



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:
EE-3.

MEETING DATE	2020-07-21 10:05 - Regular School Board Meeting
AGENDA ITEM	ITEMS
CATEGORY	EE. OFFICE OF STRATEGY & OPERATIONS
DEPARTMENT	Grants Administration

Special Order Request <input type="radio"/> Yes <input checked="" type="radio"/> No
Time
Open Agenda <input checked="" type="radio"/> Yes <input type="radio"/> No

TITLE:
Updated Agreement with the Florida Department of Education (SEDNET)

REQUESTED ACTION:
**Strike down Item EE-29 from June 23, 2020 RSBM.

Approve the updated Agreement between The School Board of Broward County, Florida, and the Florida Department of Education (FLDOE) regarding Multiagency Services Network for Students with Emotional /Behavioral Disabilities (SEDNET). The Agreement begins July 1, 2020, and concludes on June 30, 2021.

SUMMARY EXPLANATION AND BACKGROUND:
**Due to the Governor's line-item veto, the SEDNET award for School Year 20/21 has been reduced by \$13,870 from the funding amount listed on the June 23, 2020, version of the Agreement. SEDNET provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at-risk of emotional/behavioral disabilities to develop appropriate behaviors and demonstrate academic and career education skills. FLDOE reserves the right to review the grant proposal as presented in the attachments and request amendment to the contract.

The Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel. The Agreement will be executed after School Board approval.

SCHOOL BOARD GOALS:
 Goal 1: High Quality Instruction Goal 2: Safe & Supportive Environment Goal 3: Effective Communication

FINANCIAL IMPACT:
The positive financial impact is \$114,130. The source of funds is the Florida Department of Education, Bureau of Exceptional Education and Student Services. There is no additional financial impact to the District.

EXHIBITS: (List)
(1) Executive Summary (2) FLDOE SEDNET Agreement (3) Approved ARF 062320 RSBM EE-29

BOARD ACTION:
APPROVED AS AMENDED
(See Amendment Attached)
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:	
Name: Chauntea Cummings	Phone: 754-321-3400
Name: Stephanie Williams-Louis	Phone: 754-321-2260

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Maurice L. Woods - Chief Strategy & Operations Officer

Signature
Maurice Woods
7/14/2020, 1:40:35 PM

Electronic Signature
Form #4189 Revised 07/25/2019
RWR/ MLW/SWL:dt

Approved In Open Board Meeting On:

||| 21 2020

By:

[Signature]
School Board Chair

EE-3 Amendment July 21, 2020 Regular Meeting

Motion to Amend (Carried)

Motion was made by Mrs. Rupert, seconded by Mrs. Good and carried, to amend Attachment A of the agreement, the last paragraph on page 4, under Indicator 14 - Post-School Outcomes, to read, "In SEDNET Region 10, the following county has not met the target for Indicator 14...."



**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 **Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET)**.

II. Authority

- A. Pursuant to the following funding authority the PROVIDER is charged with carrying out the activities of the discretionary project:
1. Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B, Section 611;
 2. Catalog of Federal Domestic Assistance (CFDA) # 84.027A (www.cfda.gov);
 3. 2020 General Appropriations Act, Line 115, Special Categories, Grants and Aids – Exceptional Education from the Federal Grants Trust Fund; and
 4. Catalog of State Financial Assistance (CSFA) #48.065 (www.myfloridacfo.com/aadir/docs/CSFACodesTable12-14-11.pdf)
- B. The PROVIDER represents that it is fully qualified and eligible to receive these funds to provide the services identified herein.
- C. The DEPARTMENT is authorized to disburse the funds under this Agreement.
- D. Both parties shall be governed by applicable State and Federal laws, rules and regulations.

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

III. Budget Period and Effective Date

- A. The budget and program periods for this Agreement will be **July 1, 2020 – June 30, 2021**.
- B. The Executed Agreement Notification (DOE 250) states the effective (start) and end date for the project period, unless the project is terminated earlier consistent with provisions of this 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. DOE 100A Project Application Forms for the fiscal year, **Attachment D**
6. General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with, as applicable:
 - a) 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USED).
 - b) Chapter 2, Code of Federal Regulations 200, Uniform Grant Guidance requiring agencies to submit a common assurance for participation in federal programs funded by the USED.
 - c) Applicable regulations of other Federal agencies.
 - d) State regulations and laws pertaining to the expenditure of state funds and the Project Application and Amendment Procedures for Federal and State Programs (Green Book). The complete text may be found at www.fldoe.org/grants/greenbook.

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: Section 1006.04, Florida Statutes

2. The SEDNET project is funded to facilitate a network of key stakeholders committed to the provision of a quality system of care for students with emotional or behavioral disabilities (EBD) and their families. SEDNET is focused on enhancing the system of care for families and children in their natural environments whenever possible. To do so, SEDNET takes a systemic approach, addressing the system of care through facilitation, collaboration, and direct intervention, as well as research and development.

B. Program Expectations –

SEDNET provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at risk of being identified with EBD to develop appropriate behaviors and demonstrate academic and career education skills.

SEDNET is a network of 19 regional projects that are comprised of the major child serving agencies, community-based service providers, students and their families. Local school districts serve as fiscal agents for each local regional project. Within this framework, SEDNET focuses on developing interagency collaboration and sustaining partnerships among professionals and families in the education, mental health, substance abuse, child welfare and juvenile justice systems serving children and youth with and at risk of being identified with EBD.

C. Target Population –

Students in grades kindergarten-12 who are: at risk of EBD; delinquent; dropouts; exceptional; out-of-school; or suspended or expelled with disabilities; students with disabling conditions; community agencies; families; service providers; stakeholders; teachers; hard-to-staff schools; community-based organizations; and school districts.

D. Amount –

The total amount for the 2020-2021 budget period is:

IDEA, Part B:	\$ 72,628
GAA, IDEA Trust Fund:	\$ 41,502

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/doi610.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/doi620.xls.
 - c) For non-public entities - Grants Fiscal Management Training and Assessment must be completed annually. The agency head and/or the agency's financial manager/chief financial officer must complete this training within sixty (60) days of the date of execution (Block 12) on the DOE 250, Agreement Notification. Training and assessment information can be found at <https://web01.fldoe.org/TrainingAssessment/SignOn/Home.aspx>. Non-participation in the training program may result in termination of payment(s) until training has been completed.
3. Maintain sufficient staff necessary to support the activities of this discretionary project.
4. Carry out all management activities necessary to maintain and administer this discretionary project.
5. Ensure the discretionary project will support the BEESS Strategic Plan.
6. Ensure the work of this discretionary project impacts State Performance Plan Indicators.
7. Provide fiscal and programmatic oversight for all sub-recipients to ensure transparency and hold sub-recipients accountable for meeting performance measures.

8. Submit a final Project Disbursement Report (DOE 399) to the DEPARTMENT Office of the Comptroller by the date specified on the DOE 250, Agreement Notification.
- B. Responsibilities of the DEPARTMENT
1. Cooperate in a timely manner with the PROVIDER staff in all matters requiring consultation between the two parties as described herein.
 2. Allocate funds necessary to for the implementation of the discretionary project as described in this Agreement.
 3. Review, monitor and promptly report any issues or concerns regarding performance, work products and deliverables to ensure PROVIDER is in compliance with project requirements.
 4. Review the budget submitted by the PROVIDER and promptly (within fifteen working days of receipt) notify the PROVIDER of any concerns regarding the budget.
 5. Participate, as applicable, as a stakeholder in the selection process of the leadership of the discretionary project.
- C. Deliverables and Reports
- The PROVIDER will provide staff and resources on a monthly basis to perform the responsibilities, tasks and activities specified above and the quarterly deliverables provided in **Attachment B**.

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

X. Notice of Contact

- A. All notices provided under or pursuant to this Agreement shall be in writing and addressed to the individuals listed in 1, 2, and 3 below.
 1. The name and address of the DEPARTMENT Grant Manager/Specialist for this Agreement is:
Marion Jones
325 West Gaines St. Suite 332
Tallahassee, Florida 32399-0400
Email: Marion.Jones@fldoe.org
 2. The name of the DEPARTMENT BEESS Project Liaison for this Agreement is:
Jennifer Barnhill
325 West Gaines St. Suite 614
Tallahassee, Florida 32399-0400
Email: Jennifer.Barnhill@fldoe.org

3. The name and address of the representative of the PROVIDER responsible for administration of this Agreement is:
Chauntea Cummings
SEDNET Arthur Ashe
Room 271
1701 NW 23rd Avenue
Fort Lauderdale, Fl 33311
Email: Chauntea.cummings@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.stml.

