



INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)-FUNDED STATE PROJECTS

**Bureau of Exceptional Education
and Student Services (BEESS)**

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This document is updated annually.

**Individuals with Disabilities Education Act (IDEA)-funded state
project contacts and liaisons may request edits via email to
BESEDiscretionaryProjectTeam@fldoe.org.**

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ACCESS PROJECT

The Access Project focuses on evidence-based instructional strategies and supports that align with Florida's alternate academic achievement standards for students with the most significant cognitive disabilities. The Access Project continues to support statewide professional learning for districts and teachers to ensure a greater understanding of Florida's alternate academic achievement standards, providing professional learning on appropriate supports and strategies for students with the most significant cognitive disabilities, including the development of communication strategies for this population of students. The project also supports alternate assessment activities that align instruction with assessment, as needed.

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



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ARTS4ALL FLORIDA

The Arts4All Florida project supports student achievement by providing direct arts experiences to students with disabilities and professional learning and technical assistance to individuals who provide programs related to access to art programs and activities for students with disabilities from prekindergarten (PreK) to 21 years of age.

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

Fiscal Agency: University of South Florida

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AUDITORY-ORAL EDUCATION CLARKE SCHOOLS FOR HEARING AND SPEECH

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

Website: <https://www.clarkeschools.org/florida/>

Fiscal Agency: Clarke Schools for Hearing and Speech

BEESS Project Liaison: Gwen Black, Gwen.Black@fldoe.org

FDOE Office of Grants Management Contacts:

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AUDITORY-ORAL EDUCATION UNIVERSITY OF MIAMI DEBBIE SCHOOL

The Debbie School Auditory-Oral Education Program provides funding assistance at the Debbie School for an attending student's services. The Debbie School serves children in multiple counties, from birth to 7 years of age, including rural and underserved areas. The project provides funding for services at auditory-oral education programs, as defined in s. 1002.391, F.S., to attending Florida students who meet eligibility for programs for students who are DHH (Rule 6A-6.03013, F.A.C.) or programs for students who have dual sensory impairments (Rule 6A-6.03022, F.A.C.), and have a current individual educational plan or individualized family support plan. This project also seeks to provide technical assistance and trainings related to auditory-oral education to public school districts with students who are DHH or have dual sensory impairments.

Website: <https://med.miami.edu/centers-and-institutes/mailman-center/community/debbie-institute>

Fiscal Agency: University of Miami

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IDEA-Funded State Project Contact: Kathleen C. Vergara, kvergara@med.miami.edu



AUTISM THERAPEUTIC WELLNESS PROGRAM

The Autism Therapeutic Wellness Program provides adaptive therapeutic programs for youth who are developmentally disabled and low income/at risk. Therapeutic components include functional life skills, communication and social skills, gross and fine motor skills, health, wellness, fitness, and character building. An instructional component is incorporated into the program to train certified racquet sports professionals and certified therapists to serve these individuals in this environment.

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



Fiscal Agency: Love Serving Autism

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IDEA-Funded State Project Contact: Lisa Pugliese-LaCroix, Lisa@loveservingautism.org

BRIDGE TO SPEECH CLARKE SCHOOLS FOR HEARING AND SPEECH

The Bridge to Speech project will provide opportunities for families of students who are DHH ages 3 through 7 to choose a private auditory-oral program with faculty members who are credentialed as certified Listening and Spoken Language Specialists. Both center- and virtual-based schooling and services will be available. The Bridge to Speech gap funding will include audiology services, evaluations, listening and spoken language therapy, family education, consultation, and technical assistance for students throughout Florida. Highly qualified educational specialists will address goals on Florida's State Board of Education Strategic Plan to create the foundation for lifelong success for students with hearing loss.

