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Introduction

Purpose

The Project Tracking System (PTS) is a secure online data system used by the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS) discretionary projects to: (1) capture and store descriptive, status and performance information related to the project’s deliverables; (2) provide unduplicated data for the purpose of evaluating the effectiveness of technical assistance; (3) provide relevant data for reports requested by the FDOE, BEESS discretionary projects and other constituents; and (4) provide documentation to the FDOE Bureau of the Comptroller and the Florida Department of Financial Services for payment of deliverables.

The deliverables include product, training and service delivery.

Product

Product refers to the tangible resources a discretionary project develops or revises for targeted recipients. It provides analysis, information or instruction to support effective practices, programs and services. There are three types of products:

- **Analytical** – supports the collection, storage or analysis of information (e.g., needs assessment and evaluation instruments, databases and surveys).

- **Informational** – disseminates material regarding effective practices, programs and services (e.g., announcements, books, brochures, displays, exhibits, flyers, handouts, audio/visual media, newsletters, papers, posters, reports and websites).

- **Instructional** – provides or supports instruction (e.g., curriculum and instructional materials, training materials and training manuals).

Training

Training is an activity a discretionary project implements to provide awareness, knowledge or skills that meet the needs of recipients and support effective practices, programs and services. There are three training categories: presentation at a training event, facilitation of a training event and provision of training. Only one category can be selected for the same training event.

- **Presentation** – presenting information (such as at a conference) that promotes awareness or provides an overview or detailed information about effective practices, programs and services. Specific audience data is not required.

- **Facilitation** – planning, organizing and coordinating the implementation of a formal event (such as a training event or a conference) where individuals and groups gather to share or observe presentations that support effective practices, programs and services. The discretionary project is responsible for collecting registration data and entering audience data into the PTS.
Provision of a Training – planning, organizing, coordinating and presenting information or providing in-depth instruction where recipients gain, strengthen or maintain competencies that support effective practices, programs and services. Provision includes both facilitation and presentation at the event, as well as collecting registration data and entering audience data into the PTS.

**Service Delivery**

Service delivery is specific assistance that addresses the needs of targeted participants or recipients. There are three service delivery reporting categories: direct, indirect and leadership activities.

- **Direct** – provision of service directly to children, students or adults with disabilities.
  
  Examples include developmental screenings, orientation and mobility evaluations or functional behavioral assessments.

- **Indirect** – provision of service to intermediaries (e.g., parents, families, teachers, schools/programs) that currently or will provide service directly to children, students or adults with disabilities.
  
  Examples include assistance, coaching and mentoring, consultation or support to parents, families, teachers or school administrators.

- **Leadership Activities** – participation in BEESS on-site monitoring and assistance visits, meetings and conferences with the FDOE, school districts, agencies and other constituents to support the development and implementation of quality instruction, interventions and supports for students with disabilities.
  
  Examples may include facilitation of statewide workgroups, participation in monitoring and assistance visits to school districts and participation in the BEESS Strategic Plan meetings.

**Process**

After the Project Award Notification form (DOE 200) has been issued, the activities listed under the Project Performance Accountability section of the Grants Management online application system are imported into the PTS. The Schedule of Deliverables (SOD) Quarterly Review Report is also pre-populated.

The PTS can be accessed at [http://pts.florida-ese.org/](http://pts.florida-ese.org/). Access to the PTS requires a user ID and password. Each discretionary project is issued one user ID, which can be requested through the BEESS project liaison.
Please note the following timelines for data entry:

- Implementation data must be entered into the PTS at least quarterly and no later than the 15th or next business day after the end of the quarter. This information includes a narrative status update describing the progress toward meeting a specific deliverable and/or explicit details for the deliverable, such as:
  - Dates of the implementation;
  - Specific audience details; and
  - Other information specific to the type of activity.

- The Schedule of Deliverables (SOD) must be updated in the PTS no later than the 15th or next business day after the end of the quarter.

