

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Numbers
10C015
10C016
10C017

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) Name and Address of Eligible Applicant: School District of Clay County 900 Walnut Street Green Cove Springs, FL 32043	DOE USE ONLY Date Received
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B) Applicant Contact Information

Contact Name: Kathryn Lawrence, Project Manager	Mailing Address: 2306 Kingsley Ave. Orange Park, FL 32073
Telephone Number: 904-272-8123	
Fax Number: 904-272-8149	SunCom Number: 837-1500 extension 5252123

C) Program Name (1)	C) Program Name (2)	C) Program Name (3)
SEDNET District 4		
Project Number: (DOE Assigned)	Project Number: (DOE Assigned)	Project Number: (DOE Assigned)
D) Total Funds Requested: \$ 128,317.00	D) Total Funds Requested: \$	D) Total Funds Requested: \$
Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$

CERTIFICATION

I, Ben Wortham, 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) _____
 Signature of Agency Head



A) School District of Clay County – SEDNET 4

TAPS Number 10C015 10C016 10C017
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B) _____

Project Number: **(DOE USE ONLY)**

**Florida Department of Education
 Budget Narrative Form/IDEA Part B, Trust**

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5200	510	Consumables for E/BD students		5051.00
6300	130	Salaries other Certified Personnel/SEDNET Project Manager	.25	17900.00
6300	210	Retirement @ 9.85%		1760.00
6300	220	Social Security @ 7.65%		1370.00
6300	230	Insurance		1210.00
6300	330	Travel (Vicinity Travel for Project Manager and Staff)		4300.00
6300	371	Stamps		300.00
6300	391	Printing (forms, parent flyers)		200.00
6300	510	Office Supplies (printer cartridges, paper, staplers, paper, etc.)		500.00
6400	310	Consultant Fees for Staff Development Training and Parent Training		2500.00
6400	330	Travel (Conference/meetings for SEDNET staff in state)		1500.00
6400	510	Supplies (training supplies, notebooks, other operational supplies for teachers, professional staff, and parents.)		500.00
6400	590	Books		300.00
7200	790	Indirect Cost @ 3.27%		1265.00
C) TOTAL				\$38,656.00

DOE 101
 Rev. 12/07

Dr. Eric J. Smith, Commissioner



NARRATIVE SECTION

Project Design-Narrative

Description of the project – SEDNET provides an intensive integrated educational program, a continuum of mental health treatment services, and when needed, residential services to enable students with or at-risk of emotional/behavioral disabilities to develop appropriate behaviors and demonstrate academic and career education skills.

Expected Outcomes/Project Goals – The following outcomes/goals are identified SEDNET:

- Support and represent the needs of students in each school district in joint planning with fiscal agents of children’s mental health funds, including the expansion of school-based mental health services and integrated education and treatment programs
- Improve coordination of services for children with or at-risk of emotional/behavioral disabilities and their families by assisting multi-agency advisory boards to identify critical issues and barriers of mutual concern and develop local response systems
- Increase parental involvement with local systems of care
- Promote programs for students with or at-risk of emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services
- Enable identified students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living
- Identify necessary programs and services as close as possible to the student’s home in the least restrictive manner consistent with the student’s needs
- Integrate a wide range of services that are necessary to support all IDEA, Part B, eligible or at-risk students and their families

State Performance Plan (SPP) Indicators – The SEDNET projects must address the following SPP Indicators:

- Indicator 1 – Percent of youth with IEPs graduating from high school with a regular diploma
- Indicator 2 – Percent of youth with IEPs dropping out of high school
- Indicator 4 – Rates of suspension and expulsion
- Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
- Indicator 14 – Percent of youth with IEPs who are no longer in high school who are transitioning into the community and world of work

Project Performance Accountability (PPA) – The project will address the following performance items and activities. The project may also add performance items and activities to those specifically identified.

Training and Technical Assistance: Coaching/mentoring and workshops/presentations.

Service Delivery: Referrals for other services and facilitate interagency collaboration.

