

**Florida Diagnostic Learning Resources System (FDLRS) and  
Florida Inclusion Network (FIN)  
2022-2023 Project Performance Accountability (PPA) Categories**

Approved By: Christine Whitfield      Date Approved: April 22, 2022

Please use the categories listed below when writing your 2022-2023 Request for Applications (RFAs). These categories have been created after multiple discussions with the Bureau, FDLRS, and FIN Administration Teams. Only those applications that group their activities in accordance with the categories listed below will be reviewed. Please email questions to [schmitgesa@nefec.org](mailto:schmitgesa@nefec.org) for FDLRS and [lsi-finadmin@fsu.edu](mailto:lsi-finadmin@fsu.edu) for FIN. Individual types of trainings, meetings, service delivery, will be identified within the narrative summary and each implementation. Please note that ALL grant activities MUST be listed separately under each appropriate category and entered as an individual line item in the Schedule of Deliverables (SOD). All other activities should be listed on the Individuals with Disabilities Education Act Part B SOD. You may use the same “Topic Description” for both, but if listing an activity involving Gifted Education, you should add the word “Gifted” at the beginning/end. Centers whose grant includes an RLAT should also have an activity reflecting the quarterly report and activities provided to the region.

CATEGORY	FDLRS 2022-2023 TOPICS	TO INCLUDE BUT NOT LIMITED TO THE FOLLOWING:
<b>PRODUCT FDLRS P - 1</b>	<b>New Products Developed, Updated, and/or Disseminated</b>	Products include the following: Book Study Materials, Brochures, Displays, Exhibits, Online Courses, Reports, Posters, Professional Learning Materials, Web-based Resources, Websites, Webinars, and Website updates. Also includes dissemination of printed materials at conferences, forums, community events, and Child Find Reports.
<b>TRAINING FDLRS T - 1</b>	<b>Behavior Support</b>	FDLRS Behavior Training includes Behavior and Classroom Management Strategies, Social Skills, and PDA Course: PBS.
<b>TRAINING FDLRS T - 2</b>	<b>Curriculum and Instructional Practices</b>	Training in Curriculum and Instructional Practices provided by FDLRS includes Access to the General Curriculum, Accommodations, Differentiating Instruction, Evidenced-Based Instructional Strategies, Explicit Instruction, Multisensory Learning (including Multisensory Early Language Development (MELD), Self-Advocacy and Self-Determination, Strategic Instruction Model (SIM), Transition, Universal Design for Learning, and PDA Courses: A&E, DMI, DRI, DSI, IP, IDI, ESL, ELIA.
<b>TRAINING FDLRS T - 3</b>	<b>Education Policies, Procedures, and Practices</b>	FDLRS Training related to Disability Awareness, ESE 101, Facilitated IEPs, IEP Guide, Matrix, Transition, and PDA Courses: Foundations and MOS.
<b>TRAINING FDLRS T - 4</b>	<b>FDLRS Family, Caregiver, and Community Support</b>	Caregiver and Community Support includes Child Find Outreach and Awareness, Community Awareness, Family Resources including Special Ed Connection. It also includes training on ESE topics and related services including Access Points Overview, Accommodations, Assistive Technology Tools, Behavior Supports for the Home, Developmental Milestones, Educational Surrogate, ESE 101, Facilitated IEP, Family Involvement in Education, and the IEP Process.

