



BESE Discretionary Grant Project Descriptions

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Florida Department of Education (FDOE)
Bureau of Exceptional Student Education (BESE)
Program Accountability, Assessment and Data Systems

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This document is updated annually.

Discretionary project contacts and liaisons may request edits via email to BEESDiscretionaryProjectTeam@fldoe.org.

ACCESS PROJECT

The Access Project focuses on evidence-based instructional strategies and supports that align with the Florida Standards access points. The Access Project continues to support statewide professional development for teachers to ensure a greater understanding of Florida Standards access points, resources and supports, as they apply to more effective instructional planning, teaching and learning of academic content. The project also provides professional development regarding appropriate supports and strategies for students with significant cognitive disabilities. The project understands the critical need for the identification and development of communication strategies for this population of students and supports training for communicative competence. The project also supports alternate assessment activities that align instruction with assessment, as needed.

Website: <https://accesstofls.org/>

Fiscal Agency: Brevard County School District

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ARTS4ALL FLORIDA (FORMERLY KNOWN AS VSA FLORIDA)

The Arts4All Florida project supports student achievement by providing direct arts experiences to students with disabilities and by providing professional development and technical assistance to individuals that provide programs that relate to students' access to art. The project supports the development of inclusive programs and activities in the arts for students with disabilities from prekindergarten (PreK) to 21 years of age.

Website: <http://www.arts4allflorida.org/>

Fiscal Agency: University of South Florida

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AUDITORY/ORAL EDUCATION (CLARKE SCHOOLS FOR HEARING AND SPEECH)

The Clarke School Auditory/Oral Education project provides funding assistance at the Clarke School for an attending student's services. The Clarke School serves children with implants or assistive hearing devices from birth to 7 years of age in multiple counties, including rural and underserved areas. The Clarke School solely offers an auditory-oral education program, as defined in section 1002.391, Florida Statutes (F.S.), and has an administrator and faculty members who are credentialed as certified listening and spoken language specialists (LSLS). The project facilitates the provision of appropriate services for students who meet eligibility for programs for students who are deaf or hard of hearing (DHH) (Rule 6A-6.03013, Florida Administrative Code [F.A.C.]) or programs for students who have dual sensory impairments (Rule 6A-6.03022, F.A.C.), and have a current individual educational plan or individualized family support plan. The project provides funding for services at auditory-oral education programs, as defined in s. 1002.391, F.S., to attending Florida students who are DHH or who have dual sensory impairments. This project also seeks to provide technical assistance and trainings related to auditory-oral education to public school districts with students who are DHH or who have dual sensory impairments.

Website: <http://www.clarkeschools.org/>

Fiscal Agency: Clarke Schools for Hearing and Speech

BESE Project Liaison: Jennifer Coburn, Jennifer.Coburn@fldoe.org

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AUDITORY/ORAL EDUCATION (DEBBIE SCHOOL)

The Debbie School Auditory/Oral Education Program provides funding assistance at the Debbie School for an attending student's services. The Debbie School serves children in multiple counties, from birth to 7 years of age, including rural and underserved areas. The Debbie School solely offers an auditory-oral education program, as defined in s. 1002.391, F.S., and has a supervisor and faculty members who are credentialed as certified LSLs. The project facilitates the provision of appropriate services for students who meet eligibility for programs for students who are DHH (Rule 6A-6.03013, F.A.C.) or who have dual sensory impairments (Rule 6A-6.03022, F.A.C.). The project provides funding for services at auditory-oral education programs to attending Florida students who are DHH or who have dual sensory impairments. This project also seeks to provide technical assistance and trainings related to auditory-oral education to public school districts with students who are DHH or who have dual sensory impairments.

Website: <http://pediatrics.med.miami.edu/debbie-school>

Fiscal Agency: University of Miami

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CENTER FOR AUTISM AND RELATED DISABILITIES (CARD)

In accordance with s. 1004.55, F.S., and Rule 6A-7.0335, F.A.C., the seven regional CARD sites provide nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism spectrum disorder (ASD), a pervasive developmental disorder, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. Each site provides services within its geographical region of the state, which are consistent with the other sites. Each site is expected to coordinate services within and between state and local agencies and school districts, but may not duplicate services provided by those agencies and school districts.