Project Design Narrative Components

09-10 Baker, Clay, Duval, Nassau, & St. Johns

PROJECT ABSTRACT:

Pursuant to with Section 1006.04, Florida Statutes, the Multiagency Service Network for Students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to promoting a quality, comprehensive system of care for children with or at risk of emotional/behavioral disabilities (E/BD) and their families. SEDNET helps

ensure that the needs of youth with or at-risk of E/BD are being met through facilitation, collaboration, and direct intervention, as well as training, research and program development.

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

The SEDNET projects using research based best practices support local district efforts addressing the following SPP Indicators:

- Indicator 1 – Percent of youth with IEPs graduating from high school with a regular diploma
- Indicator 2 – Percent of youth with IEPs dropping out of high school
- Indicator 4 – Rates of suspension and expulsion
- Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
- Indicator 14 – Percent of youth with IEPs who are no longer in high school who are transitioning into the community and world of work

BASELINE DATA AND PERFORMANCE MEASURES

Yearly baseline and trend data related to performance measures for SEDNET initiatives utilize qualitative and quantitative data information from FLDOE/BEES LEA Profiles, Local District Student Information Systems, and Local Professional Development Learning Management Systems, and Florida Positive Behavior Support Project:

Response to Intervention for Behavior Evaluation System (FLPBS: RtIB PBSES Data collection includes, but is not limited to:

- Participant Training Evaluation Summary forms summarized and analyzed to determine the impact of SEDNET provided in service training and follow up activities.
- Student performance data collected to determine the impact of SEDNET provided resources on outcomes and when assessing the effectiveness of school based or school related services. When appropriate, this data shall include student academic and behavioral data; systemic data such as reduction in dropout rate, in-school suspension, out of school suspension etc; increase in graduation, promotion, vocational opportunities, etc. for students who are identified as emotionally and behaviorally disabled.
- Quantitative and qualitative data collected to assess the continuous multi-agency planning, implementation, and evaluation of education, mental health treatment, and residential services for students with emotional and behavioral disabilities Data collected will assess the effectiveness and may include consumer satisfaction surveys, impact assessments, etc.

- Quantitative and qualitative data collected to determine the effectiveness of sharing information, materials, and resources for services for students with emotional and behavioral disabilities within the project geographic delivery area.
- FLPBS: RtIB PBSES provides mid-year and end of year data reports to District RtI Leadership Teams and local schools implementing SWPBS. Data reports graph district wide and individual school yearly information as well as trend information related to Team Process, School Wide PBS Activities, Coaches Self Assessments, Benchmarks of Quality/Critical Elements, and Student Outcome Data. These reports allow for progress monitoring on the district and local school levels to evaluate fidelity of implementation efforts and to guide district planning.
- Given the expectations for the project, the applicant should identify the starting point from which progress will be measured. Types of data that may be used include:
 - quantitative data such as relevant SPP indicator data as reflected in the SPP/Annual Performance Report (APR) or LEA profiles, information regarding districts that are targeted or have been determined to have systemic non-compliance, student performance outcome data, district graduation rates, formal survey results;
 - quantitative data reflecting recent project performance activities, such as the number of people trained by the project and school or district impact data collected by the project;
 - qualitative data such as informal needs assessment results, focus group results, or case studies; or in the absence of existing data, provide initial data collection plans given the expectations for the project, the applicant should identify the starting point from which progress will be measured. Types of data that may be used include:
 - quantitative data such as relevant SPP indicator data as reflected in the SPP/Annual Performance Report (APR) or LEA profiles, information regarding districts that are targeted or have been determined to have systemic non-compliance, student performance outcome data, district graduation rates, formal survey results;
 - quantitative data reflecting recent project performance activities, such as the number of people trained by the project and school or district impact data collected by the project;
 - qualitative data such as informal needs assessment results, focus group results, or case studies; or
 - in the absence of existing data, provide initial data collection plans.