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 8 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 8 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 or the Reference Guide for State Expenditures, <https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf>. Furniture and equipment purchases that are not listed on the original budget approved by the DEPARTMENT will require an amendment submission and approval by the DEPARTMENT prior to the purchase by the fiscal agency awarded the funding. A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code (F.A.C.). [www.flrules.org/gateway/ruleNo.asp?id=69I-72.006]. Upon request, the inventory must be provided to BEESS.
- G. Allowable Expenses: Funds may be used by the PROVIDER solely in support of discretionary project activities for the purposes specified herein. Funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes and are subject to DEPARTMENT approval of the submitted Agreement budget which specifies planned expenditure categories and costs. All expenditures must be consistent with applicable state of Florida and federal laws, regulations, and guidance.
1. Allowable expenditures may include the items or services listed below. This is not an all-inclusive list; the PROVIDER is expected to consult with their BEESS project liaison with questions regarding allowable costs.
 - 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) or in the Department of Financial Service's – Reference Guide for State Expenditures (<https://www.myfloridacfo.com/Division/AA/Manuals/documents/ReferenceGuideforStateExpenditures.pdf>).
1. Unallowable expenditures may include the items or services listed below. This is not an all-inclusive list.
 - 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.
- I. The PROVIDER shall ensure the following information is posted on the PROVIDER'S website:
1. Disbursement data consistent with the level of detail required by s. 215.985(4)(a)1., F.S., for state agencies.
 2. Contract data consistent with the requirements of s. 215.985(14)(a), F.S., for state agencies.
 3. All reports that include metrics and return on investment calculations.
 4. Public versions of independent business evaluation reports which highlight project-specific performance.
 5. Employee positions and salary information.
 6. An organizational chart.
 7. Audits, tax returns, and financial reports and summaries.
 8. All statutorily required reports.

XIV. State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to State of Florida, Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf.

XV. Additional 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.
- 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 (15th) day following the end of each project quarter, or the next business day if the fifteenth (15th) day is on the weekend or a state holiday. Questions regarding the PTS should be directed to the BEESS project liaison at 850-245-0475.
- 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 SEDNET Discretionary Projects

Submission of this application hereby ensures that the applicant and all participating school districts will implement the discretionary project to develop and continue a multiagency service network for students with emotional or behavioral disabilities (EBD) consistent with requirements of s. 1006.04, F.S., the prescribed project funding purpose; and with the following requirements:

- A. Assurance is hereby provided that discretionary project funds will be made available to allow project managers to attend two project workdays and regional meetings and one EBD statewide meeting, as scheduled, and any BEESS meetings related to project implementation activities.
- B. All start-up activities, which include the provision of direct services to students with EBD and their families, will adhere to the following guidelines prior to implementation:
 1. The provision of these services is warranted based on the need to fill gaps to improve services as identified by the discretionary project's stakeholders;
 2. Funds to provide these services are not available at this time;

3. Funding these services does not supplant existing services supported by other funding sources; and
 4. A timeframe is established for discontinuation of the support.
- C. Project-sponsored professional development that is provided to school district instructional staff members is included in the school district's Master Plan for in-services.
 - D. The PROVIDER agrees to participate in onsite monitoring and assistance visits with BEESS staff.

[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGES FOLLOW]

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

FLORIDA DEPARTMENT OF EDUCATION

BY: _____

NAME: Richard Corcoran

TITLE: Commissioner

DATE: _____

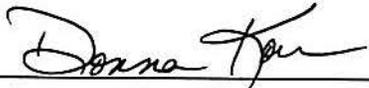
[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE FOLLOWS]

(Corporate Seal)



ACCEPTED BY:

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By 
Donna P. Korn, Chair

ATTEST.

Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:


Digitally signed by Kathelyn Jacques-Adams, Esq.
- kathelyn.jacques-adams@gbrowardschools.com
Reason: Florida Department of Education -
SEDNET - 202100009
Date: 2020.07.13 12:04:12 -04'00'

Office of the General Counsel

[THIS SPACE INTENTIONALLY LEFT BLANK]

Broward County District School Board

**SEDNET (Multiagency Service Network for Students with Emotional and Behavioral Disabilities)
060-2621B-1CD03**
**SEDNET - (Multiagency Service Network for Students with Emotional and Behavioral Disabilities)
060-2621D-1CDT4**
**SEDNET - (Multiagency Service Network for Students with Emotional and Behavioral Disabilities)
060-95110-1S001**

Attachment A

SCOPE OF WORK

Project Abstract

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

Response:

Pursuant to Section 1006.04, Florida Statutes, the Multiagency Service Network for Students with Emotional/Behavioral Disabilities (SEDNET) provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at risk of emotional/behavioral disabilities (E/BD) to develop appropriate behaviors and demonstrate academic and career education skills. SEDNET is a network of 19 regional projects that are comprised of the major child-serving agencies, community-based service providers, students and their families. Local school districts serve as fiscal agents for each local regional project. Within this framework, SEDNET focuses on developing interagency collaboration and sustaining partnerships among professionals and families in the education, mental health, substance abuse, child welfare and juvenile justice systems serving children and youth with and at risk of E/BD.

Collaboratively, local school boards provide educational programs and the state department and agencies administer children's mental health funds to provide mental health treatment and residential services when needed. This multiagency network approach is essential to comprehensive, school- and community-based planning to provide education; mental health treatment; and, when needed, residential services for students with or at risk of E/BD.

As requested by the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), SEDNET Region 10 will use research-based best practices to support local district efforts addressing the following 2018-23 BEESS Strategic Plan Indicators:

Indicator 1 – Percentage of youth with individual educational plans (IEPs) graduating from high school with a regular diploma;

Indicator 2 – Percentage of youth with IEPs dropping out of high school;

Indicator 4 – Rates of suspension and expulsion;

Indicator 9 – Disproportionate Representation in Special Education;

Indicator 10 – Disproportionate Representation in Specific Disability Categories;

Indicator 13 – Percentage of youth with IEPs aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals;

Indicator 14 – Percentage of youth with IEPs who are no longer in high school who are transitioning into the community, enrolled in higher education and world of work;

Reducing the need for restraint and seclusion.

For the 2020-21 project award period, the deliverables below have been identified for SEDNET projects. Specific performance items and activities related to deliverables provided by SEDNET Region 10 are outlined throughout this application.

Products

Develop quarterly reports that include 2 summaries of effective practices and initiatives which are in development or being utilized in the school districts served in the second and fourth quarter and 2 Regional Data Reports in the first and third quarter.

Develop SEDNET End-of-Year Summary Report.

Develop disseminate, and update, informational publications, print and social media, website pages and other informational products related to areas that include, but are not limited to: positive behavior supports and student engagement; social and emotional learning; children's mental health; multi-tiered systems of support (MTSS); supports for the reduction of the use of suspension and expulsion and restraint and seclusion; transition; and trauma informed care. If a regional SEDNET project elects to have electronic media, they are required to update content and monitor functionality each quarter.

Develop products related to training and technical assistance in areas that include positive behavior supports and student engagement, social and emotional learning, children's mental health, MTSS, supports for the reduction of the use of suspension and expulsion and restraint and seclusion, transition, and trauma informed care.

Training

Provide training to school district and community stakeholders in areas that include positive behavior supports and student engagement, social and emotional learning, children's mental health, MTSS, reduction of the use of suspension and expulsion and restraint and seclusion, transition, and Trauma Informed Care, to assist school districts and community stakeholders in building capacity for educational and community services for children and their families with and at risk of E/BD.

Service Delivery

Provide consultation, support, and assistance based on a specific request or through identified needs.

Support efforts to identify and increase parental and student involvement in student education, E/BD, school and community transitions, post-secondary transitions and service coordination within local systems of care.

Collaborate with the system of care stakeholders to support school district and regional interagency collaboration activities, including: Department of Children and Families; Department of Juvenile Justice; Community-Based Care Providers; Managed Entities for Community Mental Health; and the Agency for Health Care Administration.

Participate in program and intervention planning and problem-solving processes for students with E/BD that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, reduce the need for suspension and expulsion and restraint and seclusion to fully participate in all aspects of school and community living.

Collaborate with BEESS and other discretionary projects, including Transition Education Network (Project 10), Florida Diagnostic and Learning Resources System, Florida Inclusion Network, Problem Solving/Response to Intervention Project, and Florida's Positive Behavior Support Project, in building capacity to serve youth with, and at risk of, being identified with E/BD, and to support district and regional interagency collaboration activities.