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

Fiscal Agency: Clarke Schools for Hearing and Speech

BEESS Project Liaison: Gwen Black, Gwen.Black@fldoe.org

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BRIDGE TO SPEECH UNIVERSITY OF MIAMI DEBBIE SCHOOL

The Bridge to Speech project will provide opportunities for families of students who are DHH ages 3 through 7 to choose a private auditory-oral program with faculty members who are credentialed as certified Listening and Spoken Language Specialists. Both center- and virtual-based schooling and services will be available. The Bridge to Speech gap funding will include audiology services, evaluations, listening and spoken language therapy, family education, consultation, and technical assistance for students throughout Florida. Highly qualified educational specialists will address goals on Florida's State Board of Education Strategic Plan to create the foundation for lifelong success for students with hearing loss.

Website: <https://med.miami.edu/centers-and-institutes/mailman-center/community/debbie-institute>

Fiscal Agency: University of Miami

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CENTER FOR AUTISM AND RELATED DISABILITIES (CARD)

In accordance with s. 1004.55, F.S., and Rule 6A-7.0335, F.A.C., the seven regional CARD sites provide nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism spectrum disorder (ASD), a pervasive developmental disorder, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. Each site provides services within its geographical region of the state, which

are consistent with the other sites. Each site is expected to coordinate services within and between state and local agencies and school districts but may not duplicate services provided by those agencies and school districts.

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

Fiscal Agencies:

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

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- University of Miami – Dr. Michael Alessandri, malessandri@miami.edu
- University of South Florida – Nona Boone, boone4@usf.edu

CHILDREN’S REGISTRY AND INFORMATION SYSTEM (CHRIS)

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

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

Fiscal Agency: University of Miami

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CRITICAL INITIATIVES IN VISUAL IMPAIRMENT (CIVI-FSU) and THE FLORIDA LOW VISION INITIATIVE (FLVI)

The CIVI-FSU project provides teacher-preparation courses for teachers of students with visual impairments (TVIs) and orientation and mobility (O&M) specialists through Florida State University, the sole provider in the state. The project is comprised of the Personnel Preparation Initiative (PPI) and FLVI. The PPI addresses the statewide critical shortage of TVIs and O&M

specialists by making university training in these areas available to residents in the state. The FLVI provides no-cost clinical low vision evaluations for eligible students who have visual impairments, support to the IEP team to support students' effective use of residual vision and low vision devices to access educational and environmental information, and training in the use of low vision tools and strategies for participating students, TVIs and parents.

Website (CIVI): <https://annecollege.fsu.edu/visual-disabilities-grad>

Website (FLVI): <https://www.livebinders.com/play/play?id=2678832>

Fiscal Agency: Florida State University

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FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

IDEA-Funded State Project Contact: Tim Puch, tim.puch@fsu.edu

EDUCATIONAL INTERPRETER PROJECT (EIP)

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

Website: <https://www.usf.edu/cbcs/csd/services/eip.aspx>

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EXCEPTIONAL STUDENT EDUCATION (ESE) TUITION SUPPORT

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

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

Fiscal Agencies:

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

BEESS Project Liaisons:

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- University of West Florida – Keri Fogle, kerifogle@uwf.edu

FAMILY CAFÉ (COOPERATION, ADVOCACY, FRIENDSHIP AND EMPOWERMENT)

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

The purpose of the annual conference is the following:

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

Website: www.familycafe.net

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

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

FDOE Office of Grants Management Contacts:

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IDEA-Funded State Project Contact: Lori Fahey, lfahey@familycafe.net

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

The FDLRS ACS are a network of 18 regions that provides programs and services for individuals working with ESE students, families and support agencies. Section 1006.03, F.S., defines the identified service area each regional center shall perform as follows:

- Provide assistance to parents, teachers and other school personnel and community organizations in locating and identifying exceptional children and planning educational programs for them;
- Assist in the provision of services for exceptional children, using to the maximum, but not supplanting, the existing facilities and services of each district;

- Provide orientation meetings at least annually for teachers, principals, supervisors and community agencies to familiarize them with center facilities and services for exceptional children;
- Plan, coordinate and assist in the implementation of inservice training programs, consistent with each district's program of staff learning, for the instructional practices and procedures necessary to educate students with disabilities;
- Assist districts in the identification, selection, acquisition, use and evaluation of media and materials appropriate to the implementation of instructional programs based on individual educational plans for exceptional children;
- Provide for the dissemination and diffusion of significant information and promising practices derived from educational research, demonstration and other projects; and
- Assist in the delivery, modification and integration of instructional technology, including microcomputer applications and adaptive and assistive devices, appropriate to the unique needs of exceptional students.

