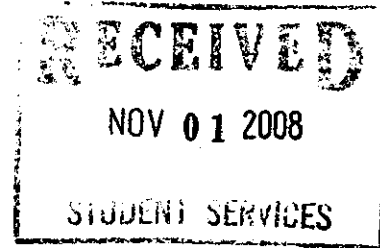




UNIVERSITY OF
SOUTH FLORIDA

October 29, 2008

David L. Owens, Superintendent
School District of Clay County
900 Walnut Street
Green Cove Springs, FL 32044
904-284-6500



RE: Subagreement # 1725-1033-00-H
Project Director: Norma Martin, Director of Student Services

Dear Mr. Owens:

Enclosed please find three originals for the above referenced subagreement. Please have an authorized representative sign where indicated and return all originals to my attention.

Also enclosed is the **Subrecipient Certification Form** which must be completed and returned with the subagreement. We are required to have this for our file before the subcontract can be distributed after full execution. If applicable, please provide a copy of your latest single or program-specific audit as required by OMB Circular A133.

If you have any questions please feel free to contact me at (813) 974-9523 or kneldner@research.usf.edu. I will send you an original of the agreement when executed.

Sincerely,

A handwritten signature in cursive script that reads "Kristina".

Kristina Neldner, Grants Assistant
University of South Florida
Division of Sponsored Research
3650 Spectrum Blvd., Suite 160
Tampa, FL 33612-9446
(813) 974-9523

Encs.

DIVISION OF SPONSORED RESEARCH
University of South Florida • 3650 Spectrum Blvd., Suite 160 • Tampa, FL 33612-9446
(813) 974-2897 • (813) 974-4962 • <http://www.research.usf.edu>

SUBRECIPIENT CERTIFICATION

Pursuant to OMB Circular A133, I certify as follows on behalf of my organization:

Organization Name: School District of Clay County
 Subagreement Number: 1725-1033-00-H

Organization Type	YES (check one)	\$100,000+ in Federal Funding?	\$500,000+ in Federal Funding?	Tax ID #
State or Local Government Entity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OR				
Institutions of Higher Education/Non-Profits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OR				
For-Profit Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OMB Circular A133 requires that any **Non-Profit organization** that expends \$500,000 or greater in Federal awards in any given year, must have a single or program-specific audit conducted for that year in accordance with the provisions of Subpart B.200 of this Circular.

- **Single Audit:** Non-profit organizations that expend \$500,000 or more in a year in Federal awards shall have a single audit conducted in accordance with Subpart.500 except when they elect to have a program-specific audit conducted in accordance with the paragraph following.
- **Program-specific audit election:** When a auditee expends Federal awards under only one Federal program (**excluding R&D**) and the Federal program's laws, regulations, or grant agreements do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted in accordance with subpart.235. A program-specific audit may not be elected for R&D unless all expenditures are for Federal awards received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.
- **Exemption when expenditures are less than \$500,000:** Non-profit organizations that expend less than \$500,000 a year in Federal awards are exempt from Federal audit requirements for that year, except as noted in Subpart.215, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and General Accounting Office (GAO).

For-Profit organizations are not subject to the Circulars as referenced above. However, a financial audit representing financial stability is requested but not required.

Certified
By: _____
 Authorized Official

Copy of Audit Report Enclosed y/n

**COST REIMBURSABLE SUBAGREEMENT
BY AND BETWEEN
THE UNIVERSITY OF SOUTH FLORIDA
AND
SCHOOL DISTRICT OF CLAY COUNTY**

CFDA # 84.027

**CFDA Title: Special Education – Grants to States
Federal Agency: U.S. Department of Education**

SUBAGREEMENT # 1725-1033-00-H

THIS SUBAGREEMENT IS MADE AND ENTERED INTO BY AND BETWEEN the University of South Florida Board of Trustees, a public body corporate ("**University**") and School District of Clay County ("**Contractor**") for support to the grant entitled "Florida Statewide Problem-Solving/Response to Intervention Project". For consideration of the mutual promises, covenants, and obligations contained herein, the University retains the Contractor to undertake certain activities described in Attachment 1 in connection with the award to the University by the Florida Department of Education ("**Agency**") Grant Number 291-2629A-9CD05, **which source of funding is federal in origin** from the U.S. Department of Education. The parties agree as follows:

I. PERIOD OF PERFORMANCE

The period of performance under this Subagreement begins **August 1, 2008** and ends **July 30, 2009**. The contract term may be extended by mutual written agreement of the parties.

II. WORK PLAN / PROJECT ADMINISTRATION

The Contractor shall perform the activities described in Attachment 1 and comply with all statutory requirements and applicable provisions of the Agency guidelines and any special conditions contained in the award document from the Agency to the University (Attachment 4).

The **Contractor** agrees that such activities will be directed by:

The **Contractor** Project Director :

Norma Martin
Director of Student Services
School District of Clay County
23 South Green Street
Green Cove Springs, FL 32043
904-284-6511

The Contractor Administrative Contact:

David L. Owens, Superintendent
School District of Clay County
900 Walnut Street
Green Cove Springs, FL 32044
904-284-6500

University Representatives:

Project Director:

Dr. George M. Batsche
University of South Florida
College of Education
Dept. of Psychological & Social Foundations
4202 E. Fowler Ave., EDU 162
Tampa, FL 33620
813-974-9472
batsche@tempest.coedu.usf.edu

University Administrative Contact:

Richard Fernandez
Division of Sponsored Research
University of South Florida
3650 Spectrum Blvd., Suite 160
Tampa, FL 33612-9446
(813) 974-5354 (813) 974-4962 FAX

All deliverables/invoices submitted by the Contractor must be approved in writing by the University's Project Director or designee prior to payment by the University to the Contractor.