Participate in joint planning representing the school district and community transition needs of students in each school district with fiscal agents of children's mental health, juvenile justice and child welfare funds, including the expansion of school-based mental health services and integrated education and treatment programs.

Collect and analyze data related to student interventions and outcomes.

Participate in two SEDNET Administration workdays; one E/BD conference, one regional workday and six conference calls.

Established Need

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

Response:

The 2019 Local Education Agency (LEA) Profile, Section Five information summarizes the identified SEDNET State Performance Plan (SPP) indicators (1, 2, 4, 9, 10, 13 and 14) for school districts served by SEDNET Region 10, state targets for 2017-18 for these selected indicators, district data and whether targets have been met by the district. Data for the selected SPP Indicators 1, 2 and 4 are based on the prior year 2016-17. This state-level information assists in establishing need for local project initiatives and activities in SEDNET Region 10.

Indicator 1 – Graduation Rate

The state has identified the 2017-18 state-level target for SPP Indicator 1 – Graduation Rate as the percentage of students with IEPs graduating with a standard diploma in 2016-17 will increase to 60.3%. In SEDNET Region 10, the following county has met the target for Indicator 1 – Graduation Rate: Broward 66%.

Indicator 2 – Dropout Rate

The state has identified the 2017-18 state-level target for SPP Indicator 2 – Dropout Rate as the dropout rate for students with disabilities in 2016-17 will decrease to 11.7%. In SEDNET Region 10, the following county has met the target for Indicator 2 – Dropout Rate: Broward 9%.

Indicator 4 – Rates of Suspension and Expulsion

The state has identified for the 2017-18 state-level target for SPP Indicator 4 – Rates of Suspension and Expulsion 11.9% of districts are identified by the state as having a significant discrepancy (a risk ratio of 3.0 or higher) in the rates of suspension and expulsion of students with IEPs for greater than 10 days 2016-2017. In SEDNET Region 10, the following county has met the target for Indicator 4 – Rates of Suspension and Expulsion: Broward 0.32.

Indicator 9 – Disproportionate Representation in Special Education

The state has identified for the 2017-18 state-level target for SPP Indicator 9 – Rates of Disproportionate Representation of Racial and Ethnic Groups in Special Education and related services, the disproportionality can be attributed to inappropriate identification as 0%. In SEDNET Region 10, the following county has met the target for Indicator 9 – Disproportionate Representation in Special Education: Broward County.

Indicator 10 – Disproportionate Representation in Specific Disability Categories

The state has identified for the 2017-18 state-level target for SPP Indicator 10 – Rates of Disproportionate Representation of Racial and Ethnic Groups in special education and related services, the disproportionality can be attributed to inappropriate identification as 0%. In SEDNET Region 10 the

following county has met the target for Indicator 10 – Disproportionate Representation in Specific Disability Categories: Broward County.

Indicator 13 – Secondary Transition IEP Components

The state has identified the 2017-18 state-level target for SPP Indicator 13 as 100% of youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.

In SEDNET Region 10, the following counties have met the target for Indicator 13 – Secondary Transition IEPs: Broward 100.0%.

FDOE/BEESS implements a statewide monitoring self-assessment system that includes Indicator 13. Districts selected for targeting will receive assistance from FDOE/BEESS and Project 10 in developing and monitoring an improvement plan to focus on evaluation of self-assessment data, local policies and procedures, and needed training and technical assistance for the purposes of continuous improvement and sustaining effective transition planning. SEDNET Region 10 collaborates with other discretionary projects (i.e., Project 10) on regional and local district levels to provide technical assistance and relevant information related to the transition needs of youth with and at risk of E/BD and their families.

Indicator 14 – Post-School Outcomes

Florida's baseline for SPP/Annual Performance Report (SPP/APR) processes reflects post-school outcomes of the 2016-17 exiters using data collected during the subsequent school year. Factors influencing the baseline data include Florida's expanded efforts to promote access to postsecondary education for students with disabilities. The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the 2016-17 school year.

The state has identified the state-level target for post-school outcomes for students with disabilities as follows:

[A] 37% of youth exiting in 2016-17 who are no longer in secondary school, had IEPs in effect at the time they left school, and were found enrolled in higher education within one year of leaving high school;

[B] 50% of youth exiting in 2016-17 who are no longer in secondary school, had IEPs in effect at the time they left school, and were found in higher education or competitively employed within one year of leaving high school; and

[C] 66% of youth exiting in 2016-17 who are no longer in secondary school, had IEPs in effect at the time they left school, and were found enrolled in higher education or in some other postsecondary education or training program; or competitively employed in some other employment within one year of leaving high school.

District-level improvement activities include technical assistance, training, information and support from FDOE/BEESS and Project 10 to facilitate agency involvement and linkages in transition planning processes and development and implementation of meaningful transition services for students with disabilities. SEDNET Region 10 collaborates with other discretionary projects (i.e., Project 10) on regional and local district levels to provide technical assistance and relevant information related to the transition needs of youth with and at risk of E/BD and their families.

In SEDNET Region 10, the following county has not met the target for Indicator 14 – Post-School Outcomes—Higher Education: Broward 25.92%; Higher Education or Competitively Employed: Broward 43.89%; and Employment or Continuing Education: Broward 55.52%.




Identification of needs of Broward County in SEDNET Region 10 were provided through analysis of indicator data reflected in the 2019 LEA Profiles related to districts meeting or not meeting performance goals and measures, as well as how close to actually meeting or exceeding the performance goals and measures. Maintenance and sustainability of current performance was also considered for counties that met indicator performance goals and measures and currently utilize services from SEDNET to sustain and/or improve performance.

The analysis reflects that the Broward County district did not meet the performance goal and measure for Indicator 14 – Postschool Outcomes. Support for this indicator will include training and technical assistance in transitional best practices to promote positive school outcomes with EBD and at-risk students.

In addition to the above-mentioned support, the following was identified as needs from district staff gathered through division planning meetings and informal meetings with district leadership and support staff: Broward—Support will include training and technical assistance in positive behavior support and student engagement, social-emotional learning, and Trauma Informed Care.

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: SEDNET projects utilized a variety of alternative technology-based formats for conducting meetings and training events for the 2019-20 fiscal year. This included participating in statewide and regional SEDNET meetings via Zoom, Adobe Connect, video conferencing, and teleconference calls to reduce the number of face-to-face events. These methods will continue for the 2020-21 fiscal year.

Methods of alternative technology-based formats will be broadened for 2020-21 as regional SEDNET meetings are expanded, in addition to monthly statewide meetings via teleconference and web-based formats. Resource and document exchange will utilize the SEDNET statewide website and web-based storage formats such as Google Docs and Drop Box. Utilization of web-based meetings, such as Zoom, Adobe Connect and GoToMeeting will be continued to reduce face-to-face events.

For the 2020-21 fiscal year, SEDNET Region 10 will use technology-based formats such as Zoom, Canvas, and Microsoft Teams for training events, and participation in district and community meetings, reducing the number of face-to-face events.

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: SEDNET project activities are outlined in the Project Performance Activity section of this application and support the following BEESS Strategic Plan goals and related SPP Indicators: [1] Goal 1 Highest Student Achievement and SPP Indicator 1 – Percentage of youth with IEPs graduating from high school with a regular diploma using the federal uniform rate. The state target for 2017-18 has been identified at 60.3%. [2] Goal 1 Highest Student Achievement and SPP Indicator 2 – Percentage of youth with IEPs dropping out of high school. The state target for 2017-18 has been identified at 11.70%. [3]

Goal 1 Highest Student Achievement and SPP Indicator 4 – Rates of suspension and expulsion. The state target for 2017-18 has been identified as follows: Indicator 4A – 11.9% of districts are identified by the state as having a significant discrepancy (a risk ratio of 3.0 or higher) in the rates of suspensions and expulsions of children with IEPs for greater than 10 days in 2016-17. Indicator 4B – zero districts will have both (a) a significant discrepancy in the rates of suspension and expulsion of students with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy. In addition, the restraint and seclusion target has been identified as 100% of districts will meet their goals, as stated in their SP&P for reducing the use of restraint and 100% of districts will meet their goals as stated in their SP&P for reducing the use of seclusion. [4] Goal 2 Seamless Articulation and Maximum Access and SPP Indicator 13 – Percentage of youth with IEPs aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. The state target for 2017-18 has been identified at 100%. [5] Goal 3 Skilled Workforce Economic Development and SPP Indicator 14 – Percentage of youth with IEPs who are no longer in high school who are transitioning into the community and world of work. The state target for 2017-18 has been identified at 66%.