Diagnostic and learning resource centers may provide screening services to all children who are not enrolled in public schools. Diagnostic and learning resource centers may assist districts in providing testing and evaluation services for infants and prekindergarten children with or at risk of developing disabilities. These resource centers may also assist districts in providing interdisciplinary training and resources to parents of infants and prekindergarten children with or at risk of developing disabilities and to school-readiness programs.

Website: <https://www.fdlrs.org/>

Fiscal Agencies:

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

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FDLRS ADMINISTRATION

The FDLRS Administration Project provides overall management of and technical support and professional learning for the 18 FDLRS ACs and general support to the six multidisciplinary centers and two specialized centers. Section 1006.03, F.S., defines the statutory requirements to maintain regional diagnostic and learning resource centers for exceptional students, to assist in the provision of medical, physiological, psychological, and educational testing, and other services designed to evaluate and diagnose exceptionalities, to make referrals for necessary instruction and services, and to facilitate the provision of instruction and services to exceptional students. Project personnel also provide technical assistance, regional and statewide professional learning, and coordination of

activities related to FDLRS's Network priorities that are implemented by resource center personnel. Through support and leadership provided by the FDLRS Administration Project, the objectives of the FDLRS ACs are implemented and staff are provided with opportunities to maintain and enhance their skills. The FDLRS Administration Project aligns its activities with BEESS's initiatives. In addition, this project coordinates the facilitated courses offered through the BEESS Portal to Professional Development Alternatives. The offerings include facilitated and independent courses, as well as the Gifted and Autism Spectrum Disorder Endorsement Programs. The project also coordinates the statewide Middle Grades 5-9 Online Content Review Course and the Elementary K-6 Online Content Review Course and the Florida's Strategic Instruction Model. All efforts are made in coordination with BEESS and the FDLRS Network to ensure successful local implementation.

Website: <https://www.fdlrs.org/>

Fiscal Agency: Putnam County School District

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IDEA-Funded State Project Contact: Sallie Payne, paynes@nefec.org



FDLRS MULTIDISCIPLINARY EDUCATIONAL SERVICE CENTERS (FDLRS MDCS)

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

Fiscal Agencies:

- Florida State University – <http://mdc.fsu.edu>
- Keiser University – <http://kumc.keiseruniversity.edu>
- University of Florida (Gainesville) – <http://mdtp.pediatrics.med.ufl.edu>
- University of Florida (Jacksonville) – <https://pediatrics.med.jax.ufl.edu/diagnostic-and-learning-resources/>
- University of Miami – <http://www.fdlrs-um.miami.edu/>
- University of South Florida – <http://icei.fmhi.usf.edu/>

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

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FDLRS REGIONAL LOCAL ASSISTIVE TECHNOLOGY SUPPORT (FDLRS RLATS)

The FDLRS RLATS project will provide an array of professional learning, technical assistance, and coaching in technology: assistive technology, instructional technology, universal design for learning, and accessible instructional materials. This project collaborates with specified school districts, agency and support personnel, communities, families, and other educational personnel to provide training and support services for educators, parents, school administrators, and students with exceptionalities. These training and support services are specific to the provision of assistive technology for students with disabilities.

Website: <https://www.fdlrs.org/technology/mtss-tlc-rlats>

Fiscal Agency: DeSoto County School District

BEESS Project Liaison: Angela Roland, Angela.Roland@fldoe.org

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FIN

FIN collaborates with all districts, schools and IDEA-funded state projects to provide customized services and supports ensuring all students with disabilities have the same educational, social and future opportunities as their peers. Additionally, this project is required, per s. 1003.57, F.S., to conduct the collection and review of each school district and school's Best Practices in Inclusive Education (BPIE) assessment. This project also leads an annual review of performance for all regional FIN facilitators and coordinates the delivery of training specific to ESE inclusion.