III. ALLOCATION OF FUNDS

Subject to the receipt of funds from the Agency, the University agrees to compensate the Contractor on a cost reimbursement basis, for an amount not to exceed \$ 50,000. Additional funds will be contingent upon satisfactory performance evaluations by the University and the availability of funds from the Agency. The Subagreement will then be modified accordingly in writing and signed by all parties to this Subagreement. All claims for payment will be in accordance with the payment schedule outlined in Attachment 2. Funds may be rebudgeted between approved budget categories without

prior approval on the University provided the revisions comply with the Awarding Agency guidelines. Reimbursement of travel expenses would be in accordance with provisions of the applicable prime award. The Contractor agrees to submit to the University an invoice (sample provided in Attachment 3) as specified in Attachment 2. It is further agreed that all invoices (Attachment 3) should reference the Subagreement Number, contain an original signature of an authorized official of the Contractor and should be sent to the University's Project Director or designee for approval (see Article II for the address).

The Contractor agrees to return to the University any overpayments due to unearned funds. Such funds shall be considered University funds and shall be refunded to the University within 45 days following the time the overpayment is discovered unless otherwise authorized by the University in writing.

The University's performance and obligation to pay under this Subagreement is contingent upon an annual appropriation by the Legislature, to the extent, if any, that appropriated funds are involved in the performance of this Subagreement.

The Contractor shall provide expenditure documentation in detail sufficient for a proper invoice evaluation and pre- and post-audit thereof.

The funds provided under this Subagreement may not be expended for the purpose of lobbying the Florida Legislature or a State of Florida agency.

IV. PAYMENT RESPONSIBILITIES

The **University** shall issue payment within 40 days after receipt of an acceptable invoice and receipt, inspection, and acceptance of goods and/or services provided in accordance with the terms and conditions of the purchase order/contract. Any penalty for delay in payment shall be in accordance with applicable law.

The University's vendor ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from the University may be contacted at (813) 974-2481.

V. INDEPENDENT CONTRACTOR

The relationship of the parties is that of mutually independent contractors. Each party and its officers, employees, agents, subcontractors, or other contractors shall not be deemed by virtue of this Subagreement to be the officers, agents, or employees of the other party. Each party assumes the risk of all liability arising from its respective activities pursuant to this Subagreement and from the acts or omissions of its respective officers, agents, and employees.

VI. AUDIT REPORTS

Contractor agrees to comply with the requirements of OMB Circular A-133. Contractor further agrees to provide University with copies of any of the independent auditors' reports that present instances of non-compliance with federal laws and regulations, which bear directly on the performance, or administration of this Subagreement. In cases of such non-compliance, Contractor will provide copies of responses to auditors' reports and a plan for corrective action. All records and reports prepared in accordance with the requirements of OMB Circular A-133 shall be available for inspection by the University or the Agency during normal business hours.

Contractor agrees to comply with the requirements of the Florida Single Audit Act (Chapter 215.97 Florida Statutes). This Act sets audit requirements for nonstate entities that receive state financial assistance equal to or in excess of \$500,000 in any fiscal year. Such entities must obtain an audit by an independent auditor in accordance with auditing standards stated in the rules of the Auditor General of the State of Florida. The audit shall be conducted in accordance with the requirements of the Act and the rules of the Executive Office of the Governor, the Comptroller and the Auditor General. The Act applies to nonstate entities that receive state awards directly from a state awarding agency (USF) and to nonstate agencies that receive state awards through another nonstate entity.

The Contractor shall be responsible for payment of any and all audit exceptions that are identified by the audit agency. Payments to USF for costs found to be unallowable by such audit shall be refunded directly to the University by the Contractor.

VII. TERMINATION

This Subagreement may be canceled by the University without prior notice for refusal by the Contractor to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, and made or received by the Contractor in conjunction with this Subagreement. Pursuant to 1004.22 F.S., the parties shall make available, upon request, the title and description of the study, the name of the investigator, and the amount and source of funding provided for the study.

This Subagreement may be canceled by either party upon no less than thirty (30) days notice, with or without cause; notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery. In case of cancellation, only the percent of satisfactory progress actually achieved (as defined in Attachment 2) to the date of cancellation will be due and payable to the Contractor, as well as any non-cancellable obligations.

In the event that **Contractor's** project director becomes unable or unwilling to continue the project activities hereunder, and a mutually acceptable substitute is not available, **University** shall have the option to cancel this Subagreement.

VIII. NON-DISCRIMINATION

As condition of this contract the contractor agrees to comply with Section 202, Executive Order 11246, as amended by Executive Order 11375, and regulations published by the U.S. Department of Labor implementing Section 503 of the Rehabilitation Act of 1973, Public Law 93-112, as amended, which are here incorporated by reference.

IX. PUBLIC ENTITY CRIME

In accordance with F.S. 287.133(2)(a), a Contractor, person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime, may not submit bids or proposals, may not be awarded or perform work or transact business with any public entity in excess of the threshold amount provided in F.S. 287.017 for category Two for a period of thirty-six (36) months from the date placed on the list.

X. DELEGATION OF AUTHORITY

This Subagreement is valid and enforceable only upon being signed by persons authorized to bind the Contractor hereto, and by all persons required by Florida law or University policy to sign an agreement of this nature in order to bind the University hereto.

XI. PROTECTION OF HUMAN SUBJECTS

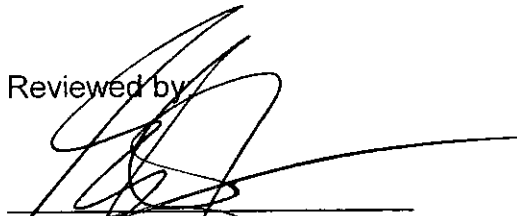
The **Contractor** bears full responsibility for the proper and safe performance of Research involving the use of human subjects under this Agreement. If human subjects are used, their rights and welfare will be protected under 45 CFR Part 46, "Protection of Human Subjects," and the **Contractor** will send a copy of current IRB approval to the **University**.