Need-driven activities identified in the project's scope of work are tailored to meet the specific needs of local school districts and the community. Project activities include ongoing communication with district and community staffs throughout the year to assure the needs of the district and community are being met. Need-based determination activities both informal and formal may include surveys, training evaluations, face-to-face interviews, LEA Profile and other district and/or community data reviews, and district and community planning meetings and collaborative activities with system of care stakeholders and other discretionary projects. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BEESS Project Tracking System (PTS). As outlined in the additional assurances for all projects, when assistance is requested by a district, the project will give priority to districts that have been targeted for improvement related to an SPP Indicator, BEESS Strategic Plan, or to those districts that BEESS has determined "in need of assistance or intervention." Projects will participate as requested by BEESS on the State Support Teams on-site visits and collaborate with other discretionary projects to support district action plans and improvement activities.

As outlined in the BEESS Multi-Tiered Systems of Supporting Districts Framework, SEDNET projects collaborate with the multiple discretionary projects that may include MTSS, Florida Positive Behavioral Interventions and Support (FLPBIS) and Problem Solving/Response to Intervention (PS/Rtl), Florida AWARE (Advancing Wellness and Resilience in Education), Project 10, FDLRS, Florida Inclusion Network (FIN), Institute for Small and Rural Districts (ISR), State Personnel Development Grant, and Check & Connect to develop and coordinate plans to integrate and match levels of effective support to districts' needs for improved outcomes for all students.

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: For 2020-21, SEDNET will utilize the following evaluation elements for program evaluation:

[1] Quantitative and qualitative data may be collected through various methods, such as evaluations, consumer satisfaction surveys, teacher rating scales and monthly provider reports. In addition, informal needs assessments and surveys from stakeholder groups may be reviewed;

[2] Outcome data may include student academic and behavioral data, discipline data, graduation rates, and target SPP indicator data as reflected in the SPP/APR or LEA Profiles;

[3] Data analysis will allow for identification of barriers to fidelity of implementation and need for change or revision of project activities;

[4] Projects will facilitate an assortment of follow-up activities to determine whether educational and community stakeholder recipients of applicable deliverables, service delivery, and training, implement what they receive where appropriate. These activities may include coaching, checklists and on-line surveys. Projects may examine changes in school- and community-level outcome data (e.g., learning gains in reading, discipline incident data and community mental health data) to determine whether applicable deliverables, service delivery and training meet their objectives;

[5] Projects are expected to achieve minimum performance targets for each deliverable. Project staff will document the completion of each deliverable in the PTS. Projects are required to update their performance in the PTS within 15 days of the end of each project quarterly period. The BEESS 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; and

[6] At the request of BEESS, for 2020-21, projects will develop and provide an annual summative report. Technical assistance will be provided by BEESS and the SEDNET Administration Project. Individual reports will then be compiled into a statewide report.

For projects funded via Cash Advance, the BEESS project liaisons will verify that the project's deliverables are progressing in a satisfactory manner consistent with the scope of work and performance targets on a quarterly basis. At least four weeks prior to the end of any quarter during the award period, the discretionary project must contact the BEESS project liaison in writing to discuss changing or delaying meeting a specific performance target or unit for a deliverable. A justification for this request must be provided to the project liaison. The BEESS project liaison shall review the progress made on the deliverables approved in the agreement (award). In the event the project liaison determines that changes must be made to one or more deliverables on the Schedule of Deliverables document, the discretionary project will be instructed to complete and submit a program amendment request to the FDOE Office of Grants Management. Changes to deliverables must be requested in writing, via a program amendment request, prior to the end of the quarter in which the deliverable units are to be completed.

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

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: SEDNET project activities are outlined in the Project Performance Activity section of this application and support the following BEESS Strategic Plan goals and related SPP Indicators: [1] Goal 1 Highest Student Achievement and SPP Indicator 1 – Percentage of youth with IEPs graduating from high school with a regular diploma using the federal uniform rate. The state target for 2017-18 has been identified at 60.3%. [2] Goal 1 Highest Student Achievement and SPP Indicator 2 – Percentage of youth with IEPs dropping out of high school. The state target for 2017-18 has been identified at 11.70%. [3] Goal 1 Highest Student Achievement and SPP Indicator 4 – Rates of suspension and expulsion. The state target for 2017-18 has been identified as follows: Indicator 4A – 11.9% of districts are identified by the state as having a significant discrepancy (a risk ratio of 3.0 or higher) in the rates of suspensions and expulsions of children with IEPs for greater than 10 days in 2016-17. Indicator 4B – zero districts will have both (a) a significant discrepancy in the rates of suspension and expulsion of students with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy. In addition, the restraint and seclusion target has been identified as 100% of districts will meet their goals, as stated in their SP&P for reducing the use of restraint and 100% of districts will meet their goals as stated in their SP&P for reducing the use of seclusion. [4] Goal 2

Seamless Articulation and Maximum Access and SPP Indicator 13 – Percentage of youth with IEPs aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. The state target for 2017-18 has been identified at 100%. [5] Goal 3 Skilled Workforce Economic Development and SPP Indicator 14 – Percentage of youth with IEPs who are no longer in high school who are transitioning into the community and world of work. The state target for 2017-18 has been identified at 66%.

Need-driven activities identified in the project's scope of work are tailored to meet the specific needs of local school districts and the community. Project activities include ongoing communication with district and community staffs throughout the year to assure the needs of the district and community are being met. Need-based determination activities both informal and formal may include surveys, training evaluations, face-to-face interviews, LEA Profile and other district and/or community data reviews, and district and community planning meetings and collaborative activities with system of care stakeholders and other discretionary projects. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BEESS Project Tracking System (PTS). As outlined in the additional assurances for all projects, when assistance is requested by a district, the project will give priority to districts that have been targeted for improvement related to an SPP Indicator, BEESS Strategic Plan, or to those districts that BEESS has determined "in need of assistance or intervention." Projects will participate as requested by BEESS on the State Support Teams on-site visits and collaborate with other discretionary projects to support district action plans and improvement activities.

As outlined in the BEESS Multi-Tiered Systems of Supporting Districts Framework, SEDNET projects collaborate with the multiple discretionary projects that may include MTSS, Florida Positive Behavioral Interventions and Support (FLPBIS) and Problem Solving/Response to Intervention (PS/RtI), Florida AWARE (Advancing Wellness and Resilience in Education), Project 10, FDLRS, Florida Inclusion Network (FIN), Institute for Small and Rural Districts (ISR), State Personnel Development Grant, and Check & Connect to develop and coordinate plans to integrate and match levels of effective support to districts' needs for improved outcomes for all students.

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 in GEPA, Public Law (P.L.) 103-382, SEDNET will ensure equitable access to and participation of student, teachers and other program beneficiaries with special needs. Accommodations and modifications required by participants will be addressed on an individual-need basis utilizing technical assistance and resources provided by the participating districts and key community stakeholders.

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: In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, SEDNET, in collaboration with the LEAs, shall, after timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable base, special education services or other benefits that address their needs under the LEA program of services. Educational services or other benefits including materials and equipment, provided by the LEAs shall be secular, neutral and nonideological. Educational services and other benefits provided for private school children, teachers and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers and other

educational personnel participating in the program and shall be provided in a timely manner. Expenditures for educational services and other benefits provided for eligible private school children, their teachers and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children. LEAs may provide those services directly or through contracts with public and private agencies, organizations and institutions.

(<http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>)

BASELINE DATA

Yearly baseline and trend data related to performance measures for the Multiagency Service Network for Students with Emotional/Behavioral Disabilities (SEDNET) initiatives utilize qualitative and quantitative data information from the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS) Local Education Agency (LEA) Profiles; Local District Student Information Systems; BEESS data reports related to restraint and seclusion; Local Professional Development Learning Management Systems; and Florida Positive Behavior Support Project: Response to Intervention and Positive Behavior Supports Evaluation System (FLPBIS: RtIB) Positive Behavior Supports and Student Engagement [PBS/ES]). Data collection may include the following: [1] Participant Training Evaluation Summary forms summarized and analyzed to determine the impact of SEDNET-provided in-service training and follow-up activities; [2] Student performance outcome data, which may be collected to determine the impact of SEDNET-provided resources on outcomes and when assessing the effectiveness of school-based or school-related services. When appropriate, these data shall include student academic and behavioral data; systemic data, such as reduction in dropout rate, in-school suspension and out-of-school suspension; and increase in graduation, promotion and vocational opportunities, for students who are identified as emotionally and behaviorally disabled (E/BD); [3] Quantitative and qualitative data may be collected to assess the continuous multiagency planning, implementation and evaluation of education, mental health treatment and residential services for students with E/BD. Data collected will assess the effectiveness and may include consumer satisfaction surveys and impact assessments; [4] Quantitative and qualitative data may be collected to determine the effectiveness of sharing information, materials and resources for services for students with E/BD within the project geographic delivery area; [5] For active FLPBIS districts: FLPBIS: RtI:B Database and PBIS provides midyear and end-of-year data reports to district multi-tiered systems of support (MTSS) leadership teams and local schools implementing MTSS. Data reports graph district wide and individual school-year information, as well as trend information related to Team Process, School wide PBS Activities, Coaches Self-Assessments, PBS Implementation Checklist, Benchmarks of Quality, Benchmarks for Advanced Tiers and Student Outcome Data. These reports allow for progress monitoring on the district and local school levels to evaluate fidelity of implementation efforts and to guide district action planning and prioritizing of activities. Local district-developed behavior data collection systems may also be utilized.

