



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

**Bureau of Exceptional Education  
and Student Services**

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**This document is updated annually.**

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## TABLE OF CONTENTS

ACCESS PROJECT .....	1
ARTS4ALL FLORIDA.....	1
AUDITORY-ORAL EDUCATION CLARKE SCHOOLS FOR HEARING AND SPEECH .....	1
AUDITORY-ORAL EDUCATION UNIVERSITY OF MIAMI DEBBIE SCHOOL .....	2
AUTISM THERAPEUTIC WELLNESS PROGRAM .....	2
BRIDGE TO SPEECH CLARKE SCHOOLS FOR HEARING AND SPEECH.....	2
BRIDGE TO SPEECH UNIVERSITY OF MIAMI DEBBIE SCHOOL.....	3
CENTER FOR AUTISM AND RELATED DISABILITIES (CARD).....	3
CHILDREN’S REGISTRY AND INFORMATION SYSTEM (CHRIS).....	4
CRITICAL INITIATIVES IN VISUAL IMPAIRMENT (CIVI).....	4
EDUCATIONAL INTERPRETER PROJECT (EIP) .....	4
EXCEPTIONAL STUDENT EDUCATION (ESE) TUITION SUPPORT .....	5
FAMILY CAFÉ (COOPERATION, ADVOCACY, FRIENDSHIP AND EMPOWERMENT).....	5
FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM ASSOCIATE CENTERS (FDLRS ACS) .....	6
FDLRS ADMINISTRATION .....	7
FDLRS MULTIDISCIPLINARY EDUCATIONAL SERVICE CENTERS (FDLRS MDCS) .....	7
FDLRS REGIONAL LOCAL ASSISTIVE TECHNOLOGY SUPPORT (FDLRS RLATS).....	8
FLORIDA INCLUSION NETWORK (FIN) ADMINISTRATION.....	8
FLORIDA INSTRUCTIONAL MATERIALS CENTER FOR THE VISUALLY IMPAIRED (FIMC-VI).....	9
FLORIDA POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT PROJECT: MULTI-TIERED SYSTEM OF SUPPORTS(FLPBIS: MTSS) .....	9
INSTITUTE FOR SMALL AND RURAL DISTRICTS AND COMPLIANCE (ISRDC).....	10
LEARNING THROUGH LISTENING (LTL).....	10
MIAMI LIGHTHOUSE ACADEMY .....	11
MULTIAGENCY NETWORK FOR STUDENTS WITH EMOTIONAL OR BEHAVIORAL DISABILITIES (SEDNET).....	11
SEDNET ADMINISTRATION.....	12

PARTNERSHIP FOR EFFECTIVE PROGRAMS FOR STUDENTS WITH AUTISM (PEPSA) ..... 13

PERSONNEL DEVELOPMENT SUPPORT PROJECT (PDSP) ..... 13

PROBLEM SOLVING AND RESPONSE TO INTERVENTION (PS/RTI)..... 13

PS/RTI TECHNOLOGY AND LEARNING CONNECTIONS (TLC) ..... 14

PROJECT 10: TRANSITION EDUCATION NETWORK (PROJECT 10) ..... 14

RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING  
(RMTC-DHH) ..... 15

SPECIAL OLYMPICS, FLORIDA ..... 15

STUDENT SUPPORT SERVICES (SSS) PROJECT ..... 16

TECHNICAL ASSISTANCE AND TRAINING SYSTEM FOR PROGRAMS SERVING  
PREKINDERGARTEN CHILDREN WITH DISABILITIES (TATS)..... 16

WORKING WITH THE EXPERTS (WWE)..... 17

## 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://accesstofls.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 an attending student's 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

**BEES Project Liaison:** Gwen Black, [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org)

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**IDEA-Funded State Project Contact:** Alisa Demico, [ademico@clarkeschools.org](mailto:ademico@clarkeschools.org)



## 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



**BEESS Project Liaison:** Gwen Black, [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org)

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## 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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## 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

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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



**BEES Project Liaison:** Gwen Black, [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org)

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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 South Florida – Nona Boone, [boone4@usf.edu](mailto: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 Bureau of Exceptional Education and Student Services (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)

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

**Website:** N/A

**Fiscal Agency:** Florida State University

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FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION

## EDUCATIONAL INTERPRETER PROJECT (EIP)

The EIP is a state-funded initiative to improve the skills and quality of interpreters working with students who are DHH or 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:** N/A

**Fiscal Agency:** University of South Florida

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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](http://www.florida-ese.org/tuition-support)

### **Fiscal Agencies:**

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

### **BEES Project Liaisons:**

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- University of West Florida – Angela Roland, [Angela.Roland@fldoe.org](mailto:Angela.Roland@fldoe.org); Keri Fogle, [Kerifogl@uwf.edu](mailto:Kerifogl@uwf.edu)

