

AGREEMENT EXECUTIVE SUMMARY

Grant Program	Florida Department of Education, Bureau of Exceptional Education and Student Services: Florida Diagnostic & Learning Resources System						
Status	Continuation – Non-Competitive						
Funds Awarded	\$1,421,255 (pre-determined award)						
Financial Impact Statement	The potential positive financial impact is \$1,421,255. The source of funds is the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS). There is no additional financial impact to the school district.						
Schools Included	All schools. Priority is given to schools that are identified as critically low-performing under the Differentiated Accountability System.						
Managing Department/School	Exceptional Student Learning Support Division (ESLS)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Gwen Lipscomb, FDLRS Coordinator - ESLS</td> <td style="width: 30%; text-align: right;">754-321-3466</td> </tr> <tr> <td>2. Saemone Hollingsworth, Executive Director, ESLS</td> <td style="text-align: right;">754-321-3436</td> </tr> <tr> <td>3. Diane T. Eagan, Director, Prekindergarten/Elementary - ESLS</td> <td style="text-align: right;">754-321-3465</td> </tr> </table>	1. Gwen Lipscomb, FDLRS Coordinator - ESLS	754-321-3466	2. Saemone Hollingsworth, Executive Director, ESLS	754-321-3436	3. Diane T. Eagan, Director, Prekindergarten/Elementary - ESLS	754-321-3465
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Project Description	The Florida Diagnostic and Learning Resources System (FDLRS) Grant is a discretionary non-competitive award project that provides an array of instructional support services to exceptional student education (ESE) programs in school districts statewide. The four central functions of the FDLRS Associate Center are child find, parent services, human resource development, and technology. Funding also supports implementation of the Professional Development Alternatives (PDA) online modules, which are designed to provide Florida teachers with widely available, easily accessible opportunities to increase their competencies in the area of exceptional student education. Statutory authority for implementing FDLRS Associate Centers is located in Section 1006.03, Florida Statutes. Florida Inclusion Network (FIN) Facilitators are funded through FDLRS Associate Centers 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, consultants, and practitioners to assist schools and school districts in the implementation of effective and inclusive educational practices. Statutory authority for implementing the FIN Project is located in Section 1003.57(1)(f), F.S.						
Evaluation Plan	Projects are expected to achieve the performance targets for each category of deliverables (products, training, & service delivery) with performance based on completion of deliverables documented in the BEESS Project Tracking System (PTS). The FDOE's Project Liaisons will track each project's performance based on the data reported by the project and the stated criteria for successful performance, and verify the receipt of required deliverables as required by Sections 215.971 and 287.058(1)(d)-(e), Florida Statutes.						
Research Methodology	Project activities addressing local priorities are based on data analysis of professional learning needs assessments and are aligned to Broward County Public Schools' Strategic Plan. Statewide-required project outcomes/goals are pre-determined by DOE, Bureau of Exceptional Education & Student Services in collaboration with the State Advisory Council. Goals and outcomes are aligned with the BEESS Strategic Plan and SPP Indicators 1-8 and 12-14.						
Alignment to Strategic Goals	Goal 1: High Quality Instruction, Special Areas of Focus: Support & Leadership -Exceptional Student Education & Support Services. The FDLRS Project focuses on improving student achievement of students with disabilities through the provision of evidence-based/validated professional learning opportunities and by building capacity of school-based personnel and administrators.						
Level of Support provided by GAGP	Level 3 - GA staff led the legal routing process; communicated with FDOE in negotiating contract language; interfaced between the program team and the						

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	<p>general counsel's office; provided technical assistance to the program staff for timely submission and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.</p>
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