ESTABLISHED NEED/Discussion of Baseline Data

The LEA profile provides districts with a tool for use in establishing need and planning for systemic improvement in exceptional education programs. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, prevalence, parent involvement and provides information about district performance as compared to state level targets in Florida’s State Performance Plan. Trends discussed herein are for a three year period: 2005-06 to 2007-08.

Indicator #1 Standard Diploma Graduation Rate

- Baker County: Standard Diploma graduation rates show an increase of 27%
- Clay County: Standard Diploma graduation rates show an increase of 3%
- Duval County: Standard Diploma graduation rates show an increase of 1%
- Nassau County: Standard Diploma graduation rates show an increase of 13%
- St. Johns County: Standard Diploma graduation rates show and increase of 12%

Indicator # 2 Drop Out Rate:

- Baker County: Dropout rates for students with disabilities has decreased 3%
- Baker County: Dropout rates for students with EBD has decreased 7%

- Clay County: Dropout rates for students with disabilities has decreased 2%
- Clay County: Dropout rates for students with EBD has decreased 2%
- Duval County: Dropout rates for students with disabilities has decreased 1%
- Duval County: Dropout rates for students with EBD has increased 1%
- Nassau County: Dropout rates for students with disabilities has decreased 2%
- Nassau County: Dropout rates for students with EBD has decreased 4%
- St. Johns County: Dropout rates for students with disabilities has decreased 1%
- St. Johns County: Dropout rates for students with EBD continues to stay at 4%

Indicator#4 Suspension and Expulsion

- Baker County: Risk ratios for students with disabilities and non disabled students suspended or expelled for greater than 10 days continues to stay at less than 1%
- Clay County: Risk ratios for students with disabilities and non disabled students suspended or expelled for greater than 10 days continues to stay at 1%
- Duval County: Risk ratios for students with disabilities and non disabled students suspended or expelled for greater than 10 days continues to stay at 3%
- Nassau County: Risk ratios for students with disabilities and non disabled students suspended or expelled for greater than 10 days continues to stay at 1%
- St. Johns County: Risk ratios for students with disabilities and non disabled students suspended or expelled for greater than 10 days continues to stay at 2%

Indicator #13 Transition IEP Components

- Baker County: Percentage of youth with disabilities aged 16 and above with an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals has decreased 50%
- Clay County: Percentage of youth with disabilities aged 16 and above with an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals currently at 67%
- Duval County: Percentage of youth with disabilities aged 16 and above with an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals currently at 0%
- Nassau County: Percentage of youth with disabilities aged 16 and above with an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals currently at 33%
- St. Johns County: Percentage of youth with disabilities aged 16 and above with an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals currently at 0%

Indicator #14 Post School Outcomes

- Baker County: Percentage of youth who had IEPs and are no longer in secondary school found to be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school has increased 5.84%
- Clay County: Percentage of youth who had IEPs and are no longer in secondary school found to be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school has decreased 3%
- Duval County: Percentage of youth who had IEPs and are no longer in secondary school found to be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school has decreased 1%
- Nassau County: Percentage of youth who had IEPs and are no longer in secondary school found to be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school has increased 6%
- St. Johns County: Percentage of youth who had IEPs and are no longer in secondary school found to be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school is currently the same at 66%

Scope of work –Description of Alternate Methods for Training/Meetings – Projects must consider alternate methods of conducting meetings and training events in an effort to reduce the number of these events that require out-of-district travel for school district and project staff members. Projects must describe alternate methods to be utilized during the 2009-2010 project year and estimate the number of such events. In addition, projects must estimate the number of face-to-face training events planned that will require out-of-district travel for the participants in such events.