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the parties have caused this Subagreement, which includes Attachments 1, 2, 3, and 4, to be executed by their undersigned duly authorized officials.

University of South Florida
Board of Trustees, a public body corporate


Reviewed by:



Dr. George M. Batsche
University Project Director
College of Education
University of South Florida

SIGNED BY:

Diego Vazquez
Director
Division of Sponsored Research
University of South Florida



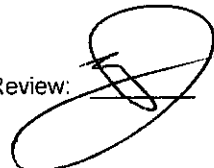
Dr. Michael Curtis
University Project Co-Director
College of Education
University of South Florida



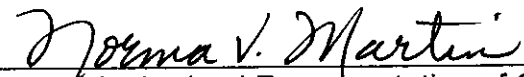
SRA Review:



Dean's Office Review:



School District of Clay County
Green Cove Springs, FL 32043


Signature of Authorized Representative of Contractor
Title: Student Services Director

ATTACHMENT 1

SCOPE OF WORK

SUBAGREEMENT # 1725-1033-00-H

Demonstration District will:

1. Develop and implement a plan to ensure that general education, special education and other program personnel work together at the district level to effectuate the successful implementation of PS/Rtl in the district pilot schools
2. Assign district personnel with the requisite qualifications and experience to the PS/Rtl initiative to support district coordination and implementation of the initiative across the pilot school sites
3. Put in place a district-level leadership team to help pilot schools with the implementation of the PS/Rtl initiative
4. Implement evidenced-based practices to support learning of all students, including those at risk and ESE students, to achieve AYP and Florida's A⁺ Education Plan
5. Designate funds/resources to implement research-based supplemental instruction and interventions to support students who do not attain expected grade-level outcomes in reading and math
6. Designate resources to adequately support PS/Rtl implementation at both the district and pilot school level, including faculty and staff, time, materials for screening, assessment and interventions, and financial support for scientifically-based progress monitoring software (e.g., AIMSweb® or DIBELS)
7. Provide funds/resources (including time) for professional development of district-level personnel and pilot school teachers and staff in PS/Rtl, data collection and management, data analysis and interpretation
8. Have in place the technological resources and infrastructure, including personnel, and a data management system to ensure ease of access to student performance data by school level and project personnel and to support the PS/Rtl initiative
9. Provide access to district and state-level student performance data for school-level and project reporting purposes
10. Develop and implement a plan to ensure parent involvement with PS/Rtl efforts at the district and pilot school levels
11. Review the district's policies and procedures for general and exceptional student education to ensure that they are consistent with PS/Rtl

Each Pilot School will:

1. Implement PS/Rtl as a way of work
2. Assign personnel with the requisite qualifications and experience to the PS/Rtl initiative to support its implementation
3. Put in place a school leadership team that is representative of the school's grade level faculty, support staff and parents (consisting of individuals with collective knowledge and experience in leadership, curriculum, data-based decision-making and systems change)

4. Provide for a regularly scheduled time and place for team meetings
5. Secure agreement from the school faculty to commit to the PS/Rtl Project Initiative training and practices (including identification and selection of appropriate scientifically-based interventions, continuous monitoring of student progress and the systematic review of academic and discipline data for decision-making).
6. Develop and implement a plan to ensure that general education, special education and other program personnel work together to successfully implement PS/Rtl
7. Work collaboratively with the Project Coach and Regional Coordinator in implementing PS/Rtl
8. Provide dedicated time and resources for the Project Coach to work with classroom teachers and other school-based support personnel (as needed) to effectively support PS/Rtl implementation
9. Allocate required personnel and other resources (e.g., teachers, administrative staff, time, materials) for full implementation of PS/Rtl
10. Have in place adequate technology infrastructure and a data management system to support the PS/Rtl initiative
11. Allocate required resources (funds, designated time, staff) to facilitate professional development of teachers and other professional personnel
12. Reallocate resources based on data outcomes.
13. Budget funds for PS/Rtl supplies, materials, travel and substitute personnel for team trainings/meetings, etc.

Each Pilot School Leadership Team will:

1. Implement a team-based, problem-solving process to provide interventions for all students at the universal, targeted and intensive levels.
2. Participate in PS/Rtl trainings and networking meetings
3. Work collaboratively with the Project Coach and Regional Coordinator (as needed) to effectively implement PS/Rtl
4. Meet on a regular basis at specified times for school leadership team meetings.
5. Collect and use student outcome data for decision-making purposes.
6. Work collaboratively with parents to ensure their involvement in PS/Rtl planning, training and implementation activities.
7. Use and submit required student performance and other data (e.g., satisfaction surveys)
8. Develop an annual action plan for PS/Rtl activities based on analysis of collected data

Comparison Schools:

The comparison schools agree to participate in data collection activities necessary for the Project to evaluate the impact of implementation of the PS/Rtl model.

ATTACHMENT 2

BUDGET & JUSTIFICATION

SUBAGREEMENT # 1725-1033-00-H

The Problem Solving/Response to Intervention Project agrees to reimburse the district up to **\$50,000** for salaries and fringe benefits incurred during the period of August 1, 2008 thru July 30, 2009.

Contractor shall submit invoices by the dates indicated below, to be accompanied by a Technical Report. **The Contractor shall attach to the invoice a list of coaches' names, titles, and percent of effort for the invoice period. This list is in addition to the required payroll registers to be attached to the invoice. The invoice should be sent to the University Project Director as specified in Attachment 3.**

Each Technical Report must conform to specifications of the University Project Director.

First invoice & technical report due by December 15, 2008 for the period of August 1, 2008 thru October 31, 2008.

Second invoice & technical report due by March 15, 2009 for the period of November 1, 2008 thru January 31, 2009.

Third invoice & technical report due by June 15, 2009 for the period of February 1, 2009 thru April 30, 2009.