Website: <http://florida-card.org/>

Fiscal Agencies:

- [Florida Atlantic University](#)
- [Florida State University](#)
- [University of Central Florida](#)
- [University of Florida \(Gainesville\)](#)
- [University of Florida \(Jacksonville\)](#)
- [University of Miami](#)
- [University of South Florida](#)

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CHILDREN'S REGISTRY AND INFORMATION SYSTEM (CHRIS)

The CHRIS is an information database and planning tool that is utilized for tracking, reporting and case management for the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) Child Find activities. Information stored in the CHRIS is used to project the needs of the service delivery system to ensure adequate capacity to meet the needs of children with disabilities entering the public school system during PreK. The CHRIS database is also used to create reports for BESE and to provide information to service providers, which include school districts and the Florida Diagnostic and Learning Resources System Centers' staff.

Website: <http://www.chris.miami.edu/>

Fiscal Agency: University of Miami

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CRITICAL INITIATIVES IN VISUAL IMPAIRMENT (CIVI)

The CIVI project provides teacher-preparation courses for teachers of the visually impaired (TVIs) and orientation and mobility specialists, through Florida State University, the sole provider in the state. The project is comprised of the Personnel Preparation Initiative (PPI) and the Low Vision Initiative (LVI). The PPI addresses the statewide critical shortage of TVIs and by increasing course accessibility to individuals who are not able to enroll at the main campus. The LVI provides clinical low vision evaluations for eligible students with visual impairments and training in the use of low vision devices for the students and their teachers and parents.

Website: N/A

Fiscal Agency: Florida State University

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FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

EDUCATIONAL INTERPRETER PROJECT (EIP)

The EIP is a state-funded initiative to improve the skills and quality of interpreters working with students who are DHH or who have dual sensory impairments. The project provides technical assistance to school district personnel regarding educational interpreting in an effort to increase the competency level of these individuals. The EIP plans and implements statewide trainings specific to educational interpreting and sign language proficiency, which includes a statewide meeting of school district lead interpreters and a summer training institute. The project also provides tuition stipends to educational interpreters who are taking courses in interpreting, linguistics, American Sign Language or content area, with the intent of improving interpreting skills and general knowledge. These stipends cover a portion of the cost of national certification testing (e.g., Educational Interpreters Performance Assessment and National Interpreter Certification).

Website: www.pasco.k12.fl.us/interpreterproject

Fiscal Agency: Pasco County Schools

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EXCEPTIONAL STUDENT EDUCATION (ESE) PARENT SURVEY

The ESE Parent Survey project supports the collection of data for Indicator 8 of Florida's federally required State Performance Plan (SPP); the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities. The Individuals with Disabilities Education Act (2004), Title 20, sections 1412(a)(19), 1412(a)(21), 1414(d)(1)(B), 1414(d)(3)(A) and 1414(d)(4)(A), United States Code (U.S.C.), stipulates parental rights for participation regarding students with disabilities, as follows:

- Public participation prior to the adoption of any policies and procedures, such as, public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities;
- Representation by parent participation on the state advisory panel, which shall consist of the member being appointed by the Governor, or any other official authorized under state law to make such appointments, be representative of the state population; and

- Individualized education program team membership, as parents of a student being evaluated for a disability or parents of a child with a disability;

Florida uses the National Center for Special Education Accountability and Monitoring survey instrument to measure parents' perceptions of schools' efforts to facilitate their involvement. The ESE Parent Survey is conducted each year from February 1 to May 31. The survey is available to parents in three languages: English, Spanish and Haitian Creole. Parents are provided with a paper survey but also have the option to complete the web-based survey. Once the survey window closes, the collected data are analyzed and the ESE Parent Survey results (i.e., number and percentage of parents responding to the survey and number and percentage of respondents who met Indicator 8) are reported to BESE for inclusion in the Annual Performance Report. Using these data, the project seeks to gain further insight into factors that may lead to improving or impeding schools' efforts to facilitate parent involvement by examining the relationship of various district-level activities, which may impact performance on Indicator 8 of the SPP. Further analysis of these data provides the basis for developing strategies that encourage parental involvement and strengthen parent and family relationships with schools in their communities.

Website: N/A

Fiscal Agency: University of Miami

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ESE TUITION SUPPORT

The ESE Tuition Support project provides financial support to paraprofessionals enrolled in special education preservice training programs; to ESE teachers earning an endorsement in ASD, PreK disabilities, or severe or profound disabilities; and to speech-language therapists earning a master's degree in speech or language pathology.