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

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

Website: <https://fin-network.org>

Fiscal Agency: Florida State University

BEESS Project Liaison: Kathryn Millican, Kathryn.Millican@fldoe.org

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

FIMC-VI provides instructional materials, including assessments, as appropriate, for eligible students throughout Florida, administers Federal Quota Funds (for students who are legally blind),

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

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

Website: www.fimcvi.org

Fiscal Agency: Hillsborough County School District

BEESS Project Liaison: Gwen Black, Gwen.Black@fldoe.org



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

FDOE Office of Grants Management Contacts:

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

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

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

Website: flpbs.fmhi.usf.edu

Fiscal Agency: University of South Florida

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IDEA-Funded State Project Contact: Donald Kincaid, kincaid@fmhi.usf.edu



INSTITUTE FOR SMALL AND RURAL DISTRICTS AND COMPLIANCE (ISRDC)

The ISRDC project provides training and technical assistance designed to support positive outcomes for students with disabilities and their families across a network of 54 small and rural Florida school districts. The project assists district-level administrators as they implement the Individuals with Disabilities Education Act (IDEA) regulations and the Florida State Performance Plan (SPP). Working in collaboration with the Florida Department of Education and BEESS, the goal of the ISRDC project is to enhance overall services to students with disabilities and those at risk to increase student performance.

Website: www.isrd.nefec.org

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

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

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IDEA-Funded State Project Contact: Alissa Hingson, hingsona@nefec.org



LEARNING THROUGH LISTENING (LTL)

The LTL project facilitates support services and training to administrators, teachers, parents and students on the use of digital audio books provided by Learning Ally. Learning Ally is an accessible media producer and is registered with the National Instructional Materials Access Center. The project coordinates with Florida's appointed National Instructional Materials Accessibility Standards authorized user to provide digital audio textbooks and equipment to eligible students with print disabilities. Equipment and software are provided at no cost to students or school districts. The LTL project, also allows Florida educators access to its "Spotlight Learning Series." These are full-day sessions, with pre- and post-events, on dyslexia and early literacy, designed to deliver powerful and impactful professional learning content suitable for educators of all levels. Participants can earn continuing education certificates and view the sessions live or on demand.

Website: <https://learningally.org/Solutions-for-School/school-grants/Florida>

Fiscal Agency: Learning Ally

BEESS Project Liaison: Monica Reeves, Monica.Reeves@fldoe.org

FDOE Office of Grants Management Contacts:

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IDEA-Funded State Project Contact: Jennifer Huff, jhuff@learningally.org



MIAMI LIGHTHOUSE ACADEMY

The Miami Lighthouse Academy provides services for students who are blind or have visual impairments who live within Miami-Dade County, Florida. The academy provides services for Miami-Dade County Public School Students who have visual impairments from kindergarten to second grade. To qualify to be in the school, students must have an updated medical eye report from a doctor stating they are legally blind, have peripheral field loss, or have a neurological visual impairment inhibiting vision. The services provided on site are standard curriculum instruction, braille instruction, assistive technology instruction, expanded core curriculum instruction and low vision accommodations (such as large print, screen reader technology). The school's capacity is 30 students, of which all are blind or have visual impairments. The instruction includes four teachers of the visually impaired, one orientation and mobility specialist, two ESE certified teachers, one occupational therapist, one physical therapist, and one speech therapist.

Website: <https://miamilighthouse.org>

Fiscal Agency: Miami Lighthouse Academy

BEESS Project Liaison: Gwen Black, Gwen.Black@fldoe.org

FD OE Office of Grants Management Contacts:

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- Elizabeth Crego, Elizabeth.Crego@fldoe.org

IDEA-Funded State Project Contact: Virginia Jacko, vjacko@miamilighthouse.org



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

SEDNET is a network of 19 regional projects that are comprised of the major child-serving agencies, community-based service providers, and students and their families. Local school districts serve as fiscal agents for each local regional project. Within this framework, SEDNET focuses on developing interagency collaboration and sustaining partnerships among professionals and families in the education, mental health, substance abuse, child welfare and juvenile justice systems serving children and youth with and at-risk emotional/behavioral disabilities (EBD). SEDNET's 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 EBD. SEDNET aligns supports and resources for students, schools and families in the following ways per s. 1006.04, F.S.:

- 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, transition services, and integrated education and treatment programs;
- Improve the coordination of services for children with or at risk of EBD and their families by assisting multiagency collaborative initiatives to identify critical issues and barriers of mutual concern and develop local response systems that increase home and school connections and family engagement;
- Increase parent and youth involvement and learning with local systems of care;
- Facilitate student and family access to effective services and programs for students with and at risk of EBD that include necessary educational, residential and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living; and

- Participate in the planning process for promoting a coordinated system of care for children and adolescents pursuant to s. 394.4955, F.S.

Website: <https://sednetfl.info/>

Fiscal Agencies:

- | | |
|---------------------------------------|-------------------------------------|
| • Brevard County School District | • Manatee County School District |
| • Broward County School District | • Orange County School District |
| • Clay County School District | • Palm Beach County School District |
| • Columbia County School District | • Pinellas County School District |
| • Miami-Dade County School District | • Polk County School District |
| • Escambia County School District | • Putnam County School District |
| • Glades County School District | • St. Lucie County School District |
| • Hernando County School District | • Volusia County School District |
| • Hillsborough County School District | • Washington County School District |
| • Levy County School District | |

BEESS Project Liaison: Caroline Gillis, Caroline.Gillis@fldoe.org

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- Elizabeth Crego, Elizabeth.Crego@fldoe.org



IDEA-Funded State Project Contacts: <https://sednetfl.info/Regions.aspx>

SEDNET ADMINISTRATION

The SEDNET Administration project provides overall management, technical support and professional learning for the 19 local SEDNET projects as well as completing an annual performance review of all regional SEDNETs in collaboration with BEESS. Through support and leadership provided by SEDNET Administration, local SEDNET projects, school districts and other stakeholders are better postured to provide intensive, integrated educational programs to include a continuum of mental health treatment services to enable students with or at risk of EBD to develop appropriate behaviors and demonstrate academic and career education skills.

Specifically, the following are addressed through the SEDNET Administration project referenced in s. 1006.04, F.S.:

- 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, transition services, and integrated education and treatment programs;
- Improve the coordination of services for children with or at risk of EBD and their families by assisting multiagency collaborative initiatives to identify critical issues and barriers of mutual concern and develop local response systems that increase home and school connections and family engagement;
- Increase parent and youth involvement and learning with local systems of care;
- Facilitate student and family access to effective services and programs for students with and at risk of EBD that include necessary educational, residential and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living; and
- Participate in the planning process for promoting a coordinated system of care for children and adolescents pursuant to s. 394.4955, F.S.

Website: <http://www.sednetfl.info/>

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

BEESS Project Liaison: Caroline Gillis, Caroline.Gillis@fldoe.org

FDOE Office of Grants Management Contacts:

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IDEA-Funded State Project Contact: Charlene Grecsek, cgregcek@usf.edu

PARTNERSHIP FOR EFFECTIVE PROGRAMS FOR STUDENTS WITH AUTISM (PEPSA)

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

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

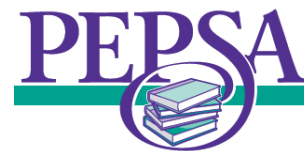
Fiscal Agency: University of South Florida

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IDEA-Funded State Project Contact: Nona Boone, boone4@usf.edu



PERSONNEL DEVELOPMENT SUPPORT PROJECT (PDSP)

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

Website: www.florida-ese.org

Fiscal Agency: Florida State University

BEESS Project Liaison: Patricia Bodiford, Patricia.Bodiford@fldoe.org

FDOE Office of Grants Management Contacts:

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IDEA-Funded State Project Contact: Lezlie Cline, lezlie@fcim.org

PROBLEM SOLVING AND RESPONSE TO INTERVENTION (PS/RTI)

The Florida Problem Solving/Response to Intervention (PS/RTI) Project is committed to supporting local educational agencies (LEAs) and schools to improve student outcomes through data-driven problem solving within a multi-tiered system of supports (MTSS). With a strong focus on improving results for all students, especially those with disabilities, the project offers a continuum of services

to address LEA goals and needs. These services may include but are not limited to, partnering with LEAs to engage in collaborative, intensive systems-level problem solving; ongoing consultation and technical assistance; and access to high-quality resources, such as asynchronous professional learning modules and comprehensive guidance documents.