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- Florida State University – Mollie Romano, [mollie.romano@cci.fsu.edu](mailto:mollie.romano@cci.fsu.edu)
- University of West Florida – Keri Fogle, [kerifogle@uwf.edu](mailto: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](http://www.familycafe.net)

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

**BEES Project Liaison:** Alice Schmitges, [Alice.Schmitges@fldoe.org](mailto:Alice.Schmitges@fldoe.org)

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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 |

**BEESS Project Liaison:** Patricia Bodiford, [Patricia.Bodiford@fldoe.org](mailto:Patricia.Bodiford@fldoe.org)

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**IDEA-Funded State Project Contacts:** <https://www.fdlrs.org/about/contact-lists>



## 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

**BEESS Project Liaison:** Patricia Bodiford, [Patricia.Bodiford@fldoe.org](mailto:Patricia.Bodiford@fldoe.org)

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## FDLRS MULTIDISCIPLINARY EDUCATIONAL SERVICE CENTERS (FDLRS MDCS)

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

**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](mailto:Chelsea.Strickland@fldoe.org)

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- University of South Florida – Rose Iovannone, [Iovannone@usf.edu](mailto:Iovannone@usf.edu)

**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](mailto:Angela.Roland@fldoe.org)

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**FLORIDA INCLUSION NETWORK (FIN) ADMINISTRATION**

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:** [www.floridainclusionnetwork.com](http://www.floridainclusionnetwork.com)

**Fiscal Agency:** Florida State University

**BEESS Project Liaison:** LeNita Winkler, [LeNita.Winkler@fldoe.org](mailto:LeNita.Winkler@fldoe.org)

**DOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contacts:**

- Kelly Claude, [kclaude@contactfin.com](mailto:kclaude@contactfin.com)
- JaSheena Ekhatior, [jekhatior@contactfin.com](mailto:jekhatior@contactfin.com)



## 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](http://www.fimcvi.org)

**Fiscal Agency:** Hillsborough County School District

**BEESS Project Liaison:** Gwen Black, [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Liz Anderson, [eanderson@fimcvi.org](mailto:eanderson@fimcvi.org)



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

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

The FLPBIS: MTSS Project is committed to building the capacity of school districts to address significant behavioral problems that contribute to unsafe school environments and reductions in student performance. The capacity built helps those school districts assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students. The IDEA, 20 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](http://flpbs.fmhi.usf.edu)

**Fiscal Agency:** University of South Florida

**BEESS Project Liaison:** Angela Roland, [Angela.Roland@fldoe.org](mailto:Angela.Roland@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Donald Kincaid, [kincaid@fmhi.usf.edu](mailto:kincaid@fmhi.usf.edu)



#### INSTITUTE FOR SMALL AND RURAL DISTRICTS AND COMPLIANCE (ISRDC)

ISRDC provides a forum for school district staff from small and rural school districts to keep abreast of changing state and federal legislative requirements and a wide array of topics impacting the delivery of services to students with disabilities and their families, such as curriculum and instructional practices; educational policies, procedures, and practices; behavior support; and transition. ISRDC's primary purpose is to provide staff learning, training and technical support to a network of 50 small and rural school districts, lab schools, the Florida Virtual School, and the Department of Corrections. ISRDC's goal is to ensure that services to students with disabilities and their families are enhanced and that positive outcomes for students with disabilities are achieved through increased student performance.

**Website:** [www.isrd.nefec.org](http://www.isrd.nefec.org)

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

**BEESS Project Liaison:** Alice Schmitges, [Alice.Schmitges@fldoe.org](mailto:Alice.Schmitges@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Chasity Lee, [leec@nefec.org](mailto:leec@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](mailto:Monica.Reeves@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Erin Walker, [ewalker@learningally.org](mailto:ewalker@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](mailto:Gwen.Black@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Marlen Munoz, [MMunoz2@MiamiLighthouse.org](mailto:MMunoz2@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
- Broward County School District
- Clay County School District
- Columbia County School District
- Miami-Dade County School District
- Escambia County School District
- Glades County School District
- Hernando County School District
- Hillsborough County School District
- Levy County School District
- Manatee County School District
- Orange County School District
- Palm Beach County School District
- Pinellas County School District
- Polk County School District
- Putnam County School District
- St. Lucie County School District
- Volusia County School District
- Washington County School District

**BEESS Project Liaison:** Caroline Gillis, [Caroline.Gillis@fldoe.org](mailto:Caroline.Gillis@fldoe.org)



**FDOE Office of Grants Management Contact:** Diandra Gordon, [Diandra.Gordon@fldoe.org](mailto:Diandra.Gordon@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](mailto:Caroline.Gillis@fldoe.org)

**FDOE Office of Grants Management Contact:** Diandra Gordon, [Diandra.Gordon@fldoe.org](mailto:Diandra.Gordon@fldoe.org)

**IDEA-Funded State Project Contact:** Charlene Grecsek, [cgregcek@usf.edu](mailto: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.