Website: www.florida-ese.org/tuition-support

Fiscal Agencies:

- Florida International University
- Florida State University
- University of West Florida

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FAMILY CAFÉ (COOPERATION, ADVOCACY, FRIENDSHIP AND EMPOWERMENT)

The purpose of this project is to support Family C.A.F.E, Incorporated (Inc.), as an organization, by providing funding for materials, speakers, travel and per diem for the staff of this program to host an annual statewide conference for persons with disabilities, or other health care needs, and their families.

The purpose of the annual conference is the following:

- Promote effective family involvement with their children's education as a way to improve student achievement from kindergarten through grade 12 and increase successful transition from public school to postsecondary education, community living and employment;
- Increase awareness of families, teachers and typical peers of the abilities of students with disabilities and special health care needs; and
- Increase abilities of families and students to effectively problem solve and self-advocate concerning educational issues at the local level.

Website: www.familycafe.net

Fiscal Agency: Family C.A.F.E., Inc.

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FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM ASSOCIATE CENTERS (FDLRS ACS)

The FDLRS ACs is a network of 19 regions that provides programs and services for individuals working with ESE students, families and support agencies. Section 1006.03, F.S., defines the identified service area each regional center shall perform as follows:

- Provide assistance to parents, teachers, and other school personnel and community organizations in locating and identifying exceptional children and planning educational programs for them;
- Assist in the provision of services for exceptional children, using to the maximum, but not supplanting, the existing facilities and services of each district;
- Provide orientation meetings at least annually for teachers, principals, supervisors and community agencies to familiarize them with center facilities and services for exceptional children;
- Plan, coordinate and assist in the implementation of inservice training programs, consistent with each district's program of staff development, for the development and updating of attitudes, skills, and instructional practices and procedures necessary to the education of exceptional children;
- Assist districts in the identification, selection, acquisition, use, and evaluation of media and materials appropriate to the implementation of instructional programs based on individual educational plans for exceptional children;
- Provide for the dissemination and diffusion of significant information and promising practices derived from educational research, demonstration and other projects; and
- Assist in the delivery, modification and integration of instructional technology, including microcomputer applications and adaptive and assistive devices, appropriate to the unique needs of exceptional students.

Diagnostic and learning resource centers may provide testing and evaluation services to private school students and other children who are not enrolled in public schools. Diagnostic and learning resource centers may assist districts in providing testing and evaluation services for infants and preschool children with or at risk of developing disabilities, and may assist districts in providing interdisciplinary training and resources to parents of infants and preschool children with or at risk of developing disabilities and to school readiness programs.

Website: www.fdlrs.org

Fiscal Agencies:

- Brevard County School District
- Broward County School District
- Miami-Dade County School District
- Duval County School District
- Escambia County School District
- Hamilton County School District
- Highlands County School District
- Hillsborough County School District
- Lee County School District
- Leon County School District
- Marion County School District
- Orange County School District
- Palm Beach County School District
- Pinellas County School District
- Polk County School District
- Putnam County School District
- Sarasota County School District
- St. Lucie County School District
- Washington County School District



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Discretionary Project Contacts:

https://resources.finalsite.net/images/v1611850438/fdlrsorg/sruilpp4iygihuj6uk11/Manager_Contact_List_Updated_12821.pdf

The FDLRS Administration Project provides overall management of and technical support and professional development for the 19 FDLRS Associate Centers and general support to the six multi-disciplinary centers and two specialized centers. Section 1006.03, F.S., defines the statutory requirements to maintain regional diagnostic and learning resource centers for exceptional students, to assist in the provision of medical, physiological, psychological and educational testing, and other services designed to evaluate and diagnose exceptionalities, to make referrals for necessary instruction and services, and to facilitate the provision of instruction and services to exceptional students. Project personnel also provide technical assistance, regional and statewide professional development, and coordination of activities related to FDLRS' Network priorities that are implemented by center personnel. Through support and leadership provided by the FDLRS Administration Project, the objectives of the FDLRS ACs are implemented and staff are provided with opportunities to maintain and enhance their skills. The FDLRS Administration Project aligns its activities with BESE's initiatives. In addition, this project coordinates the facilitated courses offered through the BESE Portal to Professional Development Alternatives. This includes 19 facilitated courses, Gifted and ASD Endorsement Programs, and dozens of independent study courses. The project also coordinates the statewide Middle Grades 5-9 Online Content Review Courses and the Elementary K-6 Online Content Review Course and the Florida's Strategic Instruction Model. All efforts are done in coordination with BESE and the FDLRS Network to ensure successful local implementation.