Fourth invoice & technical report due by September 1, 2009 for the period of May 1, 2009 thru July 30, 2009.

Salaries and Fringe Benefits - \$50,000

Coach – Heather Kastelz at 1.0 FTE.

ATTACHMENT 3
(To be printed on Contractor letterhead)
SAMPLE INVOICE

SUBAGREEMENT # 1725-1033-00-H

	Budget	Expenditures Invoice Period	Cumulative Expenditures Subagrmt Period
Salaries/Fringe (by employee)			
1.			
2.			
3.			
Consultants			
Consortium/Contractual Costs			
Travel			
Supplies			
Equipment			
Other Expenses (Itemize by Category)			
Total Direct Costs			
F & A			
Total Costs			

Contractor will submit invoices and reports according to the payment schedule in Attachment 2. Attach copies of back-up documentation (see Attachment 3-A).

I certify that the above figures are an accurate accounting and in compliance with applicable federal cost principles (OMB Circulars A-21, A-87 or A-122).

Signature of Authorized Representative

Title

Print Name

Date

Title

Submit Invoice to:

Teri Hunter
University of South Florida
College of Education
Dept. of Psychological & Social Foundations
4202 E. Fowler Ave., EDU 162
Tampa, FL 33620

Invoicing Instructions for Cost Reimbursement Subagreements

All costs to be charged directly to a federal account must be allowable as defined in OMB Circular A-21, Cost Principles for Educational Institutions, that is, they must meet all of the following criteria:

- Reasonable
 - Benefit the project
 - Specifically identified with the project
 - Can be allocated easily and accurately
1. The invoice must be printed on company letterhead
 2. The invoice must be signed by an authorized representative
 3. All costs submitted for reimbursement must be documented. Acceptable documentation includes:

Salaries/Wages/Benefits: Official payroll registers verifying amounts paid per individual including rate, benefits and applicable taxes and fees and the time period for which payment was made. ****The Contractor shall attach to all invoices to University a list of coaches' names, titles, and percent of effort for this project period. This list is in addition to the required payroll registers to be attached to each invoice.**

Rent: A copy of the lessor invoice is required. In addition, indicate the number of square feet occupied and the rate per square foot. Indicate how the space is being used, e.g.: occupants, laboratories, classrooms, etc.

Travel: Copies of individual travel vouchers must be provided. All travel reimbursement is subject to Florida Statute 112.061. Travel vouchers must include purpose of travel as it relates to the subagreement statement of work.

Educational/Training Materials: Copies of invoices are required and must state how the expense provides a direct benefit to the program.


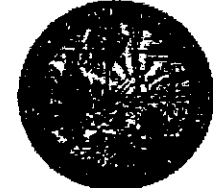
Printing/Duplication: Copies of invoices are required including a description of the materials produced.

Other costs require copies of invoices and a justification as to how the charge provides a direct benefit to the program.

- Do not round off figures. Actual expenditures must be reported in dollars and cents.
- Items for which reimbursement is requested must be identified in the budget contained in Attachment 2. Other costs will be disallowed.

ATTACHMENT 4
SUBAGREEMENT # 1725-1033-00-H
AGENCY GRANT GUIDELINES

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT University of South Florida	2 PROJECT NUMBER 291-2629A-9CD05
3 PROJECT/PROGRAM TITLE Problem Solving and Response to Intervention State Pilot (PS-RtI) <p align="center">TAPS 09C132</p>	4 AUTHORITY 84.027A IDEA -Part B, Disc
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2008 - 07/30/2009 Program Period: 08/01/2008 - 07/30/2009
7 AUTHORIZED FUNDING Current Approved Budget: \$ 1,298,047.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 1,298,047.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>07/30/2009</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2009</u> Last date for receipt of proposed budget and program amendments: <u>07/30/2009</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Quarterly and Final 	
10 DOE CONTACTS Program: Heather Diamond Phone: (850) 245 - 0478 Email: Heather.Diamond@fldoe.org Grants Management: Unit C (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 40 EO: 81 Object: 720000
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="text-align: center;"> <u>8/28/08</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>	

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number
09C132

Please return to: Florida Department of Education Bureau of Grants Management Room 325, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 SunCom: 205-0496	A) Program Name: Florida Statewide Problem-Solving/Response to Intervention Project	DOE USE ONLY Date Received <div style="text-align: right; font-size: small;"> RECEIVED JUN 15 11 28 AM '09 BUREAU OF GRANTS MANAGEMENT </div>
B) Name and Address of Eligible Applicant: University of South Florida 3202 East Fowler Avenue Tampa, Florida 33620-7750		Project Number (DOE Assigned) 291-2629A-9C005
C) Total Funds Requested: \$ 1,298,047.00 <hr style="width: 20%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information	
Contact Name: Dr. George M. Batsche Dr. Michael J. Curtis		Mailing Address: EDU 162 4202 East Fowler Avenue University of South Florida Tampa, Florida 33620-7750
Telephone Number: 813-974-9472		SunCom Number: 574-9472
Fax Number: 813-974-7647		E-mail Address: batsche@tempest.coedu.usf.edu
CERTIFICATION		
I, <u>Diego Vazquez</u> , (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.		
Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E) <u>Diego R. Vazquez</u> Signature of Agency Head		



ADDITIONAL ASSURANCES – ALL PROJECTS	Fiscal Agent: University of South Florida
---	--

Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BEESS. Upon termination of the project, at the option of the DOE/BEESS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BEESS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that the project agrees to collaborate with other entities (i.e., other agencies, districts, organizations, and other projects) during the project year under the direction of DOE/BEESS staff.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BEESS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in "Guidelines for Project Publications," available from the BEESS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BEESS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BEESS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet Web sites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Kathy Dejoie, Supervisor, Clearinghouse Information Center at 850/ 245-0477; or E-mail: Kathy.Dejoie@fldoe.org.
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BEESS.
- Assurance is hereby provided that data reflecting project activities will be maintained and kept current in the BEESS Discretionary Projects Database throughout the year. Questions regarding the BEESS Discretionary Projects Database should be directed to Karen Denbroeder, Supervisor, at 850/ 245-0478 or by E-mail at Karen.Denbroeder@fldoe.org.
- As applicable to the scope of the project, assurance is hereby provided that the project will give priority to districts that have been targeted for improvement.