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<p align="center"><b>TRAINING FDLRS T - 5</b></p>	<p align="center"><b>FDLRS Technology: AT/IT/UDL/AIM</b></p>	<p>Training in Technology provided by FDLRS includes Accessibility, Accessible Educational Materials (AEM), Accommodations, Assistive Technology, Instructional Technology, Universal Design for Learning, Virtual Instruction, and PDA Courses: TDC, IAT, and TSRC.</p>
<p align="center"><b>SERVICE DELIVERY FDLRS SD - 1</b></p>	<p align="center"><b>Center Operations Grants Management DOE, State, Regional and Local Meetings or Events</b></p>	<p>FDLRS Service Delivery includes Coordinating Council meetings, Facilitation of Small Group Planning and Problem-Solving (SGPPS), grants, programs and services, PDA Coordination, statewide or regional institutes/meetings, monthly staff meetings, needs assessments, and workgroups.</p>
<p align="center"><b>SERVICE DELIVERY FDLRS SD - 2</b></p>	<p align="center"><b>Technical Assistanceand Collaboration Opportunities; EventExhibits</b></p>	<p>Specific Technical Assistance and services to build capacity of individuals, and school-and district-level teams to meet identified needs, including (but not limited to) job-embedded coaching/mentoring after professional learning opportunities, consultation on accessible educational materials, assistive or instructional technology, and instructional design.</p> <p>Collaborative opportunities include participation in statewide product development workgroups, collaboration with other discretionary projects, district, and school leadership teams to build relationships, and capacity by providing targeted technical assistance, planning with school/regional teams/projects to analyze previously identified needs and established plans for implementation to regionally coordinate supports and services to address ongoing district- and/or school-level professional development and/or technical assistance, follow-up, and support.</p>
<p align="center"><b>SERVICE DELIVERY FDLRS SD - 3</b></p>	<p align="center"><b>Child Find Screenings, Referrals, and Case Management</b></p>	<p>Child Find related service delivery activities include screenings, referrals, and case management. (Please count the # of events and list the # of children in the participant column. Explain referrals, screenings and sent for evals in the narrative).</p>
<p align="center"><b>SERVICE DELIVERY FDLRS SD - 4</b></p>	<p align="center"><b>Child Find Interagency Collaboration, C to B Transition Meetings and Supports</b></p>	<p>Child Find interagency service delivery activities, include collaboration with districts, Early Steps, Head Start, Training and Technical Support (TATS), and community agencies and interagency committees/meetings. (Pls. count # of events)</p>
<p align="center"><b>SERVICE DELIVERY FDLRS SD - 5</b></p>	<p align="center"><b>FDLRS Technical Assistance to Families</b></p>	<p>FDLRS Service Delivery to support families includes coordinating and providing support at local family conferences and events, managing the subscription process for parents/families to receive access to LRP Special Ed Connection, utilizing the FDLRS Parent Help Desk to respond to inquiries from families, and coordinating with districts, other discretionary projects, and local community agencies to provide information on resources available to families of student with disabilities.</p>

## Florida Inclusion Network (FIN) 2022-2023 Project Performance Accountability (PPA) Categories

Please use the categories listed below when writing the FIN portion of the 2022-2023 Request for Applications (RFAs).

These categories have been created after multiple discussions with the Bureau of Exceptional Education and FIN Administration Teams. Only those applications who group their activities in accordance with the categories listed below will be reviewed. Please email questions to [lsi-finadmin@fsu.edu](mailto:lsi-finadmin@fsu.edu). Individual types of products (P) trainings (T), and service delivery (S) will be identified within the narrative summary and each implementation. Please note that all grant activities must be listed separately under each appropriate category and entered as an individual line item in the grant Schedule of Deliverables (SOD).

CATEGORY	FIN 2021-2022 TOPICS	TO INCLUDE BUT NOT LIMITED TO THE FOLLOWING:
<b>FIN P – 1</b>	<b>FIN New Products Developed and/or Disseminated</b>	Development and/or dissemination of new (first use) printed and/or electronic FIN-developed materials to educators, families, and community members.
<b>FIN P – 2</b>	<b>FIN Current Products Updated and/or Disseminated</b>	Updated and/or dissemination of current printed and/or electronic FIN-developed materials to educators, families, and community members.
<b>FIN T – 1</b>	<b>FIN Curriculum and Instructional Practices</b>	<p>Provide professional development in the areas of Curriculum and Instructional Practices to build capacity of district and school-based personnel and leadership teams to include: Inclusive educational best practices, Collaborative Teaching Partnerships, Specially Designed Instruction (SDI) in Inclusive Classrooms, Peers as Partners in Learning curriculum implementation training, High Leverage Practices in Inclusive Settings, Planning for Supports for students with the most significant cognitive disabilities in Inclusive Settings, From Label to Able, Paraprofessionals Supporting Students in an Inclusive Setting and Evidence-Based Practices for Inclusion.</p> <p>Awareness-level Curriculum and Instructional Practices trainings for community, parent, and family stakeholders, and trainings related to supporting students in an inclusive environment.</p>

