

Project Tracking System

User Guide

2017-18



**Florida Department of Education
Bureau of Exceptional Education and Student Services**

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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 (BEES) 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, BEES 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/>. 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.



The screenshot shows the 'Project Tracking System' interface. At the top, there is a logo with colorful arrows and the text 'Project Tracking System Bureau of Exceptional Education and Student Services Florida Department of Education'. Below the logo, there are navigation links: 'Select Another Role', 'About PTS', and 'Logout'. The main content area is titled 'Home' and includes a 'Select Another Project' button and three tabs: 'Collaboration Matrix', 'State Tuition Support', and 'View Deliverables'. The 'View Deliverables' tab is active, showing a 'Project Information' section with the following details:


Project Name Wabi Test Project 2016-17	Office of Grants Management Liaison None assigned yet
Fiscal Agent BEES-FCIM	Email
Project Number 17C00	DOE Project Liaison Coord111 inator
TAPS Number 170001	Email coord@fcim.org
Project Period 4/1/2016 - 6/30/2017	Project Manager Coord111 inator
Budget Amount \$260,000.00	2010 Levy Ave Suite 217 Tallahassee, Florida 32306
	Phone (850) 645-1749
	Email coord@fcim.org
	Edit Information

Below the project information, there is a section titled 'Schedule of Deliverables/Quarterly Review Report' with a 'Reports' subsection. It features two dropdown menus: 'Type:' set to 'Quarterly Activity Reports' and 'Date:' set to 'Quarter 1'. A 'Generate Report' button is located to the right of the 'Date:' dropdown. A note at the bottom right of the reports section states: '* Report opens 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.**

Project Summary

[+ Add Deliverable](#) [Hide Activity Descriptions](#) | Sort Activities by

Product E = evaluation questions data; P = progress monitoring data

Analytical

P1 [Test](#) [Add Implementation](#)

Description: Test
Implementations: [4/1/2015^E](#), [6/1/2015](#), [6/3/2015](#), [6/3/2015](#), [6/10/2015^{EP}](#), [6/10/2015](#)

Training E = evaluation questions data; P = progress monitoring data

Facilitation

T1 [Facilitation of a training event](#) [Add Implementation](#)

Description: Dictionary hf
Implementations: [6/10/2015^E](#), [6/27/2015](#)

Presentation

T2 [Presentation](#) [Add Implementation](#)

Description: Duffy hf
Implementations: [6/25/2015^E](#)

Provision of Training

T3 [Provision](#) [Add Implementation](#)

Description: St hfrg
Implementations: [6/24/2015](#)

Service Delivery E = evaluation questions data; P = progress monitoring data

Direct (children, students, adults with disabilities)

S2 [Direct](#) [Add Implementation](#)

Description: xxxxx
Implementations: [6/17/2015](#)

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., 6/10/2015^{EP}) 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.**

Product

* Required

Type of Product*

Analytical ?

Product Name*

Test

Description*

Includes the content to be covered.

Test

Addressed in the BEESS Strategic Plan ?

Dispute Resolution and Monitoring

Indicator(s)* ?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 Restraint/Seclusion

N/A

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.

Test P1

* Required

Do you have specific recipient details? Yes No

Status Update

Date Product(s) Completed*

Total Number of Products Completed*

Evaluation Questions

Do you have evaluation questions data? *

Yes No

Status: [Enter Data](#)

Progress Monitoring

Do you have progress monitoring data? *

Yes No

Type of Strategy *

- Select - ▼

Intended Audience* ?

- Adult with Disabilities
- Business/Community/Advocate
- Child (birth – PreK)
- Child (K – 12)
- Discretionary Project Personnel
- District Staff
- Faculty/Staff (College/University)
- Instructional Personnel
- Non-Instructional Personnel
- Parent/Guardian/Family Member
- School Administrators
- State/Agency Personnel
- Student (College/University)
- Teacher

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.

Facilitation of a training event T1

* Required

Do you have specific participant details? Yes No

Status Update

End Date of Training Event(s)*

Total Number of Training Events*

Total Number of Participants for Training Event*

Evaluation Questions

Do you have evaluation questions data? * Yes No

Status: [Enter Data](#)

Progress Monitoring

Do you have progress monitoring data? * Yes No

Type of Strategy *

Audience* (unduplicated count) ?