Project Abstract

Established Need: This project is a continuation of the implementation of the Statewide Problem-Solving and Response to Intervention Initiative that was begun in 2006. The Florida Department of Education (FLDOE) created this project to support the implementation of the requirements contained in both IDEIA and NCLB. The re-authorization of the Individuals with Disabilities Education Act (I.D.E.A.) became law July 1, 2005 (Individuals with Disabilities Education Improvement Act, IDEIA, 2004) and the Federal Regulations for the implementation of IDEIA 2004 became effective on October 13, 2006. IDEIA (2004) contains numerous requirements for the use of both the Problem-Solving method (PS) and Response to Intervention (RtI) to identify, implement, evaluate and modify interventions to ensure that students with disabilities attain the Adequate Yearly Progress (AYP) expectations of NCLB. More specifically, IDEIA requires that State Education Agencies (SEAs) develop criteria and guidelines to support the RtI option provided to Local Education Agencies (LEAs) for determining eligibility for programs for students with learning disabilities. In July 2007, the FLDOE disseminated an Interim Memorandum on Requirements for Students with specific learning disabilities (SLD) and Eligibility Determinations and implemented the new regulations regarding the provision of services to students with Emotional and/or Behavioral Disorders (EBD). Both of these documents reference the use of PS and RtI to develop, implement, and evaluate interventions for at-risk students. This project supports the implementation of these regulations and supports the implementation of services to improve the academic (particularly reading/language arts and mathematics) and behavior (academic engaged time) performance of all students at-risk for educational failure.

PS/RtI Project: This project is based on a three-tier model of service delivery. Tier One comprises core instruction in academics and student behavior. The Sunshine State Standards guide instruction and expected outcomes for this tier. The use of Florida's Continuous Improvement Model (FCIM) to monitor Tier One outcomes is already endorsed by the FLDOE. Approximately 20 percent of students do not achieve desired outcomes with Tier One level of service. Those students require Supplemental instruction/intervention in Tier Two. Programs such as Reading First and Positive Behavior Support are examples of Tier Two interventions. However, approximately 5-10 percent of all students still do not attain expectations. These students require Intensive instruction in Tier Three. The PS model guides the development and selection of interventions within the resources available (e.g., Reading First, Positive Behavior Support, building-based resources). Assessment strategies, from more global (e.g., FCAT, district-wide assessments) to student specific (Curriculum Based Measures, DIBELS, Curriculum-Based Evaluation, behavior observations), are used to evaluate student response to those interventions. A student's response to intervention determines the severity of the academic or behavior problem. In addition, a student's response to intervention can guide decision-making for program eligibility.

Project Capacity: The primary focus of the activities in the previous funding cycle was to focus on the implementation of Year One of the training and technical support for both the demonstration districts and the statewide training effort. Training during 2007-2008 consisted of five days of training for each of the 40 pilot schools in the 8 demonstration districts. In addition, technical assistance and follow-up was provided for these sites throughout the year. An

additional five days of coach training was provided to support implementation at the pilot sites. Five days of training were provided to 55 of 67 schools districts (voluntary participation) as part of the statewide training initiative during the previous funding cycle. Finally, the on-going implementation of the evaluation model was conducted. Given the completion of all of these activities, it is clear that this project has the capacity to continue implementation successfully during the 2008-2009 year. The Project Staff consists of 2 Project Co-Directors, 1 Project Leader, 3 Regional Coordinators, Evaluation Support Staff, Technology Assist Staff, Instructional Module Development Staff, Program Support Staff, and 13 Demonstration District Coaches supported by Project Mini-Grants.

Project Initiatives:

I. Statewide Training in Problem-Solving/Response to Intervention

a. Baseline Data:

- i. 26 Training Days completed at 16 locations
- ii. 1420 individuals trained
- iii. 15 Technical Assistance sessions completed
- iv. Modules developed for Days 1-5 (Year I) for statewide training
- v. Web-based Interactive Training Module-Understanding PS/RtI
- vi. 3 of 4 quarterly PS/RtI Newsletters

b. Deliverables: Highlights (See Project Performance Accountability Tables)

- i. Training modules for Training Days 1-4, Year II
- ii. Technical Assistance Papers (in collaboration with DOE)
- iii. Blueprints for district and building implementation (in collaboration with RtI-TLC)
- iv. Web-based Interactive Training Support Modules
- v. Quarterly PS/RtI Newsletters

c. Training and Technical Assistance and Dissemination Activities: Highlights (See Project Performance Accountability Tables)

- i. 2 Training Days at multiple locations for completion of Year I training
- ii. 4 Training Days at multiple locations for Year II Training
- iii. 3 Technical Assistance sessions at multiple locations to support training.
- iv. On-going communication with District RtI Contacts in participating districts
- v. Transfer of all training modules to RtI-TLC for dissemination to districts to support district guided professional development

d. Quality and Quantify for Acceptance: Highlights (See Project Performance Accountability Tables)

- i. Surveys assessing practices, beliefs, satisfaction and training evaluations
- ii. Direct skill assessments for all training sessions
- iii. Assessment of levels of implementation

II. Provide Training and Technical Assistance for All Pilot Schools in Demonstration Districts

a. Baseline Data: Highlights (Also, See Attached Project Quarterly Report Ending 3/31/2008)