Based on input from Exceptional Student Learning Support (ESLS) Director and ESLS Support Services Director, SEDNET is working in areas of need in school and community. SEDNET should continue to increase work in the area of suicide prevention for students in all grade levels. SEDNET will increase the number of schools receiving suicide prevention education through a train the trainer model. SEDNET needs to increase education in suicide prevention and Baker Act to principals and areas Directors. SEDNET should provide training and guidance to District mental health professional in suicide risk assessment. Training in trauma is requested for administrators and staff as a result of students being away from school buildings for an extended period of time due to COVID-19. Based on communication with ESLS leadership, SEDNET should continue to participate in district level meetings regarding ESLS needs, social-emotional learning, mindfulness, trauma informed care, mental health, electronic portal, online suicide

assessment tool, counseling for students who receive counseling as a part of their Individualized Education Plans (IEP) and other areas identified by District leadership.

2018 Discretionary Project Survey

Based on the BEESS-conducted discretionary project survey data from 2018, which is the most current survey available as 2019 survey was not conducted, the majority of districts who responded indicated that SEDNET is responsive to district needs and provides high-quality services. SEDNET Region 10 will continue to provide technical assistance and support so that these services will continue to be responsive to district needs and will conduct further activities with relevant contacts from districts in the state this year to further individualize supports to their needs. The project will provide quality technical assistance and professional development support based on requests from the district contacts for students with or at risk of E/BD. This efforts include: training new community partners staff who offer support for students and families in the home, school, and community; suicide prevention training for school administrators and school-based staff; training in trauma focused interventions using mindfulness; Helping Every Living Person (HELP); Middle School Look Listen Link and Riding the Waves, Youth Mental Health First Aid (YMHFA), leadership of the Behavioral Health Partnership Committee, senior leadership in Exceptional Education in the area of counseling (provide supervision, training, and guidance to staff who provide counseling to students receiving special education services. These areas will help to increase the areas of student graduation and dropout rate.

The LEA Profile provides districts with a tool to use in planning for systemic improvement in exceptional education programs. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, prevalence and parent involvement and also provides information about state-level targets in Florida's State Performance Plan (SPP). Required by the Individuals with Disabilities Education Act of 2004, Florida's SPP establishes annual benchmarks and targets for 20 indicators. For each year of the SPP, the Annual Performance Report will be submitted to report progress in these performance areas. As part of the process, Florida publicly reports data for both the state and each LEA.

Trends discussed related to SEDNET Region 10 are for a three-year period: 2015-16 to 2017-18.

Indicator 1 – Federal Uniform High School Graduation Rate

State-Level Target for 2016-17: Percent of students with disabilities with a standard diploma in 2015-16 will increase to 60.3%. The number of first-time ninth graders from four years ago, plus incoming transfer students on the same schedule to graduate, minus students from this population who transferred out or left to enroll in a private school or home education divided into the number of standard diploma graduates from the same group. The resulting percentages are reported for 2015-16 through 2017-18 for students with disabilities and all students.

<p>Indicator 1 – Federal Uniform High School Graduation Rate for Students with Disabilities</p>
--

	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	62%	66%	77%	+24.19%
Broward	58%	64%	75%	+29.31%

Indicator 1 – Federal Uniform High School Graduation Rate for All Students				
	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	81%	82%	86%	+6.17%
Broward	79%	81%	84%	+6.33

Standard Diploma Graduation Rate: The number of standard diploma graduates divided by the number of students with disabilities who completed their education (received either a standard diploma, GED®, special diploma, certificate of completion or special certificate of completion) or dropped out. This graduation rate is calculated based on the total number of students with disabilities who exited school in a given year, rather than using the four-year cohort model described in the federal uniform graduation rate. The data are reported for the three-year period from 2015-16 through 2017-18.

Indicator 1 – Standard Diploma Graduation Rate for Students with Disabilities				
	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	64%	66%	80%	+25%
Broward	60%	64%	79%	+31.67

Indicator 2 – Dropout Rate

State-Level Target for 2016-17: The dropout rate for students with disabilities in 2016-17 will decrease to 11.7%.

Indicator 2 – Federal Dropout Rate for Students with Disabilities
--

	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	17%	16%	13%	-23.53%
Broward	13%	9%	8%	-38.46%

Indicator 2 – Dropout Rate for Students with E/BD				
	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	39%	34%	31%	-20.51%
Broward	33%	29%	23%	-30.30%

Indicator 4 – Discipline Rates

Discipline Rates and Risk Ratios

Discipline rates for students with disabilities are calculated by dividing the number of students who received out-of-school suspension or expulsion that total more than 10 days by total-year enrollment as reported at the end of the school year (survey 5). Discipline rates are calculated for both students with disabilities and nondisabled students. Discipline risk ratios are calculated by dividing the discipline rate of students with disabilities by the discipline rate of nondisabled students. Risk ratios indicate the risk that students with disabilities will be suspended and expelled for greater than 10 days compared to nondisabled students. A risk ratio of 1.0 indicates that students with disabilities and nondisabled students are equally likely to be suspended and expelled. The resulting rates are reported for students with disabilities and nondisabled students for three years from 2015-16 through 2017-18 along with risk ratios for students with disabilities.

Indicators 4A and 4B – Suspension and Expulsion

The Indicator 4A State-Level Target for 2016-17: 11.9% of districts are identified by the state as having a significant discrepancy (a risk ratio of 3.0 or higher) in the rates of suspension and expulsion of students with IEPs for greater than 10 days in 2016-17.

Indicator 4A – Suspension and Expulsion for Greater than 10 Days				
	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	<1%	<1%	<1%	0%
State Risk Ratio	1.17	1.21	1.28	+9.40%
Broward	<1%	<1%	<1%	0.0%
<i>District Risk Ratio</i>	0.51	0.32	0.32	-37.25%

Discipline risk ratios by racial or ethnic group are calculated for students with disabilities by dividing the discipline rate of a specific racial or ethnic group by the rate of all nondisabled students. A risk ratio of 1.00 indicates that, for instance, Hispanic students with disabilities are equally likely to be suspended and expelled as all nondisabled students. The resulting risk ratios are reported for students with disabilities by race or ethnicity for the state during the 2017-18 school year. Cells with an asterisk (*) indicate that there are less than 10 students with disabilities for a specific racial or ethnic group suspended and expelled for greater than 10 days.

Indicator 4B – Discipline Risk Ratios by Race or Ethnicity		
	State	District
White	1.06	1.06
Black	2.43	1.05
Hispanic	0.62	0.97
Asian	0.41	0.57
American Indian/Alaskan Native	1.23	1.17
Native Hawaiian/other Pacific Island	0.00	0.54
Two or more races	1.49	1.02

Indicator 13 – Secondary Transition IEPs

State-Level Target for 2016-17: 100% of youth with IEPs aged 16 and above have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment and transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition services needs

Indicator 13 – Transition IEPs Found Compliant				
	2015-16	2016-17	2017-18	(+/-) 3-Yr. Trend %
State	90%	94%	90%	0%
Broward	100%	93%	100%	0%

Indicator 14 – Post-School Outcomes

The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available, reports on students who exited Florida public schools during the 2016-17 school year. The following table displays the percentage of students with disabilities exiting school in 2014-15 through 2016-17 who were found during the fall and winter following the school year and were (1) enrolled in higher education, (2) enrolled in higher education or competitively employed, and (3) enrolled in higher education or some other postsecondary education or training program or competitively employed or employed in some other employment.

State-Level Target for Students with Disabilities for 2017-18

[A] 37% of youth exiting in 2016-17 who are no longer in secondary school, had IEPs in effect at the time they left school, and were found enrolled in higher education within one year of leaving high school.