<input type="checkbox"/>	Adult with Disabilities
<input type="checkbox"/>	Business/Community/Advocate
<input type="checkbox"/>	Child (birth – PreK)
<input type="checkbox"/>	Child (K – 12)
<input type="checkbox"/>	Discretionary Project Personnel
<input type="checkbox"/>	District Staff
<input type="checkbox"/>	Faculty/Staff (College/University)
<input type="checkbox"/>	Instructional Personnel
<input type="checkbox"/>	Non-Instructional Personnel
<input type="checkbox"/>	Parent/Guardian/Family Member
<input type="checkbox"/>	School Administrators
<input type="checkbox"/>	State/Agency Personnel
<input type="checkbox"/>	Student (College/University)
<input type="checkbox"/>	Teacher

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.

Direct S2

* Required

Do you have specific participant details? Yes No

Status Update

End Date of Event*

Total Number of Events*

Total Number of Participants/Recipients

Evaluation Questions

Do you have evaluation questions data? *

Yes No

Progress Monitoring

Do you have progress monitoring data? *

Yes No

Audience* ?

- Adult with Disabilities
- Business/Community/Advocate
- Child (birth – PreK)
- Child (K – 12)
- Discretionary Project Personnel
- District Staff
- Faculty/Staff (College/University)
- Instructional Personnel
- Non-Instructional Personnel
- Parent/Guardian/Family Member
- School Administrators
- State/Agency Personnel
- Student (College/University)
- Teacher

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

BEES 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., 6/24/2015^E).

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.

Evaluation Questions

Do you have evaluation questions data? *

Yes No

Status: [Enter Data](#)

S2

Projects are expected to administer and obtain feedback on the four questions listed below for select services. For each question listed, summarize the number of responses for each of the six points on the scale. For example, 21 participants rated question #1 as follows during a service.

Example: To what extent did the service increase your knowledge? 1 2 3 4 5 6

8	17	8	1	16	7
---	----	---	---	----	---

1 = Not at all <-----> 6 = Greatly

	1	2	3	4	5	6
1. To what extent are you satisfied with the service?	0	0	0	0	0	0
2. To what extent did the service meet its intended objectives?	0	0	0	0	0	0

1 = Never <-----> 6 = Always

	1	2	3	4	5	6
3. To what extent will you recommend the service to others?	0	0	0	0	0	0
4. To what extent will you seek the service again?	0	0	0	0	0	0

[Save](#)

[Cancel](#)

Progress Monitoring

BEES 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”).

Progress Monitoring

Do you have progress monitoring data? *

Yes No

What is the reason for not collecting this data? *

District collects

N/A

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).

Progress Monitoring

Do you have progress monitoring data? *

Yes No

Type of Strategy *

- Select -

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.

Intended Audience* ?

- Administrator (School, Program, etc.)
- Adults with Disabilities
- Agency/Service Provider Personnel
- Business/Industry/Community
- Child (Birth - PreK)
- Discretionary Project Personnel
- District Personnel (Administrator & Staff)
- Faculty/Staff (College/University)
- Paraprofessional
- Parent/Guardian, Family Member, Caregiver
- Professional Associations
- Related Service Provider
- Support Staff
- State Personnel
- Student (College)
- Student (K-12)

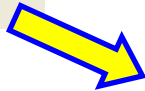
[Save and Return to Deliverable List](#)

[Save and Enter Details \(Optional\)](#)

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.

Total Number of Participants for Training Event*



Audience* (unduplicated count) ?