- i. 65 Training sessions for pilot school-based teams in 13 locations—290 individuals
 - ii. 244 Training sessions conducted in demonstration districts by District Coaches
 - iii. 9 Data Collection training sessions completed
 - iv. Training modules for Day 1-5 (Year I) completed
 - v. 36 Technical Assistance sessions conducted by Regional Coordinators
 - vi. 933 Technical Assistance sessions conducted in demonstration districts by Coaches
 - vii. 8 Technical Assistance sessions conducted on Data Collection by project evaluation coordinators
 - viii. 3 Quarterly Newsletters disseminated
 - ix. Statewide website expanded
 - x. Web-based Interactive Professional Development Module completed for basic content in PS/RtI
- b. **Deliverables:** Highlights (See Project Performance Accountability Tables)
- i. Training Modules for Days 1-4, Year II
 - ii. Blueprint for District Policies/Procedures Manual
 - iii. Technical Assistance Papers (in collaboration with FLDOE)
 - iv. Web-Based Training Module to Support Year II Training
 - v. Transfer of all Year II Modules to RtI-TLC for state dissemination
- c. **Training and Technical Assistance and Dissemination Activities:** Highlights (See Project Performance Accountability Tables)
- i. 4 -Year II Training Sessions for All Pilot School-Based Leadership Teams
 - ii. On-going Technical Assistance Sessions for Pilot Schools
 - iii. On-going problem-solving meetings with principals of Pilot Schools
 - iv. Quarterly meetings with Demonstration District RtI Contacts and District Leadership Teams
 - iii. Quarterly Newsletters
 - iv. Initiation of web-based advanced training module
- e. **Quality and Quantify for Acceptance:** Highlights (See Project Performance Accountability Tables)
- i. Surveys assessing beliefs, practices, skills, satisfaction, training evaluation, coaching evaluation, coach self-evaluation
 - ii. SAPSI-progress monitoring tool for level of implementation
 - iii. Integrity of implementation measures
 - iv. Direct Skill Assessments
 - v. External review of training modules by project partners (PBS, FCRR, FLDOE)

III: Evaluation of the impact of the PS/RtI model on student performance and special education outcomes

- a. **Baseline Data:** Highlights (See Attached Quarterly Report Ending 3/31/2008)

- i. 9515 Beliefs, Satisfaction, Practices, Skills, Training Evaluation and Coach Evaluation Surveys completed
 - ii. 93 Self Assessments of Problem-Solving Implementation completed
 - iii. 2702 Integrity measures completed by coaches
 - iv. 2153 Direct Skill Assessments completed
- b. Deliverables: Highlights (See Project Performance Accountability Tables)**
- i. Annual Evaluation Report
 - ii. Transfer of Evaluation Instruments to RtI-TLC for dissemination to districts for district implementation
- c. Training and Technical Assistance and Dissemination Activities: Highlights (See Project Performance Accountability Tables)**
- i. On-going training and technical assistance sessions for coaches and project staff
 - ii. Training and TA on the inclusion of student outcome data in the evaluation model
 - iii. Collaboration with FCRR and PBS to include behavior data in the evaluation model
- d. Quality and Quantify for Acceptance: Highlights (See Project Performance Accountability Tables)**
- i. External review by evaluation coordinators
 - ii. Collaboration with FCRR on PMRN data
 - iii. Collaboration with FLDOE Data Warehouse Personnel

Support for Reading/Strategic Imperatives

1. This project supports the state's Reading Initiative in the following ways:
 - a. Collaboration with FCRR to increase the number of schools using Problem-Solving, Data-based decision making at early grades (K-3) to prevent reading failure.
 - b. Increase the number of early grade interventions to facilitate early identification and intervention for students at-risk for reading failure.
 - c. Decrease the percent of students who are labeled SLD as a result of the traditional "wait to fail" process.

2. The project supports the following Strategic Imperatives
 - a. SI-1: *Increase the number of high performing teachers.* This project will provide teachers with the skills to identify students at-risk early, to improve performance in the use of student-based data and improve performance in the delivery of evidence-based interventions.
 - b. SI-3: *Improve Proficiency.* Problem-Solving/Response to Intervention is an evidence-based method to significantly improve the reading, math, and writing skills of low performing students.

Closing the Gap. Problem-Solving/Response to Intervention is an evidence-based method to significantly reduce disproportionality and improve performance for minority, poor and English Learning students.

High School Graduation. The improvement in performance of students and early intervention will improve graduation rates in the future.

- c. SI-4: *Leaders.* This project will increase the number of Leadership Training Opportunities throughout the state.
- d. SI-7: *Return on Investment.* Problem-Solving/Response to Intervention has been demonstrated to be a more efficient way of delivering services and deploying personnel, resources and time allocation.

State Performance Plan

This project will assist districts in addressing applicable SPP indicators in primarily two ways:

1. *Problem-Solving:* The focus of this project is to provide districts and buildings with a blueprint to problem-solving district, building and student-level problems. The entire focus of this project is on systems change and the process of implementing reform efforts that improve student performance, school climate and family participation. Statewide training and focused training in the pilot schools will focus on providing the skills, materials and technical assistance to implement the problem-solving process to improve student academic and behavior performance.
2. *Program Evaluation:* This project contains a well-developed, comprehensive program evaluation model. Schools and districts will be able to use the data from the project to identify areas that required targeted assistance and to document the effects of interventions implemented to address those areas. In particular, this project will be able to provide assistance to districts and buildings in addressing the impact of Early Intervening Services, particularly as they relate to reducing disproportionality in general and in specific disability categories.

Indicator 4: Reduce Suspensions and Expulsions

Problem-solving at the building, classroom and student level will result in Tier 1, 2, and 3 interventions that results in improved academic engaged time and reduction in suspensions and expulsions.