Description of Alternate Methods for Training/Meetings – In providing technical assistance, training, and /or meetings, alternative technology-based formats as available to districts will be considered to reduce face to face events. (i.e. Skype, Elluminate, Adobe Connect, Moodle, Webex)

Support of the State Performance Plan – Evaluation plan

- Quantitative and qualitative data will be collected through various methods, such as evaluations, consumer satisfaction surveys, teacher rating scales and monthly provider reports. In addition, informal needs assessments and surveys from stakeholder groups will be reviewed.
- Outcome data shall include, but not limited to, student academic and behavioral data, discipline data, graduation rates and target SPP Indicator Data as reflected in the SPP/APR or LEA Profiles.
- Data analysis will allow for identification of barriers to fidelity of implementation and need for change or revision of project activities.
- Project outcomes will be reported using the Project Tracking System (PTS). Quarterly reports, year to date and annual reports will be generated for individual project review and ongoing

Areas of Focus/Support for Reading and Math/Science Initiatives

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

As applicable to the scope of work, describe how the proposed project will address the reading and math/science initiatives of the Florida Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.com/>

Math/Science Initiative

URL: <http://www.fldoestem.org/center13.aspx>

Dissemination/Marketing

Dissemination and marketing of SEDNET project to appropriate populations may include but is not be limited to:

- Participation in key school district and community stakeholder meetings within the systems of care. (i.e. Juvenile Justice Councils, Community Based Care Alliances, Substance Abuse and Mental Health Coalitions, DCF/SAMH stakeholder meetings, Multidisciplinary Teams, District Level Leadership groups, RtI District Leadership Teams, etc.) .
- Promotion via attendance and presentations at local, state, and national conferences
- Utilization of FLDOE developed SEDNET materials
- School District Websites
- Parent Groups at local and state levels
- Local Media

Reporting Outcomes

Status updates – Regular status updates will be required at the discretion of the project contact.

Reporting Project Activities – Projects must maintain and update data reflecting their activities throughout the year in the BEESS Project Tracking System (PTS). Projects may enter data concerning the implementation of their activities at any time; **however, projects must enter data in the PTS at least quarterly. Failure to comply with data reporting requirements may jeopardize future funding.** The BEESS contact for management of PTS is Karen Denbroeder (850/245-0475 or karen.denbroeder@fldoe.org).

For Federal Programs – General Education Provisions Act (GEPA)

In accordance with the requirements of section 427 in the General Education Provision Act (GEPA), Public Law 103-382, SEDNET will ensure equitable access to and participation of student, teachers, and other program beneficiaries with special needs. Accommodations and modifications required by participants will be addressed on individual need basis utilizing technical assistance and resources provided by the participating districts and key community stakeholders.

ADDITIONAL ASSURANCES – ALL PROJECTS	Fiscal Agent:
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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 Project Tracking System (PTS). Questions regarding PTS 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 when assistance is requested by a district, the project will give priority to districts that have been targeted for improvement related to an SPP indicator or to those districts that the Bureau determined to be “in needs of assistance or intervention.”
- Assurance is hereby provided that 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.
- For projects with Web sites, assurance is provided that the project will maintain current and updated information specifically related to the project’s primary focus. When referencing information and products that are developed by or are the primary responsibility of another BEESS discretionary project, the project will link directly to that project’s Web site rather than summarize or excerpt information.

ADDITIONAL ASSURANCES – SEDNET	Fiscal Agency
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Submission of this application hereby assures that the applicant and all participating districts and organizations or agencies will implement the project to develop and continue a multiagency service network for students with emotional/behavioral disabilities consistent with requirements of Section 1006.04, Florida Statutes; the prescribed project funding purpose; and with the following requirements:

- Assurance is hereby provided that project funds will be made available to allow project managers to attend two project workdays and any BEESS meetings directly related to project implementation activities.
- All start-up activities which include the provision of direct service to students with emotional/behavioral disabilities and their families will adhere to the following guidelines prior to implementation:
 - the provision of these services is warranted based on the need to fill gaps to improve services as identified by the project's advisory board;
 - funds to provide these services are not available at this time;
 - funding these services does not supplant existing services supported by other funding sources; and
 - a time frame is established for discontinuation of the support.
- All application revisions, including those which do not require prior approval, will be incorporated into project records and disbursement reports in an accurate and timely manner.
- Funds will be used in such a manner that the effects of funds used in other programs are neither duplicated nor counteracted.
- Funds will be used to increase the impact of funds available under other programs.
- Project sponsored in-service is included in the districts Master Plan for in-service.
- Project will collaborate with BEESS regarding the state professional development system in accordance to procedures developed by BEESS.