<input type="text" value="3"/>	Administrator (School, Program, etc.)
<input type="text" value="0"/>	Adults with Disabilities
<input type="text" value="0"/>	Agency/Service Provider Personnel
<input type="text" value="0"/>	Business/Industry/Community
<input type="text" value="0"/>	Child (Birth - PreK)
<input type="text" value="0"/>	Discretionary Project Personnel
<input type="text" value="0"/>	District Personnel (Administrator & Staff)
<input type="text" value="0"/>	Faculty/Staff (College/University)
<input type="text" value="0"/>	Paraprofessional
<input type="text" value="0"/>	Parent/Guardian, Family Member, Caregiver
<input type="text" value="0"/>	Professional Associations
<input type="text" value="0"/>	Related Service Provider
<input type="text" value="4"/>	Support Staff
<input type="text" value="1"/>	State Personnel
<input type="text" value="4"/>	Student (College)
<input type="text" value="5"/>	Student (K-12)
<input type="text" value="2"/>	Teacher (Itinerant)
<input type="text" value="3"/>	Teacher (K-12)
<input type="text" value="1"/>	Teacher (Pre-K)

[Save and Enter Numbers](#)

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.

Adults with Disabilities	entered 1 (No additional data required)
Agency/Service Provider Personnel	entered 1
Business/Industry/Community	entered 1 (No additional data required)
Discretionary Project Personnel	entered 1
 District Level Audience	entered 0 of 8
Faculty/Staff (College/University)	entered 1
Professional Associations	entered 1 (No additional data required)
School Level Audience	entered 0 of 3
State Personnel	entered 1 (No additional data required)
Student (College/University)	entered 1

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](#).

Audience	Totals
Child (Birth - PreK)	0 of 1
District Personnel (Administrator & Staff)	0 of 1
Paraprofessional	0 of 1
Parent/Guardian, Family Member, Caregiver	0 of 1
Related Service Provider	0 of 1
Support Staff	0 of 1
Teacher (Itinerant)	0 of 1
Teacher (Pre-K)	0 of 1

Faculty/Staff (College/University) entered 1

Professional Associations entered 1 (No additional data required)

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

For: District Staff, Teacher

Districts	Total	ESE
<input checked="" type="checkbox"/> Alachua		
District Staff	<input type="text"/>	<input type="text"/>
Teacher	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Baker		
<input type="checkbox"/> Bay		
<input type="checkbox"/> Bradford		
<input type="checkbox"/> Brevard		
<input checked="" type="checkbox"/> Broward		
District Staff	<input type="text"/>	<input type="text"/>
Teacher	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Calhoun		
<input type="checkbox"/> Charlotte		
<input type="checkbox"/> Citrus		

Save Cancel

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](#).

District Level Audience entered 2 of 2

[Select Districts](#)

Audience	Total	ESE	Remove
District Staff			
Alachua			
District Staff	1	1	X
Teacher	1	1	X

[Select Schools](#) [Edit Numbers of Participants](#)

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.

Audience	Totals
Child (Birth - PreK)	0 of 0
District Personnel (Administrator & Staff)	4 of 4
Paraprofessional	0 of 0
Parent/Guardian, Family Member, Caregiver	0 of 0
Related Service Provider	0 of 0
Support Staff	6 of 6
Teacher (Itinerant)	2 of 2
Teacher (Pre-K)	8 of 8


Audience	Total	Remove
District Personnel (Administrator & Staff)	4	X
Support Staff	6	X
Teacher (Itinerant)	2	X
Teacher (Pre-K)	8	X

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](#).

Florida Department of Education
Bureau of Exceptional Education and Student Services (BEES)
2017-2018 Schedule of Deliverables (SOD) Quarterly Review Report

[Close Window](#)




BEES Discretionary Project: Annette Test Project 2017-18		Fiscal Agency: BEES-FCM	
Project Director: Steve Griffin		Project Tracking System (PTS) Contact: Cole Lewis	
Project Number: 18D02			
TAP#: 18008		Award Dates: 5/1/2017 - 6/30/2018	Award Amount: \$400,000.00
Project Liaison: Coord111 Inator		FDOE Office of Grants Management Contact: Fabio Vargas	