<p><b>FIN T – 2</b></p>	<p><b>FIN Education Policies, Procedures and Practices</b></p>	<p>Provide training in the areas of Educational Policies, Procedures and Practices to build capacity of district and school-based personnel and leadership teams to include policies and procedural trainings: District and School Best Practices for Inclusive Education (BPIE) Assessment, School Best Practice for Inclusive Education Assessment FIN-Trained Leader professional development, Addressing the School Best Practices for Inclusive Education (BPIE) Assessment for short and long term planning, Using the School BPIE Assessment to Plan for Inclusion, Building Inclusive Schools, What is Inclusion, Creating an Inclusive School Culture awareness level training, data analysis, LRE school-level calculations and Inclusive Scheduling Train-the-Facilitator training, Inclusive Scheduling Overview and training, Effective Implementation of Inclusive Service Delivery Models, Peers as Partners in Learning, What Administrators Need to Know to Support Collaborative Teaching, Using the Collaborative Teaching Walkthrough Tool to Support Collaborative Teaching Teams.</p> <p>Awareness-level trainings for community, parent, and family stakeholders in the areas of Education Policies, Procedures and Practices.</p>
<p><b>FIN T – 3</b></p>	<p><b>FIN Family and Caregivers</b></p>	<p>Provide training to parents, family members and caregivers of students with disabilities on: Inclusive Best Practices, Communication Tips, Back-to-School Tips, What is Inclusion, Family F.A.C.T. Folios, volumes 1-4, The Benefits of the Least Restrictive Environment, BPIE Assessment Overview for Families, Student Engagement Strategies, Building Independence, In-Class Service Delivery Models, and awareness level topics related to inclusion.</p>

<p><b>FIN SD – 1</b></p>	<p><b>FIN Technical Assistance and Collaboration Opportunities with State, Districts, Regional Colleagues and Schools; Event Exhibits</b></p>	<p>Collaborative opportunities, planning, technical assistance and services to build capacity of individuals, and school- and district-level teams to meet identified needs, such as: LRE school-level calculations, facilitation of Inclusive Scheduling, Collaborative Teaching Partnerships, Providing Supports for Students with Significant Cognitive Disabilities, Best Practices for Inclusion, and support for Peers as Partners in Learning. Support districts with data analysis and data correction errors following Survey 2.</p> <p>Collaboratively planning with FIN regional team to analyze previously identified needs and established Plans for Inclusive Education, to regionally coordinate supports and services to address ongoing district- and/or school-level professional development and/or technical assistance, follow-up, and support. Leadership activities to include: collaboration on statewide workgroups, discretionary projects regional meetings, activities related to BESE monitoring: monitoring calls and onsite visits, and strategic planning meetings.</p> <p>Provide technical assistance regarding inclusive practices at events: Open House, School or District Advisory Committees, Conferences.</p> <p>(This is ANY collaborative effort with state, districts, regional colleagues, and schools.)</p>
<p><b>FIN SD – 2</b></p>	<p><b>FIN State, Regional, District and Local Meetings</b></p>	<p>Participate in meetings to include: FIN PAUSE sessions, FIN statewide staff meetings, FDLRS/FIN Annual Institute, state conferences, virtual national conferences, district-level meetings and FDLRS Associate Center meetings: leadership and FDLRS Coordinating council.</p> <p>(If your role is participatory/attendance and not planning, collaboration or specific delivery of information/technical assistance, the activity would be counted under this deliverable.)</p>
<p><b>FIN SD – 3</b></p>	<p><b>FIN School/District Needs Assessment</b></p>	<p>Facilitation of needs assessment for inclusive educational practices to include: school and district-level BPIE, district Plan for Inclusive Education (PIE) and regular updates of PIE goals, surveys, and school-level needs assessments developed collaboratively with school leadership, faculty, and/or staff.</p>
<p><b>FIN SD – 4</b></p>	<p><b>FIN Technical Assistance to Families</b></p>	<p>Technical assistance, information, internal and external resources (e.g., websites, and information regarding other discretionary projects' resources) provided to families in support of inclusive educational practices. Collaboration with district and community partners, discretionary projects, and parent and family projects to coordinate support and services to families.</p>