- All data entries must be completed no later than 45 days after the end date of the project award period.

The system will send automatic reminder emails to the project manager 30 days and 15 days before each quarter ends.

Submission of SOD data triggers the quarterly review process. After you have submitted your data, do NOT make edits unless directed to do so by your BEESS project liaison, as it can cause the report that is submitted to the comptroller to no longer match the SOD. This will slow down the review process.
Inside PTS

Home Page

The Home page for a discretionary project consists of project information, including the project name, fiscal agent, TAPS number, project award period, budget amount and contact information for both the project manager and the BEESS project liaison.

In the top right corner of all pages, you will find links to About PTS (to access technical support and the PTS User Guide) and Logout.

From the Home page, you can access the SOD for your discretionary project every quarter. You can also download reports, including quarterly activity reports, year-to-date activity reports and export evaluation questions.

- Select the type of report and the date from the dropdown, then select Generate Report. The report will open in a new window.

Select View Deliverables to proceed to the Project Summary page, which contains a list of the project deliverables.
Project Summary Page

From the Project Summary page, you can review the deliverables imported from your online grant application. You can Hide Activity Descriptions or Sort Activities by name or number from the upper right corner. To expand or minimize the list of activities and implementations, select the ▶ or ▶ button next to each deliverable category.

New deliverables can be added by selecting Add Deliverable in the upper left corner of the Project Summary page. Note: You must obtain approval from your project liaison before adding a new deliverable that was not in your original project award.

New implementation data can be added or existing implementation data can be viewed for each activity from this page. Selecting Add Implementation takes you to the Implementation page, where you can provide a status update and/or specific recipient details related to the activity. Selecting a date allows you to review and/or edit the data for a specific implementation. Implementations with E or P as superscripts (e.g., 6/10/2015EP) indicate that data has been submitted for evaluation questions (E) and/or progress monitoring (P).

To review or update the imported data for a specific deliverable, select the activity name.
Activity Pages

From the Activity page, you can review or update the activity name, description, BEESS Strategic Plan, or Indicators. Delete an activity by selecting Delete This Activity found at the top left. The user will be given a prompt to confirm if they are sure they want to delete the activity. Select OK to delete or Cancel to return to the previous page. Note: You must obtain permission from your project liaison prior to deleting an activity that was in your original project award.

Activity and Implementation pages have navigation buttons in the bottom right of the page. These buttons all have similar functions.

- Save and Return to Project Summary saves the content entered on the page and returns the user to the Project Summary page.
- Cancel and Return to Project Summary deletes the entered data on this page and returns the user to the Project Summary page.
- Save and Add Implementation found on the Activity pages saves the content and directs the user to the New Implementation page.
- Save and Enter Audience Details (Optional) found on the Implementation pages for Product, Training - Presentation and Service Delivery directs the user to the Audience Data page.
- Save and Enter Numbers found on the Implementation pages for Training – Provision and Training - Facilitation saves the content and redirects the user to the Audience Data page.

The Activity and Implementation pages contain text boxes, drop-down lists and check boxes. Asterisks (*) indicate required fields. The buttons display descriptions for particular fields. See Appendix A for a list of these descriptions.
Implementation Pages

From the Implementation pages, you can add a status update and/or specific product, training, or service delivery data and specific audience details. The content on these pages will vary depending on the type of deliverable (product, training or service delivery).

Product
Product refers to the tangible resources a project develops or revises for targeted recipients. It provides analysis, information or instruction to support effective practices, programs and services. There are three types of products: analytical, informational and instructional.
Training
Training is an activity a project implements to provide awareness, knowledge or skills that meet the needs of recipients and support effective practices, programs and services. There are three types of training categories: presentation at a training event, facilitation of a training event and provision of training.
**Service Delivery**
Service delivery is specific assistance that addresses the needs of targeted participants or recipients. There are three types of service delivery reporting categories: direct, indirect and leadership activities.

There are common text boxes and dropdowns on the *Implementation* page for all three types of deliverables. These common fields are described below.