Indicator 5: Educational Environments, ages 6-21

PS/RtI provides schools with the skills to both scaffold and integrate instruction and interventions across Tiers 1, 2 and 3. This results in an integrated instructional plan that both improves the impact of Tiers 2 and 3, and integrates Tiers 2 and 3 with Tier 1 instruction. Tier 1 instruction will be more effective for students with disabilities and increase the amount of time students with disabilities spend in Tier 1.

Indicator 9: Disproportionality

The core of the PS/RtI model is the use of student-centered data to make decisions regarding Tier 1, 2 and 3 instruction and interventions. The data are organized around the NCLB disaggregated groups. These data are used to identify, early in the process, disproportionality. The problem-solving process is then used to identify strategies that reduce the potential for disproportionality. Disproportionality can be addressed successfully only at the building level—not the district level. The PS/RtI process provides building leaders with the data they need to address this issue before it becomes a problem.

Indicator 10: Disproportionality, specific disability category.

The impact of the PS/RtI process has the greatest impact on reducing disproportionality in the SLD, EBD and mild mental handicap categories.

Dissemination/Marketing

This project has a comprehensive Communications strategic plan that includes the use of distance learning, statewide newsletter, internet communications, presentations at state and regional conferences and collaboration with existing projects (e.g., FCRR, PBS, Early Learning) and FLDOE dissemination venues (e.g., weekly updates, PAEC).

Reporting Outcomes

Regular quarterly reports will be submitted to the BEESS project contact. The fourth quarter report will represent a summary report of the project's accomplishments for the year. Projects will submit quarterly reports electronically using the format provided by BEESS. Reporting of fiscal information (cumulative listing of expenditures) will be included with the second quarterly report.

Data reflecting training activities will be maintained and kept current through the web-based system at USF and coordinated with the BEESS Discretionary Projects Training Database throughout the year. All equipment (computer, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation and transmission of the data. The database will be accessible to the BEESS upon request and data will be transmitted in the manner and timeframe requested. The Project will coordinate activities on a quarterly basis with Karen Denbroeder. The project managers will attend the BEESS annual discretionary project managers' meeting.

DELIVERABLES FORM

Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)
1. Training Modules covering the following topics: a. Review of PS/Rtl b. Development of Standard Protocols for Tier 2 c. Data Collection for Tiers 2 and 3 d. Intervention Integrity and Documentation e. SLD and EBD Eligibility	Content Appropriate to Initiative Peer/Research Reviewed Appropriate for Duplication Appropriately Organized	September - December, 2008
2. Web-Based Interactive Training Module to Support Pilot and Statewide Training	Content Appropriate to Initiative Appropriate for Duplication User-Friendly	December, 2008
3. Procedures Manual: Blueprint of a manual to be used by districts that identifies the steps, procedural safeguards, and decision rules for the implementation of PS/Rtl	Content Appropriate to Initiative Appropriate for Duplication User-Friendly	December, 2008
4. Project Evaluation Plan: End-of-Year Report	Content Appropriate to Initiative Peer Reviewed Reviewed by DOE Staff	June, 2009
5. Technical Assistance Papers: a. TAP focusing on implementation practices for PS/Rtl b. TAP focusing on decision rules for intervention evaluation and eligibility criteria c. TAP focusing on procedural safeguards within the PS/Rtl model	Content Appropriate to Initiative Appropriate for Duplication User-Friendly Reviewed by DOE	TBD by FLDOE
6. Webcasts: Two webcasts focusing on exemplary implementation sites.	Content Appropriate to Initiative Appropriate for Duplication User-Friendly Peer Reviewed	December, 2008 April, 2009