Project Performance Accountability Instructions and Forms

Performance Item

Deliverable - a tangible product to be developed by the project for dissemination

Type of Deliverable and Brief Description (including the name, topic area, and content to be covered)	Standard for Acceptance	Intended Audience	Due Date
<p>Database SEDNET District 4 has a unique database for students with emotional/behavioral disabilities and at risk kids which covers all students who are seen at our Family Support Planning Meetings. The information gathered includes the diploma track of each child, if they are currently enrolled in school, numbers of suspensions/expulsions, a copy of their IEP to verify transitional services and tracks those who are no longer in school to see their transition path. Indicators: 1,2,4,14</p>	<p>Content Accurate Content Complete</p>	<p>Case managers Therapists Interventionists Staffing Specialists</p>	<p>Within three days of each individual meeting</p>
<p>Presentation SEDNET District 4 will be creating a PowerPoint to train schools and agencies on the Family Services Planning Team meetings. These meetings address the mental health, behavioral, and educational concerns of E/BD and at risk students. Indicators: 1,2,4</p>	<p>Content Accurate Content Complete Design, Content, and Format Appropriate for Audience</p>	<p>Case managers Therapists Interventionists Staffing Specialists Social Workers Guidance Counselors Teachers</p>	<p>Complete by November 2009</p>
<p>Training material-PowerPoint PowerPoint will be created to review current data on the Department of Juvenile Justice and ESE students and the correlation with current drop out rates and post secondary outcomes. Indicators: 1,2,13,14</p>	<p>Content Accurate Content Complete Design, Content, and Format Appropriate for Audience</p>	<p>Case managers Therapists Interventionists School Personnel</p>	<p>Complete by October 2009</p>
<p>Training Materials – Handouts Handouts on the Family Services Planning team meetings, Transition Family Services Planning Team meetings, SEDNET brochure, FSPT application. Therapeutic forms, application to be a therapeutic friend, and Department of Juvenile Justice Award Application. SEDNET will update all of these forms and provide them to agencies on a disc drive. Indicators: 1,2,4,14</p>	<p>Content Accurate Content Complete Design, Content, and Format Appropriate for Audience</p>	<p>Case managers Therapists Interventionists Staffing Specialists Social Workers Guidance Counselors Teachers</p>	<p>Complete by July 2009</p>

Performance Item

Training and Technical Assistance - training and TA activities provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

Type of Training/TA and Brief Description			
(include name of the activity, topic area, content to be covered and as applicable to activity, estimated number of workshops, presentations, etc.)			
SEDNET puts on an annual conference for topics requested by the community annually. This year the topic will include ways to deescalate emotional/behavioral and at risk students in the inclusion environment and specific methods in dealing with Reactive Attachment Disorder students. This conference will take place at the beginning of 2010.			
Indicators: 1,2,4			
Method of Documentation	Standard for Acceptance	Intended Audience	Due Date
Contract with speaker Evaluation summaries Sign in sheets Participant Feedback Summaries	Appropriately Organized Content Accurate Content Complete Delivery Appropriate to Content and Audience	Teachers Administrators Mental Health Professionals Parents	March 2010
Type of Training/TA and Brief Description			
(include name of the activity, topic area, content to be covered and as applicable to activity, estimated number of workshops, presentations, etc.)			
Participate in county Rtl meetings in Baker, Clay, Nassau, Duval, and St. Johns counties.			
Method of Documentation	Standard for Acceptance	Intended Audience	Due Date
Sign In Sheets Anecdotal Data Agreements List of Participants	Appropriately Organized Content Accurate Content Complete Delivery Appropriate to Content and Audience	Student Services Exceptional Student Education Administrators	June 2010
Type of Training/TA and Brief Description			
(include name of the activity, topic area, content to be covered and as applicable to activity, estimated number of workshops, presentations, etc.)			
SEDNET will participate in Project Connect in Baker, Clay, Duval, Nassau, and St. Johns counties.			
Method of Documentation	Standard for Acceptance	Intended Audience	Due Date
Sign In Sheets Anecdotal Data Agreements List of Participants	Participant Feedback Indicative of Usefulness Appropriately Organized	Parents Mental Health Personnel School Personnel Transitional agencies	June 2010

Performance Item

Service Delivery - delivery of intended services to targeted participants

<p>Type of Service and Brief Description (include the topic area and information about the nature of the service to be delivered and estimated numbers as applicable to activity (e.g. number of assessments, child find screenings, etc.)</p>			
<p>SEDNET will participate in / provide technical support at all Family Services Planning Team meetings and Transitional Family Services Planning Team meetings. The estimated number of meetings is 84 for the year. Family Services Planning Team meetings are made up of a case manager, child coordinator for DCF SAMH office, school personnel, FSPT coordinator, SEDNET Project Manager, parents, and therapists. Individual students are evaluated to specify needs in the community including school. Indicators: 1,2,4,13,14</p>			
<p>Standard for Acceptance</p>	<p>Method of Verification</p>	<p>Targeted Participants</p>	<p>Due Date</p>
<p>Referrals are appropriate to Identified needs Participation Rate Meets Established Minimums</p>	<p>Attendance Records Case Records Anecdotal Data</p>	<p>Parents Mental Health Personnel School Personnel</p>	<p>Monthly</p>
<p>Type of Service and Brief Description (include the topic area and information about the nature of the service to be delivered and estimated numbers as applicable to activity (e.g. number of assessments, child find screenings, etc.)</p>			
<p>SEDNET will coordinate and chair the Treatment Review Team meetings which reviews students who are in placements outside their homes and make decisions on students who may require placements. The estimate is 28 meetings a year. Students education will be monitored and the team will assist proper placement upon the students release.</p>			
<p>Standard for Acceptance</p>	<p>Method of Verification</p>	<p>Targeted Participants</p>	<p>Due Date</p>
<p>Referrals are appropriate to Identified needs Participation Rate Meets Established Minimums</p>	<p>Attendance Records Case Records Anecdotal Data</p>	<p>Parents Mental Health Personnel School Personnel</p>	<p>Monthly</p>
<p>Type of Service and Brief Description (include the topic area and information about the nature of the service to be delivered and estimated numbers as applicable to activity (e.g. number of assessments, child find screenings, etc.)</p>			
<p> </p>			

Type of Service and Brief Description (include the topic area and information about the nature of the service to be delivered and estimated numbers as applicable to activity (e.g. number of assessments, child find screenings, etc.)

SEDNET will offer Transitional mini grants to teachers out in the schools. This money is used to start businesses where students can get simulated work experience. This connects to the Next Generation due to the effort to expand opportunities for postsecondary degrees and certificates. Academic workbooks to address both the Reading and Math Initiatives plus the work available will be provided to all teachers who are participating in the mini grant.
Indicators: 1,2,3

Standard for Acceptance	Method of Verification	Targeted Participants	Due Date
Quantity of service meets requirement.	Anecdotal Data	Students	June 2010

Type of Service and Brief Description (include the topic area and information about the nature of the service to be delivered and estimated numbers as applicable to activity (e.g. number of assessments, child find screenings, etc.)

SEDNET provides assistance in supervising students who have received Department of Education Awards. The award provides services for students who are of transition age to transition into the world of work. Postsecondary education, job training, job coaching, assistance in finding independent living and transportation needs are assisted by the award and SEDNET. This connect to the Next Generation due to the effort to provide fiscal and personnel support in connecting with the world of work.
Indicators: 13,14

Standard for Acceptance	Method of Verification	Targeted Participants	Due Date
Anecdotal data	Purchase orders, anecdotal data	Students	June 2010

Type of Service and Brief Description (include the topic area and information about the nature of the service to be delivered and estimated numbers as applicable to activity (e.g. number of assessments, child find screenings, etc.)

Standard for Acceptance	Method of Verification	Targeted Participants	Due Date