Website: www.fdlrs.org

Fiscal Agency: Putnam County School District

BESE Project Liaisons:

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FDLRS MULTIDISCIPLINARY EDUCATIONAL SERVICE CENTERS (FDLRS MDCS)

The FDLRS MDCs are a network of six centers established around the state to provide diagnostic evaluation services for children and youth identified as having complex medical, educational, emotional or behavioral problems. Section 1006.03, F.S., defines the statutory requirements to maintain regional diagnostic and learning resource centers for exceptional students, to assist in the provision of services. The MDCs also provide consultation, technical assistance, and preservice and inservice trainings for families, teachers and school district personnel concerning children and youth with complex medical, emotional or behavioral problems.

Websites:

- Florida State University – <http://mdc.fsu.edu>
- Keiser University – <http://kumc.keiseruniversity.edu>
- University of Florida (Gainesville) – <http://mdtp.pediatrics.med.ufl.edu>
- University of Florida (Jacksonville) – www.hscj.ufl.edu/pediatrics/diagnostic-and-learning-resources
- University of Miami – www.fdlrs-um.miami.edu
- University of South Florida – <http://cfs.cbcs.usf.edu/news-events/detail.cfm?id=637>

Fiscal Agencies:

- Florida State University
- Keiser University
- University of Florida (Gainesville)
- University of Florida (Jacksonville)
- University of Miami
- University of South Florida

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- University of Florida (Gainesville) – Anne-Marie Slinger, slingam@peds.ufl.edu
- University of Florida (Jacksonville) – Jeannie Potthast, Jeannie.Potthast@jax.ufl.edu
- University of Miami – Lynne Sue Katz, lkatz@miami.edu
- University of South Florida – Rose Iovannone, lovannone@usf.edu

FLORIDA INCLUSION NETWORK (FIN) ADMINISTRATION

FIN collaborates with all districts, schools and discretionary projects to provide customized services and supports ensuring all students with disabilities have the same educational, social and future opportunities as their peers. Additionally, this project is required, per section 1003.57, F.S., to conduct the collection and review of each school district's and school's Best Practices in Inclusive Education (BPIE) assessment.

In partnership with districts, FIN facilitates the implementation of BPIE through the following:

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

Website: www.floridainclusionnetwork.com

Fiscal Agency: Florida State University

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FLORIDA INSTRUCTIONAL MATERIALS CENTER FOR THE VISUALLY IMPAIRED (FIMC VI)

FIMC-VI provides instructional materials, including assessments, as appropriate, for eligible students throughout Florida, administers Federal Quota Funds (for students who are legally blind), maintains a professional loan library for teachers and families of students who have visual impairments or dual sensory impairments, provides statewide and regional trainings, and provides proofreading and transcription services for the statewide assessment program. FIMC-VI also collaborates with statewide and national projects and agencies on a variety of issues, including, but not limited to, statewide assessment, effective and promising practices in braille literacy, and the implementation of the National Instructional Materials Accessibility Standard as outlined in IDEA. General project activities are stipulated by section 1003.55, F.S., which requires the following:

- Provide staff and resources for the coordination, cataloging, standardizing, producing, procuring, storing, and distributing of braille, large print, tangible apparatus, captioned films and video tapes, and other specialized educational materials needed by these students and other exceptional students;
- Have as its major purpose the improvement of instructional programs for students with visual impairments and students who are deaf or hard of hearing; and
- May, as a second priority, extend appropriate services to other exceptional students, consistent with provisions and criteria established, to the extent that resources are available.

Website: www.fimcvi.org

Fiscal Agency: Hillsborough County School District

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**Florida Instructional Materials Center
for the Visually Impaired**

FLORIDA POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT PROJECT: MULTI TIERED SYSTEM OF SUPPORTS (FLPBIS:MTSS)

The FLPBIS:MTSS Project is committed to building the capacity of school districts to address significant behavioral problems that contribute to unsafe school environments and reductions in student performance. The capacity built helps those school districts assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students. The IDEA, 20 U.S.C. § 1465(b)(1) stipulates in carrying out the scope of behavioral supports and systemic interventions, that activities shall provide for effective, research-based practices, including the following:

- Training for school staff on early identification, pre-referral, and referral procedures;
- Training for administrators, teachers, related services personnel, behavioral specialists, and other school staff in positive behavioral interventions and supports, behavioral intervention planning, and classroom and student management techniques;
- Joint training for administrators, parents, teachers, related services personnel, behavioral specialists and other school staff on effective strategies for positive behavioral interventions and behavior management strategies that focus on the prevention of behavior problems;
- Developing or implementing specific curricula, programs, or interventions aimed at addressing behavioral problems;
- Stronger linkages between school-based services and community-based resources, such as community mental health and primary care providers; or
- Using behavioral specialists, related services personnel, and other staff necessary to implement behavioral supports.

Website: flpbs.fmhi.usf.edu

Fiscal Agency: University of South Florida

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FLORIDA SCHOOL CLIMATE TRANSFORMATION (SCT)

The Florida SCT state education agency grant significantly expands Florida's statewide system of behavioral support by providing training and technical assistance to school districts in implementing an evidence-based, multi-tiered behavior framework for improving behavioral outcomes and learning conditions for all students.

Website: cfs.cbcs.usf.edu/projects-research/detail.cfm?id=492

Fiscal Agency: University of South Florida

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INSTITUTE FOR SMALL AND RURAL DISTRICTS AND COMPLIANCE (ISRDC)

ISRDC provides a forum for school district staff from small and rural school districts to keep abreast of changing state and federal legislative requirements and a wide array of topics impacting the delivery of services to students with disabilities and their families, such as curriculum and instructional practices; educational policies, procedures and practices; behavior support; and transition. ISRDC's primary purpose is to provide staff development, training and technical support to a network of 49 small and rural school districts, lab schools, the Florida Virtual School, and the Department of Corrections. ISRDC's goal is to ensure that services to students with disabilities and their families are enhanced and that positive outcomes for students with disabilities are achieved through increased student performance. ISRDC also supports training and supports related to IDEA mediation and compliance.

Website: www.isrd.nefec.org

Fiscal Agency: Putnam County School District (North East Florida Educational Consortium)

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LEARNING THROUGH LISTENING (LtL)

The LtL project facilitates support services and training to administrators, teachers, parents and students on the use of digital audio books provided by Learning Ally. Learning Ally is an accessible media producer and is registered with the National Instructional Materials Access Center. The project coordinates with Florida's appointed National Instructional Materials Accessibility Standards authorized user to provide digital audio textbooks and equipment to eligible students with print disabilities. Equipment and software is provided at no cost to students or school districts.

The LtL project, also allows Florida educators access to its "Spotlight Learning Series." These are full-day sessions, with pre- and post-events, on dyslexia and early literacy, designed to deliver powerful and impactful professional learning content suitable for educators of all levels. Participants can earn continuing education certificates and view the sessions live or on-demand. The Spotlight Learning Series provides the following:

- Instructional strategies to help students achieve their academic potential;
- Research-driven technology and tools for classroom effectiveness; and
- Connections with leading experts and other educators to share first-hand experiences.

Websites:

- www.learningally.org/Educators/school-grants/Florida
- www.learningally.org



Fiscal Agency: Learning Ally

BESE Project Liaison: Jennifer Coburn, Jennifer.Coburn@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Andrew Singleton, asingleton@learningally.org

MULTIAGENCY NETWORK FOR STUDENTS WITH EMOTIONAL OR BEHAVIORAL DISABILITIES (SEDNET)

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. Section 1006.04, F.S., defines the statutory requirements and purpose of SEDNET. 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 an emotional/behavioral disorder (E/BD). Florida's statewide network of SEDNET projects serve as a collaborative resource for school districts, agencies, and families working to promote positive educational and community-based outcomes for children with E/BD.

Website: www.sednetfl.info

Fiscal Agencies:

- Brevard County School District
- Broward County School District
- Clay County School District
- Columbia County School District
- Miami-Dade County School District
- Escambia County School District
- Hendry County School District
- Hernando County School District
- Hillsborough County School District
- Levy County School District
- Jefferson/ Somerset County School District
- Manatee County School District
- Orange County School District
- Palm Beach County School District
- Pinellas County School District
- Polk County School District
- St. Lucie County School District
- Volusia County School District
- Washington County School District

BESE Project Liaison: Jennifer Barnhill, Jennifer.Barnhill@fldoe.org

FDOE Office of Grants Management Contact: Marion Jones, Marion.Jones@fldoe.org

Discretionary Project Contacts: <http://www.sednetfl.info/Regions.aspx>



SEDNET ADMINISTRATION

The SEDNET Administration project provides overall management of and technical support and professional development for the 19 local SEDNET projects. Section 1006.04, F.S., defines the statutory requirements and purpose of SEDNET. Through support and leadership provided by the SEDNET Administration project, the local SEDNET projects, school districts and other stakeholders are better postured to provide intensive, integrated educational programs to include a continuum of mental health treatment services to enable students with or at risk of emotional behavioral disabilities (EBD) to develop appropriate behaviors and demonstrate academic and career education skills.