**Status Update**
All deliverables have a status update text box that can be used to log your progress toward completing a deliverable (e.g., a statement that planning meetings were held with the school district to accomplish the deliverable). The status box can also be used to provide additional detail information about a completed deliverable (e.g., the names of other discretionary projects involved, number of copies disseminated, number of sessions at a conference, or scope of delivery can be included).
Select No, to enter just a status update. Provide the progress details in the status update field and the date of the update. This box should not be used solely to indicate the completion of a deliverable, as a deliverable is only counted in your quarterly report if you select Yes and enter all of the required data.

**Evaluation Questions**

BEESS requires all discretionary projects to use four deliverable evaluation questions to collect data regarding recipient satisfaction. See Appendix B for a list of the evaluation questions. Select Yes, and then select Enter Data to enter the number of participant responses for each question, using a six-point scale. Each box will automatically be prepopulated with a zero. Select Save to save the data or Cancel to leave the window without saving the data. These two actions will remove the pop-up window and redirect you to the Implementation page. The Project Summary page then displays a superscript E next the date for that implementation (e.g., 6/24/2015E).

If you do not have the data at the time you enter the audience data, select No, and then select the reason for not collecting the data. You may go back at a later time and enter the specific evaluation questions data.
Progress Monitoring
BEESS requires projects to indicate the progress monitoring strategies and measures they use for each deliverable (if applicable). If you did not collect progress monitoring data, select No, and then select the reason for not collecting the data (e.g., “district collects it,” “not applicable to deliverable,” or “other”).

If you select Yes, then select a type of strategy from the drop-down list (e.g., Checklist, Coaching, Follow-up Visit, Interview, Journal/Log, Lesson Study, Observation, Peer Discussion/Activity or Product) and a type of measure from the drop-down list (e.g., Content Coverage, Quality of Delivery, Duration of Use, Frequency of Use, Complex Scale or Other).
Audience Data
Audience data required varies depending on the type of deliverable and is described below.

For Products, Service Delivery and Training (Presentation)
You must select the intended audience(s) for whom you created the product, provided the service, or made a presentation. Then select Save and Return to Deliverable List or Save and Enter Audience Details (Optional). If you have specific audience details, you can add that information for each audience category on the Audience Data page. Entering specific audience details is optional; it is NOT required for the following types of deliverables: Products, Service Delivery and Training (Presentation). If you choose to enter audience details, see the next section for instructions.

For Training (Facilitation and Provision)
You are required to report an unduplicated count of the audience(s) for whom you facilitated or provided a training event. The Audience numbers entered must equal the Total Number of Participants entered.

After you have entered the numbers, select Save and Enter Numbers to proceed to the next page. Most audience data categories require additional information based on the type of group.
Select a type of audience to enter additional data. Then proceed to enter the level of data requested. See Appendix A for descriptions of the audience types.

<table>
<thead>
<tr>
<th>Category</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults with Disabilities</td>
<td>entered 1 (No additional data required)</td>
</tr>
<tr>
<td>Agency/Service Provider Personnel</td>
<td>entered 1</td>
</tr>
<tr>
<td>Business/Industry/Community</td>
<td>entered 1 (No additional data required)</td>
</tr>
<tr>
<td>Discretionary Project Personnel</td>
<td>entered 1</td>
</tr>
<tr>
<td>District Level Audience</td>
<td>entered 0 of 8</td>
</tr>
<tr>
<td>Faculty/Staff (College/University)</td>
<td>entered 1</td>
</tr>
<tr>
<td>Professional Associations</td>
<td>entered 1 (No additional data required)</td>
</tr>
<tr>
<td>School Level Audience</td>
<td>entered 0 of 3</td>
</tr>
<tr>
<td>State Personnel</td>
<td>entered 1 (No additional data required)</td>
</tr>
<tr>
<td>Student (College/University)</td>
<td>entered 1</td>
</tr>
</tbody>
</table>

The following categories require additional school district data and may require additional school data if requested by the BEESS project liaison:
- Child (Birth – PreK)
- Child (K-12)
- District Personnel
- Instructional Personnel
- Non-instructional Personnel
- Parent/Guardian, Family Member, Caregiver
- Related Service Provider
- Support Staff
- School Administrator
- Teacher

The following categories require additional data related to the constituent groups:
- Agency/Service Provider Personnel
- Discretionary Project Personnel
- Faculty/Staff (College/University)
- Student (College/University)

The following categories do not require additional data:
- Adults with Disabilities
- Business/ Advocates/Community
- State Personnel/Agency
For **District-Level Audience**, choose **Select Districts**.

In the pop-up box, select the districts and enter the **Total** number of participants and the number of **ESE** (exceptional student education) participants.

Select **Save** to save the data or **Cancel** to leave the page without saving data. These two actions will direct you back to the **Audience Data** page.

You may enter optional **School-Level Audience** data after you **Save** the selected **Districts** and **Total/ESE** numbers in the pop up. Choose **Select Schools**.
In the pop-up box, select the school and enter the **Total** number of participants and the number of **ESE** participants.

Select **Save** to save the data or **Cancel** to leave the page without saving data. These two actions will direct you back to the **Audience Data** page.

To edit audience data, select **Edit Numbers of Participants** or **X** to remove the data if it is incorrect.
Schedule of Deliverables

The SOD will be pre-loaded in the PTS. After each quarter project managers must enter the number of deliverable units completed in each area. To begin select Edit Report.

Enter the appropriate number in the Completed Targets/Deliverable Unit Per Quarter area for each deliverable. Once complete select Save.

If the number entered is higher or lower than the target the section will be shaded in yellow and a message will appear instructing you to review the shaded section/s for accuracy. Contact your BEESS project liaison immediately if you have not met the approved quarterly units. If you have exceeded the target, please note that the additional completed deliverable units do not carry over to another quarter. You can then choose to Edit or Save. The sections will remain shaded when in the edit view, but the shading will be removed when you re-save. When you are sure that all sections are accurate and complete you submit your SOD update via the Submit button.
Should you leave any of the Completed Targets/Deliverable Unit Per Quarter boxes blank or enter something else other than a whole positive number, you will be unable to submit your SOD. A message will appear informing you that the SOD has not been submitted. Edit the appropriate box/es and re-submit.

Once you select Submit, the review process is triggered. Do not make edits unless directed to do so by your BEESS project liaison, as it can cause the report that is submitted to the comptroller to no longer match the SOD. This will slow down the review process.
Appendix A

Descriptions for “?” Help Boxes

Audience Types

- **Adult with Disabilities**: Individuals with disabilities who have exceeded the age of eligibility for free appropriate public education or have graduated from high school with a standard diploma.
- **Business/Advocates/Community**: Members of the community or employees/associates of for-profit or nonprofit companies, entities or organizations and professional associations.
- **Child (Birth - PreK)**: Children with disabilities, ages birth to 5 years, who are not enrolled in kindergarten.
- **Child (K-12)**: Students who receive instruction in kindergarten through 12th grade classrooms.
- **Discretionary Project Personnel**: Employees of BEESS discretionary projects.
- **District Personnel**: School district employees with either administrative or support responsibilities related to instructional and non-instructional programs, including ESE directors.
- **Faculty/Staff (College/University)**: Administrative, instructional and non-instructional employees of postsecondary institutions (i.e., university, state college and community college).
- **Instructional Personnel**: District or school/program employees who provide instruction, assistance, resources or support to students and their teachers (i.e., guidance counselor, occupational therapist, physical therapist, speech/language pathologist, orientation and mobility specialist, psychologist and social worker).
- **Non-instructional Personnel**: School/program employees who aid the instructional process under the direct supervision of an instructional staff member (i.e., support staff, paraprofessionals and bus drivers).
- **Parent/Guardian/Family Member**: Individuals who are the biological, non-biological, legal guardians, immediate or extended family members or caregivers of children, students or adults with disabilities.
- **School Administrator**: Individuals who have the administrative responsibility for the coordination and direction of activities within the school/program (i.e., principals, assistant principals and deans).
- **State Agency Personnel**: Employees of a state, city or county government agency or organization who provide services to children, adults or families. (i.e., FDOE, Florida Department of Health or the Department of Children and Families).
- **Student (College/University)**: Individuals who attend or enroll in courses at a postsecondary institution (i.e., university, state college and community college).
- **Teacher**: School/program employee with the responsibility of providing instruction to students in prekindergarten through 12th grade classrooms (includes retired teachers).
BEESS Strategic Plan

Dispute and Resolution and Monitoring
Appropriate Evaluation and Identification of SWD
Best Practices for Inclusion
Best Practices for Literacy and STEM
Best Practices for Positive Behavior/Student Engagement
Parent Involvement and Engagement
Prekindergarten
Teachers and Leaders
Transition/Postsecondary

Indicators

SPP 1 Graduation: Percentage of youth with Individual Educational Plans (IEPs) graduating from high school with a regular diploma.
SPP 2 Dropout: Percentage of youth with IEPs dropping out of high school.
SPP 3 Participation and performance of children with IEPs on statewide assessments:
  A. Percent of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AMO targets for the disability subgroup.
  B. Participation rate for children with IEPs
  C. Proficiency rate
SPP 4 Rates of suspension and expulsion
  • 4A - Percentage of school districts that have a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
  • 4B - Percentage of school districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
SPP 5 Educational environments: Percentage of children with IEPs, aged 6 through 21, served:
  • Inside the regular class 80 percent or more of the day;
  • Inside the regular class less than 40 percent of the day; and
  • In separate schools, residential facilities, or homebound and hospital placements.
SPP 6 Educational environments: Percent of children with IEPs, aged 3 through 5, attending a:
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
   a. Separate special education class, separate school or residential facility.

SPP 7 Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy);
C. Use of appropriate behaviors to meet their needs.

SPP 8 Percent of parents with a child receiving special education services whose responses to the ESE Parent Survey are used to measure how schools facilitated parent involvement as a means of improving services and results for children with disabilities.

SPP 9 Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

SPP 10 Disproportionality, specific disability categories: Percentage of school districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (The disability categories that is the result of inappropriate identification. (The specific disability categories of interest are: intellectual disabilities, specific learning disabilities, emotional/behavioral disabilities, speech or language impairments, other health impairments, and autism spectrum disorders.)

SPP 11 Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State established timeframe within which the evaluation must be conducted, within that timeframe (Note: Florida’s timeline: initial evaluations completed within 60 school days that the student was in attendance after receiving parental consent for initial evaluation).

SPP 12 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays:
   a. # of children who have been served in Part C and referred to Part B for eligibility determination.
   b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
   c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
   d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
   e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
SPP 13 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

SPP 14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year of leaving high school
B. Enrolled in higher education or competitively employed within one year of leaving high school
C. 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.

Restraint Rate of incidents of restraint, as reported on the FDOE website. Restraint is an emergency intervention, physical or mechanical, that is used in schools when students are exhibiting disruptive or dangerous behavior to prevent students from harming themselves or others. It should only be used in emergency situations when an imminent risk of serious injury or death to the student or others exists.

Seclusion Rate of incidents of seclusion, as reported on the FDOE website. Seclusion is an emergency intervention sometimes used in schools when students are exhibiting disruptive or dangerous behavior to prevent students from harming themselves or others. It should only be used in emergency situations when an imminent risk of serious injury or death to the student or others exists.
Appendix B

Evaluation Questions

1. To what extent are you satisfied with the quality of the deliverable?
2. To what extent did the deliverable meet its intended objectives?
3. To what extent will you recommend the deliverable to others?
4. To what extent will you continue to use the deliverable?