Product											
P1 - Test Instructional Product											
Description Testing											
Source Documentation Maintained by the Project to Support the Deliverable: FCM Documentation Here											
Funding Sources State (General Revenue) or Federal: Federal											
Total Budget for Deliverable: \$36000.00											
Performance Requirements: Grant Year Total Deliverable Units	Performance Targets/ Deliverable Units to be Completed Per Quarter	Completed Targets/ Deliverable Units Per Quarter [To be completed by the Project Manager]				2017-2018 Quarterly Review of Deliverables [To be completed by the FDOE Project Liaison]				Close Out	
		I	II	III	IV	I	II	III	IV		
100	Qtr I: 25 Qtr II: 25 Qtr III: 25 Qtr IV: 25										

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

Florida Department of Education
Bureau of Exceptional Education and Student Services (BEES)
2017-2018 Schedule of Deliverables (SOD) Quarterly Review Report

[Close Window](#)



BEES Discretionary Project: Annette Test Project 2017-18		Fiscal Agency: BEES-FCM	
Project Director: Steve Griffin		Project Tracking System (PTS) Contact: Cole Lewis	
Project Number: 18D02			
TAP#: 18008		Award Dates: 5/1/2017 - 6/30/2018	Award Amount: \$400,000.00
Project Liaison: Coord111 Inator		FDOE Office of Grants Management Contact: Fabio Vargas	

Product											
P1 - Test Instructional Product											
Description Testing											
Source Documentation Maintained by the Project to Support the Deliverable: FCM Documentation Here											
Funding Sources State (General Revenue) or Federal: Federal											
Total Budget for Deliverable: \$36000.00											
Performance Requirements: Grant Year Total Deliverable Units	Performance Targets/ Deliverable Units to be Completed Per Quarter	Completed Targets/ Deliverable Units Per Quarter [To be completed by the Project Manager]				2017-2018 Quarterly Review of Deliverables [To be completed by the FDOE Project Liaison]				Close Out	
		I	II	III	IV	I	II	III	IV		
100	Qtr I: 25 Qtr II: 25 Qtr III: 25 Qtr IV: 25	<input type="text" value=""/>									

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 BEES 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.



[Edit Report](#)
[Submit Quarter 1 to FDOE](#)

Please review the section(s) below shaded in yellow as the number(s) entered are lower or higher than approved in your award.

- Contact your BEESS project liaison immediately if you have not met the approved quarterly units for any of your deliverables.
- If you have exceeded the approved quarterly units for any of your deliverables, please note that additional completed deliverable units do not automatically carry over to another quarter. You must meet your minimum approved deliverable units for each quarter.

Financial Consequences: 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).

BEESS Discretionary Project: Annette Test Project 2017-18	Fiscal Agency: BEESS-FCIM
Project Director: Steve Griffin	Project Tracking System (PTS) Contact: Cole Lewis
Project Number: 18002	
TAPS: 180008	Award Dates: 5/1/2017 - 6/30/2018
Project Liaison: Coord111 Inator	Award Amount: \$400,000.00
	FDOE Office of Grants Management Contact: Fabio Vargas

Product
P1 - Test Instructional Product Description Testing Source Documentation Maintained by the Project to Support the Deliverable: FCIM Documentation Here Funding Sources State (General Revenue) or Federal: Federal Total Budget for Deliverable: \$36000.00

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.



[Edit Report](#)
[Submit Quarter 1 to FDOE](#)

Your Quarterly SOD Report was not submitted to FDOE because invalid data was provided. All Activity data needs to be filled in for the quarter. Fields must contain whole positive numbers and cannot be blank. Please review your currently saved data inputs by clicking on Edit Report before attempting to submit to FDOE again.

BEESS Discretionary Project: Annette Test Project 2017-18	Fiscal Agency: BEESS-FCIM
Project Director: Steve Griffin	Project Tracking System (PTS) Contact: Cole Lewis
Project Number: 18002	
TAPS: 180008	Award Dates: 5/1/2017 - 6/30/2018
Project Liaison: Coord111 Inator	Award Amount: \$400,000.00
	FDOE Office of Grants Management Contact: Fabio Vargas

Product
P1 - Test Instructional Product Description Testing Source Documentation Maintained by the Project to Support the Deliverable: FCIM Documentation Here Funding Sources State (General Revenue) or Federal: Federal Total Budget for Deliverable: \$36000.00

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).

BEES 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?