The SEDNET Administration project is responsible to do the following:

- Build capacity of local SEDNET projects;
- Provide a more unified structure, including evaluation and monitoring of SEDNET, to ensure accountability;
- Ensure comprehensive technical assistance and training;
- Ensure local SEDNET projects solicit school district input related to school district needs in order to address these needs;
- Increase collaboration with related discretionary project initiatives and maximizing resources and the delivery of technical assistance;
- Build capacity of collaboration with system of care agencies at local and state levels; and
- Increase parental involvement, support and education for families of children with and at risk of EBD.

Website: www.sednetfl.info

Fiscal Agency: University of South Florida (St. Petersburg)

BESE Project Liaison: Jennifer Barnhill, Jennifer.Barnhill@fldoe.org

FDOE Office of Grants Management Contact: Marion Jones, Marion.Jones@fldoe.org

Discretionary Project Contact: Charlene Grecsek, cgrecsek@usf.edu

PARTNERSHIP FOR EFFECTIVE PROGRAMS FOR STUDENTS WITH AUTISM (PEPSA)

Under PEPSA, statewide CARD staff partners with Florida educators to provide training and technical assistance in developing a plan for implementing innovative and effective practices in the school environment.

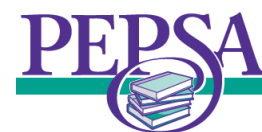
Website: <http://doepartnership.fmhi.usf.edu/>

Fiscal Agency: University of South Florida

BESE Project Liaison: Janae Duclos-Francois, Janae.Duclos-Francois@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Kathryn Tapley, katytapley@usf.edu



PATIENT ACADEMIC PROGRAM AT JOHNS HOPKINS ALL CHILDREN'S HOSPITAL

The project provides educational services to students who are hospitalized, in treatment or completed treatment at the Johns Hopkins All Children's Hospital due to chronic or life limiting medical treatments and conditions. Funding will directly support instruction at bedside and outpatient clinical settings, afterschool tutoring to students who have completed treatment, career planning, college preparation and school reintegration support, as needed. Johns Hopkins All Children's Hospital is located in Pinellas County. This facility will collaborate with the ESE department in the Pinellas County School District, and other school districts or agencies, as needed, to ensure a seamless transition of educational services for these students.

Website: www.hopkinsallchildrens.org

Fiscal Agency: Johns Hopkins All Children's Hospital



BESE Project Liaison: Patricia Strickland, Patricia.Strickland@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Natalya Komarova, nkomaro1@jhmi.edu

PERSONNEL DEVELOPMENT SUPPORT PROJECT (PDSP)

The PDSP project develops and provides technical support for multimedia products, including databases, websites, online courses, and other electronic and print materials that support the implementation of BESE's initiatives, including federally required activities. Additionally, the project provides support to BESE in the areas related to the provision of specified technical assistance in specific disability categories, IDEA fiscal monitoring and in the reporting and sharing of required federal data related to federally required SPPs and Annual Performance Reports.

Website: www.florida-ese.org

Fiscal Agency: Florida State University

BESE Project Liaison: Erin Sampson, Erin.Sampson@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Lezlie Cline, lezlie@fcim.org

PROBLEM SOLVING AND RESPONSE TO INTERVENTION (PS/RtI)

The PS/RtI project results in the high-quality implementation of statewide training, technical assistance and building sustainable capacity for the problem-solving and response-to-instruction and -intervention framework in Florida school districts. The project provides training and support to professionals in Florida, provides technical assistance and service support to professionals, and delivers products to project stakeholders. Each year, the project conducts a comprehensive needs assessment with each of the school districts in Florida to determine district-driven priorities for the project. The project conducts program evaluations to inform policies and practices at the district and state levels.

The project collaborates with the FLPBIS:MTSS project to provide direct support to districts to implement an MTSS. The project facilitates regional professional learning communities for the MTSS contacts in every school district and provides intensive supports to districts to accelerate the performance of struggling students.

The project provides training and technical assistance to discretionary projects, school districts and the FDOE to implement the Small-Group Planning and Problem-Solving Process (Eight-Step Problem-Solving Process), which is a required component of school and district improvement plans. The project collaborates with the Florida Center for Reading Research; Just Read, Florida!; and the Florida Center for Research-Science, Technology, Engineering and Math to support evidence-based instructional practices in an MTSS.

The project provides resources, staff support, training and technical assistance to all school districts to ensure the effective integration of specially designed instruction for students with disabilities throughout an MTSS, and provides focused staff support, training and technical assistance to districts identified by BESE to improve outcomes of students with disabilities.

The project provides regional technology coordinators and technology specialists to support the effective implementation of accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. The project also manages, coordinates and supports the regional assistive technology loan libraries.

Website: www.floridarti.usf.edu/

Fiscal Agency: University of South Florida

BESE Project Liaison: Chelsea Strickland, Chelsea.Strickland@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Jose Castillo, jmcastil@usf.edu



PS/RtI TECHNOLOGY AND LEARNING CONNECTIONS (TLC)

The TLC team is a part of Florida's MTSS through the PS/RtI project at the University of South Florida. The TLC services support the local development of highly effective classrooms for all students based on the Florida Standards through an MTSS in a universal education system.

The TLC team provides guidelines and resources to support the implementation of the following:

- Florida Standards;
- Assistive and instructional technology;
- Accessible educational materials; and
- Universal design for learning

The TLC staff includes five regional technology coordinators and regional technology specialists housed at the Regional Assistive Technology and Universal Design for Learning Centers. The team also supports the regional local assistive technology specialists and their activities.

Website: www.tlc-mtss.com/

Fiscal Agency: University of South Florida

BESE Project Liaison: Chelsea Strickland, Chelsea.Strickland@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Janet Good, jgood@usf.edu



PROJECT 10: TRANSITION EDUCATION NETWORK (PROJECT 10)

Project 10 assists school districts and other stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve post-school outcomes. Project 10 addresses the following major initiatives: statewide capacity building, interagency collaboration, transition legislation and policy, and student development and outcomes. Project 10 also addresses Indicators 1: Graduation Rate, 2: Dropout Rate, 13: Secondary Transition Individual Educational Plan Components, and 14: Post-school Outcomes of Florida's SPP. The IDEA, 20 U.S.C. § 1412(e)(2)(C)(vi), authorizes the development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.

Website: www.project10.info

Fiscal Agency: University of South Florida (St. Petersburg)

BESE Project Liaison: Wendy Metty, Wendy.Metty@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contacts:

- Jordan Knab, jknab@usf.edu
- Danielle Roberts-Dahm, lroberts@usfsp.edu



RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTC D/HH)

RMTC-D/HH provides statewide coordination for the delivery of specialized technology and instructional materials to students who are D/HH or who have dual sensory impairments, as well as training and technical assistance to educators and parents of students who are D/HH or who have dual sensory impairments consistent with section 1003.55, F.S., which requires the following:

- Provide staff and resources for the coordination, cataloging, standardizing, producing, procuring, storing, and distributing of braille, large print, tangible apparatus, captioned films and video tapes, and other specialized educational materials needed by these students and other exceptional students;
- Have as its major purpose the improvement of instructional programs for visually impaired students and deaf or hard-of-hearing students; and,
- May, as a second priority, extend appropriate services to other exceptional students, consistent with provisions and criteria established, to the extent that resources are available.

The project provides specialized technology, technical assistance, information referral and training, and facilitates the provision of appropriate services for students who meet eligibility for programs for students who are D/HH (Rule 6A-6.03013, F.A.C.) or programs for students who have dual sensory impairments (Rule 6A-6.03022, F.A.C.). To this end, the project staff performs limited direct services for students residing in small and rural school districts (e.g., evaluations) as necessary. The project provides technical assistance and services to Florida school districts, with a priority given to the 33 small and rural districts. Services include, but are not limited to, evaluations, parent training, inservice education for personnel, and referral to other statewide agencies or resources. The project also provides staff and resources for the coordination, cataloging, standardizing, producing, procuring, storing and distributing of captioned media, and other specialized educational materials needed by qualifying students.

Website: www.rmtcdhh.org

Fiscal Agency: Florida School for the Deaf and Blind

BESE Project Liaison: Jennifer Coburn, Jennifer.Coburn@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Carmelina Hollingsworth, hollingswoc@fsdb.k12.fl.us



SPECIAL OLYMPICS, FLORIDA

The goal of Special Olympics Florida is to implement the Unified Champion Schools Program in schools within Florida each year. The Unified Champion Schools Program is a school-based project that uses sports and education programs to activate young people to develop school communities where all youth are agents of change. A Unified Champion School has three distinct, but intertwining, components to promote inclusion, which include the following:

- Unified Sports, which combines individuals with and without intellectual disabilities on sports teams for training, competition and skill development;
- Inclusive Youth Leadership, a unified club for individuals with and without intellectual disabilities to develop meaningful relationships, enhance leadership skills, and take responsibility spreading acceptance and ensuring that everyone feels included and welcome in their school; and
- Whole-School Engagement, an activity, event or rally that offers the entire student body the opportunity to participate in or be a part of Unified Champion Schools, including the utilization of education and community resources.