DELIVERABLES FORM

<p>(1) Name of Deliverable and Brief Description</p>	<p>(2) Standard(s) for Acceptance</p>	<p>(3) Due Date(s)</p>
<p>7. Annual Evaluation Report</p>	<p>Reviewed by DOE Staff Format Consistent with Content Appropriately Organized</p>	<p>Format for Quarterly report developed and disseminated quarterly. 4th quarter report constitutes annual report.</p>
<p>8. Power Point presentation(s) for all training modules and activities</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly</p>	<p>As developed for 2008-2009</p>
<p>9. Website: On-going development and improvement of the Project website</p>	<p>Content Appropriate to Initiative Format Consistent with Content User-Friendly</p>	<p>Website completed. Updating occurs at least monthly.</p>
<p>10. Quarterly Project Newsletters</p>	<p>Peer Reviewed</p>	<p>September, 2008 December, 2008 March, 2009 June, 2009</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
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TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>Statewide Training Conducted: Training in the PS/RtI content and methods will occur in multiple locations within the three regions of the State of Florida established for this Project (North, Central, South). Training must be completed in sequence, as established in training blueprint. Districts that participated in Days 1-3 of Year 1 will be invited to participate in Year 2. Year 2 training will occur in a serial fashion across 4 training days in the 2008/09 year. Training will be facilitated by the Regional Coordinators and Project Staff.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly Peer Reviewed Staff Evaluation</p>	<p>Documentation (sign-in sheets) of participating districts, schools, and personnel.</p> <p>Training materials</p> <p>Self-Report Evaluations and Pre-Post Skill assessments by participants</p> <p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by regional coordinators and site-based coaches.</p>	<p>September, 2008-June, 2009</p>
<p>Training Received: Appropriate Project Staff and Staff from Partner Projects will attend two national training conferences—DIBELS Summit and the Innovations Conference. Attendance at these conferences is necessary for Project Staff to include the most current practices (data and evidence-based interventions) in training modules.</p>	<p>DIBELS Summit: current and developing assessment methods and practices to inform core and supplemental/intensive instruction and interventions in reading, math and early intervention.</p> <p>Innovations Conference: This conference will focus on evidence-based practices for scaling-up Problem-Solving/RtI</p>	<p>Web-Based Documentation</p>	<p>DIBELS-Spring, 2009</p> <p>Innovations-September, 2008</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>Demonstration Site/Pilot School Training:</p> <p>1. Training specific to the demonstration sites and pilot schools will occur across a minimum of 4 days in the 2008/09 year. The training for these sites will be based on a needs assessment conducted at each site. Data from the needs assessment will be used to target the training at the respective sites. At minimum, the content of Year 2 will focus on progress monitoring CBM data, development of standard protocols for Tier 2 and eligibility determination issues.</p> <p>2. Training will continue to be provided to new and continuing coaches by the Regional Coordinators and Project Staff. The Project will have at least one new (replacement) coach during the 2008-2009 year.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly Peer Reviewed Staff Evaluation Consumer Satisfaction Evaluation</p>	<p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by regional coordinators, site-based coaches, and/or evaluation support staff.</p>	<p>Initiate September, 2008</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>Technical Assistance (Pilot Schools): Regional Coordinators, Project staff (e.g., evaluation coordinators) and Coaches will provide technical assistance and support on an on-going basis to school-based leadership teams and principals in each of the site-based schools. Project staff will provide technical assistance in the following areas:</p> <ul style="list-style-type: none"> a. Implementation of the training modules b. Data collection and organization c. Technology support for data organization and interpretation d. Use of the web-based database e. Systems change issues <p>Conference Calls: Conference calls will be held with each of the demonstration sites on a regular basis. These conference calls will be hosted by the site-based coach and will involve the Regional Coordinator for the respective region. Conference call agendas will be agreed upon in advance to ensure that the personnel and technical assistance support is available for the specific call agenda.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly Staff Evaluation Based on Needs Assessment Consumer Satisfaction Evaluation</p> <p>Content Appropriate to Initiative User-Friendly Consumer Satisfaction Evaluation</p>	<p>Documentation of dates, times, locations and focus of TA using the web-based documentation system.</p> <p>Web-based documentation of dates, times, participants and content focus of the call.</p>	<p>Monthly, beginning September 2008.</p> <p>Beginning September 2008</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>Principal Meetings: Two meetings will be held with the principals of the Pilot Schools to facilitate implementation and engage in implementation problem-solving. The final meeting of the year will focus on strategic planning for the following Fall. At least one of these meetings will be held in conjunction with an existing state meeting (e.g., AMM, Just Read)</p>	<p>Needs assessment will be conducted prior to each meeting to ensure that the meeting agenda focused on district needs.</p>	<p>Web-based documentation of dates, times, participants and content focus of the meeting</p>	<p>Fall, 2008, Winter, 2009, and/or Summer, 2009</p>
<p>Web-Based Technical Assistance: The Project Website will support an FAQ section that will be available to all participating schools in the State. Questions submitted by sites will comprise the content of this section. In addition, the Project website will support a bulletin board format where sites can engage in ongoing web communication regarding issues of concern to the sites. Project staff will monitor this section to ensure that appropriate support is provided to the sites.</p>	<p>Content Appropriate to Initiative User-Friendly Consumer Evaluation</p>	<p>Database on website will document participation and activities.</p>	<p>August, 2008 (On-Going)</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>Annual Conference: The Project will host an annual conference to provide information, share outcomes, highlight successful implementation methods, share consumer satisfaction information and update all of the sites on the outcomes of the on-going Project evaluation. In addition, training focused on specific site-based needs will be provided. This training will be limited to those issues that are identified as barriers to successful implementation. The format of this conference will mirror that of the National Innovations Conference held each year in a different location in the United States.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly Participant Evaluation</p>	<p>Web-based documentation of districts, sites and participants in addition to dates/times and content of the conference.</p> <p>Conference brochures and training materials.</p>	<p>Summer 2009</p>
<p>Distance Learning: A distance learning format will be used to provide training support to demonstration sites and sites participating in the statewide training. The content of the distance learning will be focused on those skills and issues that require strengthening in addition to the training that takes place in each region of the state.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly Based on Needs Assessment Participant Evaluation</p>	<p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by regional coordinators and site-based coaches.</p>	<p>On-going</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>Dissemination Activities:</p> <p>a. Web-Based: All project dissemination communications (e.g., newsletters), technical assistance papers, Power Point presentations, and training modules will be posted on the Project website.</p> <p>b. Technical Assistance Papers: TAPs will be disseminated through the FLDOE.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly</p> <p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly</p>	<p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by Regional Coordinators and site-based coaches.</p> <p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by Regional Coordinators and site-based coaches.</p>	<p>On-going</p> <p>TBD by FLDOE</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM

<p>(1) Name of Activity and Brief Description</p>	<p>(2) Quantity and Quality Standards for Acceptance</p>	<p>(3) Method of Documentation</p>	<p>(4) Critical Timelines</p>
<p>c. State Conferences: Updates regarding the project and in some cases, skill-based training will be provided at statewide conferences, such as the following:</p> <ol style="list-style-type: none"> 1. AMM 2. K-12 3. Just Read, Florida 4. FASA 5. Reading First 6. Positive Behavior Support 7. Safe Schools 8. FASP 9. FASSW 10. FSCA 11. FSNA 	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly</p>	<p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by Regional Coordinators and site-based coaches.</p>	<p>September, October, November 2008 March 2009</p>
<p>d. FLDOE Communications: Project information and updates will be disseminated through the DOE and BEES Weekly Updates posted through the paperless communication system of the DOE.</p>	<p>Content Appropriate to Initiative Appropriate for Duplication User-Friendly</p>	<p>Web-Based Documentation: The Project will maintain a web-based database designed to document all training activities (descriptive data), training outcomes (skill assessments), level of participation, participant/consumer satisfaction, school-based outcomes and student-based outcomes. Data will be entered by Regional Coordinators and site-based coaches.</p>	<p>Monthly 2008-09</p>

SERVICE DELIVERY FORM

Service Delivery: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery