach online courses.	0	20,000	100%			
6300	200	Employee Benefits Employee Benefits: Benefits on Stipends for PDA Facilitators to teach online courses. Calculated @ 9.6%	0	1,904	100%			
6300	100	Salaries Salaries Additional positions in the summer to work extended calendar hours for 2 Child Find Specialist and 5 Program Specialists.	0	58,396	100%			
6300	200	Employee Benefits Employee Benefits: Benefits on Additional positions in the summer to work extended calendar hours for 2 Child Find Specialist and 5 Program Specialists. Calculated at 9.52%	0	5,559	100%			
6300	100	Salaries Salaries: Stipends and substitutes for instructional personnel to participate in professional learning opportunities.	0	40,000	100%			
6300	200	Employee Benefits Employee Benefits: Benefits on stipends and substitutes for instructional personnel to participate in professional learning opportunities. Calculated at 9.52%	0	3,808	100%			
6400	310	Professional and Technical Services: Honorarium for consultant to provide follow up & technical assistance. To include translation services for training and service delivery of deliverables. Keynote speaker at EASE Disability Conference.	0	10,000	100%			
6400	310	Professional and Technical Services: Interpreters for Child Find parents.	0	10,000	100%			
6400	310	Travel: To pay for Parent travel to Family Café Annual Conference. Will reimburse 5 parents up to \$1,000.	0	5,000	100%			
6400	330	Travel for FDLRS Coordinator, FIN Facilitator and staff to a variety of meetings to include function meetings, and statewide meetings. Registration for FDLRS Coordinator, FIN Facilitators, Child Find Specialists, and Program Specialists for trainings and conferences. Travel out of county, expenses including transportation, per diem, meals, lodging, parking, and tolls.	0	15,000	100%			
6400	330	Travel within County (mileage) to attend meetings, trainings, and other deliveries of services.	0	5,000	100%			

6400	330	Travel: As certified Wilson Language trainer, FDLRS HRD Program Specialist is required to travel out of State to attend mandatory annual Willson Language Trainer conference. The conference provides updates in professional development, program implementation, progress monitoring, and coaching of tier 2 and 3 reading interventions used extensively in Broward County with students with disabilities to promote success in general education settings. FDLRS HRD Program Specialist provide professional learning opportunities related to the Wilson Language System.	0	5,000	100%			
6400	350	Repairs and Maintenance: Repairs to ensure equipment is updated to include laptops, tablets, printers, or desktop computers.	0	500	100%			
6400	360	Rentals Rentals Facility and Equipment Rental: Expenditures for renting facilities and/or equipment for meetings and trainings.	0	2,000	100%			
6400	370	Communications Communications Communication expense for postage to advertise parent calendar of trainings and workshops.	0	100	100%			
6400	390	Other Purchased Services Other Purchased Services Expenditures for printing flyers, brochures, and calendars; to advertise center activities; and other non-professional purchased services.	0	40,000	100%			
6400	510	Supplies: Consumable supplies for implementation of grant activities related to the delivery of professional development including: colored paper, pencils, folders, and note pads. Supplies/Instructional materials/Videos/Training Aides/Resources to be provided to constituents and used in training, technical assistance, and professional learning opportunities; to include pencils grips, color overlays, educational supplies/materials, professional materials, Ipads, Itouch, assistive technology, headsets and accessories needed to participate in online learning communities.	0	46,300	100%			
6400	620	Audio Visual Materials (Non-consumable) For implementation of grant activities; to include LCD Projectors, Chart Stands, and Pre-recorded CDs or DVDs.	0	2,000	100%			

6400	640	Furniture, Fixtures and Equipment Expenditures for desktop computers, laptops, printers, and other peripheral equipment to implement grant activities.	0	10,000	100%			
6400	690	Software: Computer applications necessary for implementation of grant activities and software related to professional development.	0	2,000	100%			
6400	730	Dues and Fees: Memberships in educational organizations that allow for discounts on training materials and up-to-date research in the field of inclusive education.	0	1,000	100%			
7200	790	Miscellaneous Expenses Expenses to cover districts federal indirect costs at 5.11%	0	69,971	100%			
D) TOTAL				1,453,258				





# ATTACHMENT D

<b>COORDINATING COUNCIL ATTESTATION</b> <b>Additional Assurances for Florida Diagnostic</b> <b>&amp; Learning Resources System Associate</b> <b>Centers (FDLRS ACs)</b>	<b>Fiscal Agent: The School Board of Broward</b> <b>County, Florida</b>
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Submission of this application hereby assures 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, 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.

**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

4/25/19  
\_\_\_\_\_  
Date

**ESE DIRECTOR ASSURANCES –  
CERTIFICATION OF DUTIES AND  
RESPONSIBILITIES****Fiscal Agent: The School Board of  
Broward County, Florida**

The ESE Directors for each school district in the Florida Diagnostic and Learning Resources System (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 assure 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.