Website: www.floridarti.usf.edu/

Fiscal Agency: University of South Florida

BEESS Project Liaison: Angela Roland, Angela.Roland@fldoe.org

FDOE Office of Grants Management Contacts:

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IDEA-Funded State Project Contact: Kelly Justice, Justice@usf.edu



PS/RTI TECHNOLOGY AND LEARNING CONNECTIONS (TLC)

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

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

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

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

Website: www.tlc-mtss.com/

Fiscal Agency: University of South Florida

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FDOE Office of Grants Management Contacts:

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PROJECT 10: TRANSITION EDUCATION NETWORK (PROJECT 10)

Project 10 assists school districts and other stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve post-school outcomes. Project 10 addresses the following major initiatives: statewide capacity building, interagency collaboration, transition legislation and policy, and student development and outcomes. Project 10 also addresses Indicators 1: Graduation Rate, 2: Dropout Rate, 13: Secondary Transition Individual Educational Plan Components, and 14: Post-school Outcomes of Florida's SPP. The IDEA, 20 U.S.C.

§ 1412(e)(2)(C)(vi), authorizes the development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities.

Website: www.project10.info

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

BEES Project Liaison: Noal Weiland, Noal.Weiland@fldoe.org



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RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTC-DHH)

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

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

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

Website: www.rmtcdhh.org

Fiscal Agency: Florida School for the Deaf and Blind

BEES Project Liaison: Gwen Black, Gwen.Black@fldoe.org

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IDEA-Funded State Project Contact: Carmelina Hollingsworth, c.hollingsworth@rmtcdhh.org



SPECIAL OLYMPICS, FLORIDA

The goal of Special Olympics Florida is to implement the Unified Champion Schools Program in schools within Florida each year. The Unified Champion Schools Program is a school-based project that uses sports and education programs to activate young people to develop school communities

where all youth are agents of change. A Unified Champion School has three distinct, but intertwining, components to promote inclusion, which include the following:

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

Website: <http://specialolympicsflorida.org/>



Fiscal Agency: Special Olympics, Florida, Inc.

BEESS Project Liaison: Cheyenne Poliquin, Cheyenne.Poliquin@fldoe.org

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IDEA-Funded State Project Contact: Sherry Wheelock, sherrywheelock@sofl.org

STUDENT SUPPORT SERVICES (SSS) PROJECT

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

Website: www.sss.usf.edu

Fiscal Agency: University of South Florida

BEESS Project Liaison: Patricia Bodiford, Patricia.Bodiford@fldoe.org

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

TATS is a statewide system providing technical assistance and training through various strategies to build capacity, create infrastructure, and ensure the effective implementation and sustainability of evidence-based practices. These practices aim to promote high-quality programs that support positive outcomes for prekindergarten children with disabilities and their families. TATS focuses on several key areas within the SPP: Indicator 6 (Preschool Environments), Indicator 7 (Child Outcomes Measurement System), Indicator 8 (Family Involvement), and Indicator 12 (Part C/618 to Part B/619). Additionally, TATS offers guidance and support to districts on topics such as

curriculum and instruction, evaluation and assessment, program quality and effectiveness, and articulation to kindergarten.

Website: www.tats.ucf.edu

Fiscal Agency: University of Central Florida

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



FDOE Office of Grants Management Contacts:

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WORKING WITH THE EXPERTS (WWE)

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

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

Fiscal Agencies:

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

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

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IDEA-Funded State Project Contacts:

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- University of Florida (Gainesville) – Alice Kaye Emery, aemery@coe.ufl.edu

WORKING WITH THE EXPERTS