[B] 50% of youth exiting in 2016-17 who are no longer in secondary school, had IEPs in effect at the time they left school, and were found in higher education or competitively employed within one year of leaving high school.

[C] 66% of youth exiting in 2016-17 who are no longer in secondary school, had IEPs in effect at the time they left school, and were found enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator 14A – Post-School Outcome Data: Students with Disabilities in Higher Education				
	2014-15	2015-16	2016-17	(+/-) 3-Yr. Trend %
State	28%	28%	24%	-14.29
Broward	32%	35%	26%	-18.75

Indicator 14B – Post-School Outcome Data: Students with Disabilities in Higher Education/Competitively Employed				
	2014-15	2015-16	2016-17	(+/-) 3-Yr. Trend %
State	43%	44%	51%	+18.61%
Broward	44%	47%	44%	0%

Indicator 14C – Post-School Outcome Data: Students with Disabilities in Any Employment or Continuing Education				
	2014-15	2015-16	2016-17	(+/-) 3-Yr. Trend %
State	55%	56%	59%	+7.27%
Broward	53%	56%	56%	+5.67%

Restraint and Seclusion

REDUCING THE NEED FOR RESTRAINT AND SECLUSION

The 2018-2023 BEESS Strategic Plan outlines performance indicators for restraint and seclusion as: 100% of districts will [1] meet their goals, as stated in ESE policies and procedures (SP&P) for reducing the use of restraint and [2] meet their goals as stated in their SP&P for reducing the use of seclusion.

A brief summary of BEESS data reports for incidents of restraint and seclusion for school years 2016-17 (August-July), 2017-18 (August-July) and 2018-19 (August-July) are outlined in the following table for Broward County served by SEDNET Region 10.

Restraint Incidents for School Years 2016-17 (August-July), 2017-18 (August-July) and 2018-19 (August-July)				
State	Number of Incidents	Number of Students	Total State Prekindergarten-Grade 12 (PK-12) Students with Disabilities	% with E/BD
2016-17	8,770	3,239	377,153	42%
2017-18	8,367	3,136	384,726	38%
2018-19	8,650	3,077	401,424	36%
Broward	Number of Incidents	Number of Students	Total District PK-12 Students with Disabilities	% with E/BD
2016-17	181	80	34,890	53%
2017-18	192	92	35,511	55%
2018-19	155	83	37,308	52%

**Number of students is less than 10, including 0.*

Seclusion Incidents for School Years 2016-17 (August-July), 2017-18 (August-July) and 2018-19 (August-July)				
State	Number of Incidents	Number of Students	Total State PK-12 Students with Disabilities	% with E/BD
2016-17	1,351	503	377,153	55%
2017-18	834	349	384,726	55%
2018-19	744	303	401,424	43%
Broward	Number of Incidents	Number of Students	Total District PK-12 Students with Disabilities	% with E/BD
2016-17	*	*	34,890	*
2017-18	*	*	35,511	*
2018-19	*	*	37,308	*

The School Board of Broward County, Florida

SEDNET (Multiagency Service Network for Students with Emotional and Behavioral Disabilities) 060-2621B-1CD03
 SEDNET - (Multiagency Service Network for Students with Emotional and Behavioral Disabilities) 060-2621D-1CDT4
 SEDNET - (Multiagency Service Network for Students with Emotional and Behavioral Disabilities) 060-95110-1S001

Attachment B

Products

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/Deliverable Units to be Completed per Quarter
1	Informational	Effective Practices Quarterly Reports SEDNET Region 10 will develop quarterly reports that will include 2 summaries of effective practices and initiatives which are in development or being utilized in the school districts served in the second and fourth quarter and 2 Regional Data Reports in the first and third quarter. Effective practices and/or intervention data collection will begin on July 1, 2020. Intended audience includes Multiagency Service Network for Students with Emotional/Behavioral Disabilities (SEDNET)	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, Restraint/Seclusion	Print Copy, Electronic Copy, Project Tracking System, Quarterly Report	State	1,849.33	4.00	462.33	Qtr.I: 1.00 Qtr.II: 1.00 Qtr.III: 1.00 Qtr.IV: 1.00

		Administration Project, Bureau of Exceptional Education and Student Services (BEES), and additional personnel as appropriate.								
2	Informational	End of Year Summary Report SEDNET Region 10 will develop 1 end of year summary report of activities for the local project. Effective practices and/or intervention data collection will begin on July 1, 2020. Intended audience includes SEDNET Administration Project, BEES, and additional personnel as appropriate.	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Print copy, Electronic Copy, Project Tracking System, Quarterly Report	State	462.33	1.00	462.33	Qtr.I: 0.00 Qtr.II: 0.00 Qtr.III: 0.00 Qtr.IV: 1.00
3	Informational	Print/Media/Web Resources: SEDNET Region 10 will develop, disseminate, and update, Nine(9) informational publications, print and social media, website pages and other informational products related to areas that may include: positive behavior supports and student engagement; social	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Print copy, Electronic Copy, Project Tracking System, Quarterly Report	State	4,161.00	9.00	462.33	Qtr.I: 3.00 Qtr.II: 2.00 Qtr.III: 1.00 Qtr.IV: 3.00

		<p>and emotional learning; children's mental health; multi-tiered systems of support (MTSS); supports for the reduction of the use of suspension and expulsion and restraint and seclusion; transition; and trauma informed care. If a regional SEDNET project elects to have electronic media, they are required to update content and monitor functionality each quarter. Development and/or dissemination of products will begin July 1, 2020. Revised and updated local project product and/or materials will be reviewed prior to release by SEDNET Administration Project staff to ensure style and product guidelines are met. Intended audience includes discretionary projects and districts identified in need of support, general and special educators, paraprofessionals, related services personnel, school and district administrators,</p>								
--	--	--	--	--	--	--	--	--	--	--

		families, systems of care stakeholders, and additional personnel as appropriate.								
4	Instructional	<p><u>SEDNET Quarterly Interagency Report</u> SEDNET Region 10 will develop quarterly Interagency activity reports to include a brief summary of the date, and purpose of the meeting, students impacted, goals, follow up activities and the Project Manager roles and responsibilities specific to the Interagency meeting. Development and dissemination of products will begin July 1, 2020. Intended audience includes discretionary projects and districts identified in need of support, general and special educators, paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders, and additional personnel as appropriate.</p>	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14	Print/electronic copy, Training Calendar, Email, Project Tracking System Quarterly Report	State	1,849.33	4.00	462.33	Qtr.I: 1.00 Qtr.II: 1.00 Qtr.III: 1.00 Qtr.IV: 1.00
5	Instructional	<u>SEDNET Training and Technical</u>	K-12 Students - Best Practices	SPP 1, SPP 2, SPP 4, SPP 13,	Print/electronic copy, Training	State	5,548.00	12.00	462.33	Qtr.I: 4.00 Qtr.II: 3.00

		<p><u>Assistance (TA) Products</u> SEDNET Region 10 will develop or update for local regional project dissemination twelve(12) products related to training and TA in the areas that include: positive behavior supports and student engagement, social and emotional learning, children's mental health, MTSS, supports for the reduction of the use of suspension and expulsion and restraint and seclusion, transition and trauma informed care. Development and dissemination of products will begin July 1, 2020. Intended audience includes discretionary projects and districts identified in need of support, general and special educators, paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders, and additional personnel as appropriate.</p>	for Positive Behavior/Student Engagement	SPP 14, Restraint/Seclusion	Calendar, Email, Project Tracking System Quarterly Report					Qtr.III: 2.00 Qtr.IV: 3.00
Total:							13,869.99	30.00	0.00	

Training

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/Deliverable Units to be Completed per Quarter
1	Provision of Training	<p><u>Positive Behavior Supports and Student Engagement (PB/SE) Trainings</u></p> <p>Positive Behavior Supports and Student Engagement (PB/SE) Trainings: SEDNET Region 10 will provide twenty (20) trainings in areas that include: PB/SE, social and emotional learning, children's mental health, multi-tiered systems of support, supports for the reduction of the use of suspension and expulsion and restraint and seclusion, transition, and trauma informed care. Based on the districts' identified needs training may be provided via onsite, face-to-</p>	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Sign In Sheets; Training Agenda; Professional Development, Calendar; Email Correspondence; Project Tracking System Quarterly Report	Federal	4,805.47	20.00	240.27	Qtr.I: 6.00 Qtr.II: 5.00 Qtr.III: 5.00 Qtr.IV: 4.00