Broward

District Name

  
ESE Director's Signature

District Name

ESE Director's Signature

District Name

ESE Director's Signature

District Name

ESE Director's Signature

District Name

ESE Director's Signature

District Name

ESE Director's Signature

District Name

ESE Director's Signature

District Name




ESE Director's Signature

District Name

ESE Director's Signature

# ATTACHMENT E

## FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  Florida Diagnostic and Learning Resources System Associate Center 2019-2020  <b>TAPS NUMBER: 20C009</b>	<b>DOE USE ONLY</b>  Date Received						
<b>B) Name and Address of Eligible Applicant:</b> The School Board of Broward County, Florida 600 SE 3 <sup>rd</sup> Avenue FL 10 Fort Lauderdale, FL 33301		<b>Project Number (DOE Assigned)</b>  <b>060-2620B-0CD01</b>						
<b>C) Total Funds Requested:</b>  <b>\$ 1,451,681.00</b>  <hr/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b> <table border="1"> <tr> <td data-bbox="609 682 1058 829">           Contact Name: Gwen Lipscomb             Fiscal Contact Name: Galie Verret         </td> <td data-bbox="1058 682 1513 829">           Telephone Numbers:            (754) 321-3469         </td> </tr> <tr> <td data-bbox="609 829 1058 934">           Mailing Address:            1701 NW 23<sup>rd</sup> Avenue            Ft. Lauderdale, FL 33311         </td> <td data-bbox="1058 829 1513 934">           E-mail Addresses:            gwen.lipscomb@browardschools.com         </td> </tr> <tr> <td data-bbox="609 934 1058 1018">           Physical/Facility Address:            1701 NW 23<sup>rd</sup> Avenue            Ft. Lauderdale, FL 33311         </td> <td data-bbox="1058 934 1513 1018">           DUNS number: 077283471             FEIN number: 59-6000530         </td> </tr> </table>		Contact Name: Gwen Lipscomb  Fiscal Contact Name: Galie Verret	Telephone Numbers: (754) 321-3469	Mailing Address: 1701 NW 23 <sup>rd</sup> Avenue Ft. Lauderdale, FL 33311	E-mail Addresses: gwen.lipscomb@browardschools.com	Physical/Facility Address: 1701 NW 23 <sup>rd</sup> Avenue Ft. Lauderdale, FL 33311	DUNS number: 077283471  FEIN number: 59-6000530
Contact Name: Gwen Lipscomb  Fiscal Contact Name: Galie Verret	Telephone Numbers: (754) 321-3469							
Mailing Address: 1701 NW 23 <sup>rd</sup> Avenue Ft. Lauderdale, FL 33311	E-mail Addresses: gwen.lipscomb@browardschools.com							
Physical/Facility Address: 1701 NW 23 <sup>rd</sup> Avenue Ft. Lauderdale, FL 33311	DUNS number: 077283471  FEIN number: 59-6000530							
<p style="text-align: center;"><b>CERTIFICATION</b></p> <p>I, <u>Robert W. Runcie</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>  <table border="0" style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;">           E)             Signature of Agency Head         </td> <td style="width: 30%; vertical-align: bottom; text-align: center;">           Superintendent            Title         </td> <td style="width: 30%; vertical-align: bottom; text-align: center;">           5/3/2019            Date         </td> </tr> </table>			E)  Signature of Agency Head	Superintendent Title	5/3/2019 Date			
E)  Signature of Agency Head	Superintendent Title	5/3/2019 Date						



## Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**


# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b> Florida Diagnostic and Learning Resources System Associate Center 2019-2020  <b>TAPS NUMBER: 20C011</b>	<b>DOE USE ONLY</b>  Date Received								
<b>B) Name and Address of Eligible Applicant:</b> The School Board of Broward County, Florida 600 SE 3 <sup>rd</sup> Avenue FL 10 Fort Lauderdale, FL 33301		<b>Project Number (DOE Assigned)</b> <b>060-90840-0S001</b>								
<b>C) Total Funds Requested:</b>  <b>\$ 29,470.00</b>  <hr style="width: 200px; margin-left: 0;"/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Gwen Lipscomb</td> <td style="width: 40%;">Telephone Numbers: (754) 321-3469</td> </tr> <tr> <td>Fiscal Contact Name: Galie Verret</td> <td></td> </tr> <tr> <td>Mailing Address: 1701 NW 23<sup>rd</sup> Avenue Ft. Lauderdale, FL 33311</td> <td>E-mail Addresses: gwen.lipscomb@browardschools.com</td> </tr> <tr> <td>Physical/Facility Address: 1701 NW 23<sup>rd</sup> Avenue Ft. Lauderdale, FL 33311</td> <td>DUNS number: 077283471  FEIN number: 59-6000530</td> </tr> </table>		Contact Name: Gwen Lipscomb	Telephone Numbers: (754) 321-3469	Fiscal Contact Name: Galie Verret		Mailing Address: 1701 NW 23 <sup>rd</sup> Avenue Ft. Lauderdale, FL 33311	E-mail Addresses: gwen.lipscomb@browardschools.com	Physical/Facility Address: 1701 NW 23 <sup>rd</sup> Avenue Ft. Lauderdale, FL 33311	DUNS number: 077283471  FEIN number: 59-6000530
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### CERTIFICATION

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

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

E)   
 Signature of Agency Head

Superintendent  
 Title

5/3/19  
 Date

## Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
  - B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
  - C. Enter the total amount of funds requested for this project.
  - D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
  - E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**