Website: www.specialolympicsflorida.org

Fiscal Agency: Special Olympics, Florida, Inc.

BESE Project Liaison: Chelsea Strickland, Chelsea.Strickland@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Sherry Wheelock, sherrywheelock@sofl.org



STATE PERSONNEL DEVELOPMENT GRANT (SPDG)

The SPDG project builds capacity in districts to increase school completion rates of students with disabilities, through the provision of professional development to support and scale up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies and enlist parental support of these research-based practices.

Those practices include Check & Connect and the Strategic Instruction Model™ (SIM). Check & Connect is a Tier 2 and Tier 3 intervention used with secondary school students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a trained mentor, who advocates and challenges the student to keep education salient. SIM is a literacy program centered on promoting effective teaching and learning of critical content in schools. Focusing on the Learning Strategies Curriculum and Content Enhancement Routines, SIM strives to help teachers make decisions about what is of greatest importance, what can be taught to help students become more effective learners, and how to teach so that all students, including students with disabilities, increase their proficiency in the Florida Standards.

Website: N/A

Fiscal Agencies:

- Florida Gulf Coast University
- Putnam County School District
- University of South Florida (St. Petersburg)

BESE Project Liaisons:

- Florida Gulf Coast University– Erin Sampson, Erin.Sampson@fldoe.org
- Putnam County School District – Patricia Strickland, Patricia.Strickland@fldoe.org
- University of South Florida (St. Petersburg) – Wendy Metty, Wendy.Metty@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contacts:

- Florida Gulf Coast University – Peg Sullivan, msulliva@fgcu.edu
- Putnam County School District – Mary Ann Ahearn, ahearnm@nefec.org
- University of South Florida (St. Petersburg) – Elaine Miller, elainemiller@mail.usf.edu

STUDENT SUPPORT SERVICES (SSS) PROJECT

The SSS Project’s mission is to provide expertise and leadership for supporting the academic, social, emotional, physical and behavioral development of all students. This is accomplished through the provision of resources and policy development with a topical emphasis on the integration of school psychology, school counseling, school social work and school nursing for maximized impact on student outcomes. The project is committed to the ultimate vision of a comprehensive, fully integrated MTSS that meets the needs of the full range of learners in every school.

Website: www.sss.usf.edu

Fiscal Agency: University of South Florida

BESE Project Liaison: Matthew Caldwell; Matthew.Caldwell@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Jose Castillo, jmcastil@usf.edu



TECHNICAL ASSISTANCE AND TRAINING SYSTEM FOR PROGRAMS SERVING PREKINDERGARTEN CHILDREN WITH DISABILITIES (TATS)

TATS is a statewide system of technical assistance and training that promotes high-quality programs that lead to and support positive outcomes for PreK children with disabilities and their families.

Website: www.tats.ucf.edu

Fiscal Agency: University of Central Florida

BESE Project Liaison: LeNita Winkler, LeNita.Winkler@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contact: Sandy Smith, sandy.smith@ucf.edu



WORKING WITH THE EXPERTS (WWE)

The WWE project provides financial support for professional development activities for speech-language pathologists (SLPs), occupational therapists (OTs) and physical therapists (PTs). In addition, this project facilitates professional development activities for faculty at institutions of higher education (IHEs) that support the preparation of teachers, SLPs, OTs and PTs working with students with disabilities; including a Summer Institute, IHE newsletters and periodic webinars.

Website: <http://www.flwwe.net>

Fiscal Agencies:

- Florida Gulf Coast University
- University of Florida (Gainesville)

BESE Project Liaison: Mary Walsh, Mary.Walsh@fldoe.org

FDOE Office of Grants Management Contact: Diane Cox, Diane.Cox@fldoe.org

Discretionary Project Contacts:

- Florida Gulf Coast University – Peg Sullivan, msulliva@fgcu.edu
- University of Florida (Gainesville) – Alice Kaye Emery, aemery@coe.ufl.edu

WORKING WITH THE EXPERTS