	<p>face, virtual or online learning, conferences, workshops or other delivery strategies. This will assist school districts and community stakeholders in building capacity for educational and community services for children and their families with and at risk of emotional and behavioral disabilities. Development and provision of trainings will begin July 1, 2020. Intended audience includes discretionary projects and districts identified in need of support, general and special educators, paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders, and additional personnel as appropriate.</p>								
Total:						18,675.46	50.00	0.00	

Service Delivery

No.	Type	Title/Description	BEES Strategic Plan	Indicators	Source Documentation Maintained by the Project to Support the Deliverable	Funding Source (Federal or State General Revenue)	Total Budget for Deliverable	Performance Requirements: Grant Year Total Deliverable Units	Cost Per Unit	Performance Targets/Deliverable Units to be Completed per Quarter
1	Leadership Activities	<p>Assistance by Specific Request or Identified Need</p> <p>SEDNET Region 10 will provide three hundred forty(340) consultative and assistance activities based on a specific request or through identified needs. Based on the specific request or identified need, assistance may be facilitated via onsite, face-to-face, telephone, email, virtual conferencing, or other delivery strategies. Development and provision of consultation support and assistance will begin July 1, 2020. Intended audience includes discretionary projects and districts identified in need of support, general and special educators, paraprofessionals, related services personnel, school and district administrators,</p>	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14	Email Correspondence Call logs, Calendar, Meeting agenda, Survey/Needs Assessment Information, Project Tracking System Quarterly Report	Federal	81,693.05	340.00	240.27	Qtr.I: 100.00 Qtr.II: 100.00 Qtr.III: 75.00 Qtr.IV: 65.00

		families, systems of care stakeholders, and additional personnel as appropriate.								
2	Leadership Activities	<p><u>Discretionary Project Collaboration</u> SEDNET Region 10 will participate in ten(10) collaborative activities with BEESS and discretionary projects. Based on BEESS and/or district identified needs discretionary project collaboration may be facilitated via onsite, face-to-face, telephone, email, virtual conferencing, or other delivery strategies. This may include Project 10: Transition Education Network Project 10, Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), Problem Solving/Response to Intervention Project (PS/RtI) and Florida's Positive Behavior Interventions and Support Project (FLPBIS), in building capacity to serve youth with, and at risk of, emotional and behavioral disabilities and to support district and regional interagency</p>	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Sign In Sheets; Training Agenda; Email Correspondence; Calendar; Survey/Needs Assessment Info; Meeting Agenda; Project Tracking System Quarterly Report	Federal	2,402.74	10.00	240.27	Qtr.I: 3.00 Qtr.II: 2.00 Qtr.III: 2.00 Qtr.IV: 3.00

		collaboration activities. Development and provision of activities will begin July 1, 2020 as outlined in the schedule of deliverables. Intended audience includes discretionary projects and districts' identified in need of support, general and special educators, paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders and, additional personnel as appropriate.								
3	Leadership Activities	Family and Youth Involvement SEDNET Region 10 will provide six (6) activities to assist in increasing parent and youth involvement, support and education for families of children with and at risk of emotional/behavioral disabilities (E/BD). Based on state, regional or local systems of care and individual district identified needs, family and youth involvement may be facilitated via onsite,	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Sign In Sheets; Training Agenda; Email Correspondence; Calendar; Survey/Needs Assessment Info; Meeting Agenda; Project Tracking System Quarterly Report	Federal	1,441.64	6.00	240.27	Qtr.I: 2.00 Qtr.II: 2.00 Qtr.III: 1.00 Qtr.IV: 1.00

		<p>face-to-face, telephone, email, virtual conferencing, or other delivery strategies. Projects will collaborate with local, regional and/or state family and youth organizations (i.e. Family Café; Federation of Families for Children's Mental Health; and Family Network on Disabilities)</p> <p>Technical assistance, consultation and support will begin in July 1, 2020. Intended audience includes general and special educators, paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders, and additional personnel as appropriate.</p>								
4	<u>Leadership Activities</u>	<p><u>Interagency Collaboration</u></p> <p>SEDNET Region 10 will participate in forty-seven (47) activities that assist local, regional and state collaboration of cross-systems communication, planning and deliverables necessary to</p>	<p>K-12 Students - Best Practices for Positive Behavior/Student Engagement</p>	<p>SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion</p>	<p>Sign In Sheets; Logs; Email Correspondence; Calendar; Survey/Needs Assessment Info; Meeting Agenda; Project Tracking System Quarterly Report</p>	<p>Federal</p>	<p>11,292.86</p>	<p>47.00</p>	<p>240.27</p>	<p>Qtr.I: 12.00 Qtr.II: 12.00 Qtr.III: 11.00 Qtr.IV: 12.00</p>

		<p>increase overall effectiveness of coordinated, multiagency service provision and educational outcomes to children with or at risk of emotional or behavioral disabilities and their families within the systems of care. Based on state, regional or local systems of care and individual district identified needs interagency collaboration may be facilitated via onsite, face-to-face, telephone, email, virtual conferencing, or other delivery strategies. Technical assistance, consultation and support will begin in July 2020. Intended audience includes general and special educators, paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders and additional personnel as appropriate.</p>								
5	Leadership Activities	<p><u>PB/SE-Multi-Tiered System of Supports</u> <u>SEDNET Region 10</u> will participate in</p>	<p>K-12 Students - Best Practices for Positive</p>	<p>SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion</p>	<p>Sign In Sheets, Logs, Meeting Agendas, Email, Correspondence,</p>	<p>Federal</p>	<p>2,402.74</p>	<p>10.00</p>	<p>240.27</p>	<p>Qtr.I: 3.00 Qtr.II: 2.00 Qtr.III: 2.00 Qtr.IV: 3.00</p>

		<p>ten(10) Positive Behavior/Student Engagement/Multi-Tiered System of Support (MTSS) related activities for students with E/BD that include necessary educational, residential, and mental health treatment services. Based individual district and student identified needs MTSS may be facilitated via onsite, face-to-face, telephone, email, virtual conferencing, or other delivery strategies. MTSS TA enables these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living and to assist districts in the implementation of MTSS within the PS/Rtl model. TA, consultation and support will begin in July 1, 2020. Intended audience includes, general and special educators, paraprofessionals, related services personnel, school and district administrators, and</p>	<p>Behavior/Student Engagement</p>		<p>Calendar, Survey/Needs Assessment Info, Project Tracking System Quarterly Report</p>					
--	--	---	------------------------------------	--	---	--	--	--	--	--

		additional personnel as appropriate.								
6	Leadership Activities	<p><u>School and Community Transitions</u> SEDNET Region 10 will participate in twenty-eight (28). Participate in joint planning representing the school district and community transition needs of students in each school district with fiscal agents of children's mental health, juvenile justice and child welfare funds, including the expansion of school-based mental health services and integrated education and treatment programs. Based on state, regional or local systems of care and individual districts' identified needs, school and community transition activities may be facilitated via onsite, face-to-face, telephone, email, virtual conferencing, or other delivery strategies. TA, consultation and support will begin in July 2020. Intended audience includes general and special educators,</p>	<p>K-12 Students - Best Practices for Positive Behavior/Student Engagement</p>	<p>SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion</p>	<p>Sign In Sheets, Logs, Email, Correspondence, Calendar, Meeting Agenda; Project Tracking System Quarterly Report</p>	<p>Federal</p>	<p>6,727.66</p>	<p>28.00</p>	<p>240.27</p>	<p>Qtr.I: 7.00 Qtr.II: 6.00 Qtr.III: 7.00 Qtr.IV: 8.00</p>

		paraprofessionals, related services personnel, school and district administrators, families, systems of care stakeholders, and additional personnel as appropriate.								
7	<u>Leadership Activities</u>	<u>Student Intervention/Outcome Data Analysis</u> SEDNET Region 10 will at a minimum quarterly collect and or, review and analyze data related to student interventions and outcomes to include, restraint and seclusion, suspension and expulsion, school based mental health, and community mental health. Data analysis will be used to develop assistance and supports to districts within the MTSS problem solving framework. Based on state, regional or local systems of care and individual districts' identified needs, student intervention and outcome data analysis may be facilitated via onsite, face-to-face, telephone, email,	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Sign In Sheets, Training Agenda, Email Correspondence, Calendar, Survey/Needs Assessment Info, Meeting Agenda, Project Tracking System Quarterly Report	Federal	961.09	4.00	240.27	Qtr.I: 1.00 Qtr.II: 1.00 Qtr.III: 1.00 Qtr.IV: 1.00

		virtual conferencing, or other delivery strategies. Technical assistance, consultation and support will begin in July 1, 2020. Intended audience includes, general and special educators, paraprofessionals, related services personnel, school and district administrators and additional personnel as appropriate.								
8	<u>Leadership Activities</u>	<u>Workdays & Project Activities with SEDNET</u> SEDNET Region 10 will participate in 2 SEDNET Administration Workdays; one E/BD conference, one regional workday and six conference calls for a total of ten (10) deliverable units.	K-12 Students - Best Practices for Positive Behavior/Student Engagement	SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, Restraint/Seclusion	Email Correspondence, Calendar, Survey/Needs Assessment Info, Meeting Agenda, Restraint/Seclusion Database Reports, Project Tracking System Quarterly Report	Federal	2,402.74	10.00	240.27	Qtr.I: 3.00 Qtr.II: 2.00 Qtr.III: 3.00 Qtr.IV: 2.00
Total:							127,999.98	505.00	0.00	