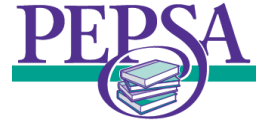
**Website:** <http://doepartnership.fmhi.usf.edu/>

**Fiscal Agency:** University of South Florida

**BEESS Project Liaison:** Kathryn Millican, [Kathryn.Millican@fldoe.org](mailto:Kathryn.Millican@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Nona Boone, [boone4@usf.edu](mailto: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](http://www.florida-ese.org)

**Fiscal Agency:** Florida State University

**BEESS Project Liaison:** Patricia Bodiford, [Patricia.Bodiford@fldoe.org](mailto:Patricia.Bodiford@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Lezlie Cline, [lezlie@fcim.org](mailto:lezlie@fcim.org)

## PROBLEM SOLVING AND RESPONSE TO INTERVENTION (PS/RTI)

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

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

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

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

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

**Website:** [www.floridarti.usf.edu/](http://www.floridarti.usf.edu/)

**Fiscal Agency:** University of South Florida

**BEESS Project Liaison:** Angela Roland, [Angela.Roland@fldoe.org](mailto:Angela.Roland@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Jose Castillo, [jmcastil@usf.edu](mailto:jmcastil@usf.edu)



#### PS/RTI TECHNOLOGY AND LEARNING CONNECTIONS (TLC)

The TLC team is a part of Florida's MTSS through the PS/RtI project at the University of South Florida. 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/](http://www.tlc-mtss.com/)

**Fiscal Agency:** University of South Florida

**BEESS Project Liaison:** Angela Roland, [Angela.Roland@fldoe.org](mailto:Angela.Roland@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Janet Good, [jgood@usf.edu](mailto:jgood@usf.edu)



#### PROJECT 10: TRANSITION EDUCATION NETWORK (PROJECT 10)

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

**Website:** [www.project10.info](http://www.project10.info)



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

**BEESS Project Liaison:** Patricia Bodiford, [Patricia.Bodiford@fldoe.org](mailto:Patricia.Bodiford@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Donna Phillips, [dphillips5@us.edu](mailto:dphillips5@us.edu)

#### 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](http://www.rmtcdhh.org)

**Fiscal Agency:** Florida School for the Deaf and Blind

**BEESS Project Liaison:** Gwen Black, [Gwen.Black@fldoe.org](mailto:Gwen.Black@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Carmelina Hollingsworth, [c.hollingsworth@rmtcdhh.org](mailto: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.

**BEES Project Liaison:** Cheyenne Poliquin, [Cheyenne.Poliquin@fldoe.org](mailto:Cheyenne.Poliquin@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Sherry Wheelock, [sherrywheelock@sofl.org](mailto: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](http://www.sss.usf.edu)

**Fiscal Agency:** University of South Florida

**BEES Project Liaison:** Chelsea Strickland, [Chelsea.Strickland@fldoe.org](mailto:Chelsea.Strickland@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Jose Castillo, [jmcastil@usf.edu](mailto:jmcastil@usf.edu)



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

TATS is a statewide system of technical assistance and training that utilizes a combination of strategies to build capacity, create infrastructure, and support high-fidelity implementation and sustainability of evidence-based practices that promote high-quality programs that lead to and support positive outcomes for prekindergarten children with disabilities and their families. TATS areas of focus included in the SPP are Indicator 6: Least restrictive Environment/Inclusion; Indicator 7: Child Outcomes Measurement System; Indicator 8: Family Involvement; Indicator 12: Transition: Part C/618 to Part B/619. TATS also provides guidance and assistance to districts on the following topics: curriculum and instruction; evaluation and assessment; program quality and effectiveness; and transition to kindergarten

**Website:** [www.tats.ucf.edu](http://www.tats.ucf.edu)

**Fiscal Agency:** University of Central Florida

**BEES Project Liaison:** LeNita Winkler, [LeNita.Winkler@fldoe.org](mailto:LeNita.Winkler@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contact:** Debbi Nicolosi, [Debbi.Nicolosi@ucf.edu](mailto:Debbi.Nicolosi@ucf.edu)



## 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](mailto:Chelsea.Strickland@fldoe.org)

**FDOE Office of Grants Management Contact:** Diane Tarver, [Diane.Tarver@fldoe.org](mailto:Diane.Tarver@fldoe.org)

**IDEA-Funded State Project Contacts:**

- Florida Gulf Coast University – Timothy Ferguson, [tferguson@fgcu.edu](mailto:tferguson@fgcu.edu)
- University of Florida (Gainesville) – Alice Kaye Emery, [aemery@coe.ufl.edu](mailto:aemery@coe.ufl.edu)

WORKING WITH THE EXPERTS