ADDITIONAL ASSURANCES – ALL BEESS Discretionary Projects

Fiscal Agent: Broward County District School Board

Assurance is hereby provided that

- The fiscal agent for this discretionary project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments. The fiscal agent 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.
- The discretionary project 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.
- When assistance is requested by a school district, the discretionary project 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."
- Fees will not be charged for any service provided under the auspices of the discretionary project without prior written approval from the BEESS.
- Products developed for statewide dissemination must be submitted for content and policy review by the 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 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 current **Product Guidelines**, available from the BEESS Resource and Information Center (BRIC), at 850-245-0475, or email at bric@fldoe.org.
- Products produced by or developed in connection with BEESS 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.
- All reasonable precautions to protect personally identifiable student information are taken. Personally identifiable information stored on a database is protected from access by unauthorized persons. Disclosure of any personally identifiable information to a third party without prior written consent of a student's parent or guardian or the consent of an adult student, as applicable is prohibited. The discretionary project may disclose personally identifiable information without such consent **only** if ordered to comply with a law or regulation or in response to a search warrant, subpoena or court order. If the discretionary project is legally compelled to disclose personally identifiable information to a third party, the project will attempt to notify the applicable parents or guardians, or adult student, unless doing so would violate the law or court order.
- 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.
- Discretionary project staff will participate in status updates via telephone, e-mail or face-to-face meeting, as requested by the project liaison. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BEESS PTS. By entering data into this system, the discretionary project director is acknowledging that this data is true and accurate. Data concerning implementation of activities and deliverables may be entered at any time. **However, discretionary projects must enter data into the PTS at least quarterly, by the 15th day following the end of each project quarter, or the next business day if the 15th day is on the weekend or a state holiday.** Questions regarding the PTS should be directed to the BEESS project liaison at 850-245-0475.
- All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation.

Attachment C

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - SEDNET (Multiagency Service Network for Students with Emotional and Behavioral Disabilities) 2020-2021

A) NAME OF ELIGIBLE RECIPIENT: Broward County District School Board
B) Project Number (DOE USE ONLY): 060-2621B-1CD03

E) TAPS Number 21C017

count	Function	Object	Account Title and Description	FTE	Amount	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
1	6300	110	<u>Administrators</u> Administrator 65% of salary of SEDNET Coordinator who...	0.650	\$53,300.00	100.00%			
2	6300	210	<u>Retirement</u> Retirement Employee Benefits for 65% of SEDNET Coordinator...	0.000	\$4,514.51	100.00%			
3	6300	220	<u>Social Security</u> Social Security Employee Benefits for 65% of SEDNET ...	0.000	\$4,077.45	100.00%			
4	6300	230	<u>Group</u> <u>Insurance</u> Group Insurance Employee Benefits for 65% of SEDNET ...	0.000	\$5,391.75	100.00%			
5	6300	240	<u>Workers</u> <u>Compensation</u> Workers Compensation Employee Benefits for 65% ...	0.000	\$1,119.30	100.00%			
6	6300	250	<u>Unemployment</u> <u>Compensation</u> Unemployment Compensation	0.000	\$15.99	100.00%			

			Employee Benefit...				
7	6300	390	<u>Other</u> <u>Purchased</u> <u>Services</u> Other Purchased Services Printing Materials...	0.000	\$439.06	100.00%	
8	6300	510	<u>Supplies</u> Office Supplies for SEDNET Coordinator: pens, paper, tracki...	0.000	\$200.00	100.00%	
9	6300	590	<u>Other Materials</u> <u>and Supplies</u> Other Materials and Supplies Coverage f...	0.000	\$200.00	100.00%	
10	6300	790	<u>Miscellaneous</u> <u>Expenses</u> Miscellaneous Expenses Indirect district cost...	0.000	\$3,369.94	100.00%	
Totals:				0.650	\$72,628.00		

DOE 101



Richard Corcoran, Commissioner

DOE 101 S

Rev. 08/10

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
SEDNET - (Multiagency Service Network for Students with Emotional and Behavioral
Disabilities) 2020-2021**

A) NAME OF ELIGIBLE RECIPIENT: Broward County District School Board

B) Project Number (DOE USE ONLY): 060-2621D-1CDT4

E) TAPS Number 21C018

count	Function	Object	Account Title and Description	FTE	Amount	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
1	6300	110	<u>Administrators</u> Administrator 35% of salary of SEDNET Coordinator who...	0.350	\$28,700.00	100.00%			
2	6300	210	<u>Retirement</u> Retirement Employee Benefits for 35% of SEDNET Coordinator...	0.000	\$2,430.89	100.00%			
3	6300	220	<u>Social Security</u> Social Security Employee Benefits for 35% of SEDNET ...	0.000	\$2,195.55	100.00%			
4	6300	230	<u>Group Insurance</u> Group Insurance Employee Benefits for 35% of SEDNET ...	0.000	\$2,903.25	100.00%			
5	6300	240	<u>Workers Compensation</u> Workers Compensation Employee Benefits for 35% ...	0.000	\$602.70	100.00%			
6	6300	250	<u>Unemployment Compensation</u> Unemployment Compensation	0.000	\$8.61	100.00%			

			Employee Benefit...			
7	6300	330	<u>Travel</u> Travel Registration and Travel in-county and out of county by...	0.000	\$900.00	100.00%
8	6300	390	<u>Other Purchased Services</u> Other Purchased Services Printing Materials...	0.000	\$800.00	100.00%
9	6300	510	<u>Supplies</u> Office Supplies for SEDNET Coordinator: pens, paper, tracki...	0.000	\$200.00	100.00%
10	6300	590	<u>Other Materials and Supplies</u> Other Materials and Supplies Coverage f...	0.000	\$835.31	100.00%
11	6300	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses Indirect district cost...	0.000	\$1,925.69	100.00%
Totals:				0.350	\$41,502.00	

DOE 101



Richard Corcoran, Commissioner

DOE 101 S

Rev. 08/10

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

Attachment D

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number:
1. 21C017

Please return to: **A) Name and Address of Eligible Applicant:** **DOE USE ONLY**

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

Broward County District School Board
600 SE 3RD AVE FL 10
FORT LAUDERDALE, FL 33301

Date Received

B) Applicant Contact Information

Contact Name: Chauntea Cummings

Telephone Number: 754-321-3421 Ext:

Fiscal Contact Name: Ella Toney Fullard

Mailing Address: 1701 NW 23rd Ave Ft. Lauderdale, FL

Fax Number: 754-321-3449

E-mail Address:
chauntea.cummings@browardschools.com

Physical/Facility Address: 600 SE 3rd Ave, FL 10,
Ft. Lauderdale, FL 33301

DUNS Number: 077283471

FEIN Number: F596000530174

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. SEDNET (Multiagency Service Network for Students with Emotional and Behavioral Disabilities) 2020-2021	060-2621B-1CD03	\$72,628.00	

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)

Robert W Runcie, Superintendent, 5/30/20

Signature of Agency Head

Title

Date

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number:
1. 21C018

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Broward County District School Board
600 SE 3RD AVE FL 10
FORT LAUDERDALE, FL 33301

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name: Chauntea Cummings

Telephone Number: 754-321-3421 Ext:

Fiscal Contact Name: Ella Toney Fullard

Mailing Address: 1701 NW 23rd Ave Ft. Lauderdale, FL

Fax Number: 754-321-3449

E-mail Address:
chauntea.cummings@browardschools.com

Physical/Facility Address: 600 SE 3rd Ave, FL 10 ,
Ft. Lauderdale, FL 33301

DUNS Number: 077283471

FEIN Number: F596000530174

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. SEDNET - (Multiagency Service Network for Students with Emotional and Behavioral Disabilities) 2020-2021	060-2621D-1CDT4	\$41,502.00	

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) Robert W Runcie, Superintendent, 5/30/20
Signature of Agency Head Title Date