



Miami-Dade County Public Schools Office of Grants Administration

- 2024-2025 Non-Public Schools Entitlement
- FALL ANNUAL NOTIFICATION MEETING
- October 30, 2024
- 9:30 a.m. – 11:30 a.m.



Equitable Services for Non-public School Participation

- **With the initial passing of the Elementary and Secondary Education Act (ESEA) in 1965, private school students and teachers have been eligible to participate in certain federal education programs.**
- **The Every Student Succeeds Act (ESSA), signed into law December 10, 2015, makes a number of changes to certain fiscal requirements that existed in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB)**
- **School districts must maintain documentation for providing meaningful consultation and equitable services to private school children, teachers, or other educational personnel within the local educational agency's service area.**



Miami-Dade County Public Schools (M-DCPS) has established the following procedures to ensure meaningful consultation and equitable services are provided for non-public schools:

- ❑ Fall Annual Notification Meeting: At this meeting, M-DCPS program managers of entitlement and other federally-funded programs provide an overview of the services available to non-public school students and educators
- ❑ Invitation to Participate: All non-public school principals are sent, through email, a comprehensive packet with background on each of the entitlement and federally-funded programs. Organized by program, the packet includes program overview, eligibility criteria and contact information for each program manager.
- ❑ Meaningful Consultation: Prior to developing the annual grant applications (due late Spring each year), Grants Administration staff and the program managers meet with representatives from non-public schools to discuss the needs assessment and survey results in order to ensure that the needs of non-public schools are addressed. Non-public schools are afforded the opportunity to provide input on how students' needs are identified; how, where and by whom services will be offered; and the scope of equitable services to be provided to eligible private school children, teachers and other educational personnel.

Programs that require equitable participation of private school students, teachers, and parents:

Title I - Improving the Academic Achievement of the Disadvantaged
Improving Basic Programs Operated by LEAs [Part A]
Migrant Education [Part C]
Local Programs for Neglected and Delinquent [Part D]

Title II - Preparing, Training and Recruiting High-quality Teachers and Principals
Teacher and Principal Training and Recruiting Fund [Part A]

Title III - Language Instruction for Limited English Proficient and Immigrant Students
English Language Acquisition, Language Enhancement, & Academic Achievement [Part A]

Title IV – Student Support and Academic Enrichment
Student Support and Academic Enrichment [Part A]
21st Century Community Learning Centers [Part B]

Individuals with Disabilities Education Act (IDEA)

- ❑ School Districts must expend a proportionate share of federal IDEA funds to provide special education and related services to parentally placed private school children with disabilities.
- ❑ Schools are required to consult in a timely and meaningful manner with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for these children.

Equitable Services Ombudsman

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states that every state educational agency (SEA) must designate an ombudsman to monitor and enforce equitable services requirements to help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families. The equitable services ombudsman is the state's primary point of contact for addressing questions and concerns pertaining to the equitable services requirements under Title I and Title VIII of ESEA, as amended by ESSA.

- Assisting in preparing local educational agencies, community-based organizations, colleges, universities, and private schools for effective implementation of ESSA equitable services requirements.
- Providing technical assistance to the department subrecipients by attending consultations, as needed, generating templates and best practices, educating all parties about the legal requirements of the consultation process, etc.
- Proposing appropriate policies and procedures for adoption by the department for implementing, monitoring, and enforcing ESSA requirements for equitable participation.
- Ensuring proper implementation of ESSA laws and regulations and resolving complaints using a timely and well-defined process.
- Monitoring and reviewing SEA and subrecipient consultation paperwork, and proportionate share budgets.
- Preparing and widely distributing annual reports on private school participation in ESSA programs in Florida, analyzing and interpreting trends, and proposing solutions to issues identified.

Janice A. Brown, FCCM, FCCN

Interim Equitable Services Ombudsman

Assistant Deputy Commissioner

Finance and Operations

325 West Gaines Street, Suite 344C, Tallahassee, FL 32399-0400

Email: equitable-services@fldoe.org

Retrieved from: <https://www.fldoe.org/finance/equitable-services/contact.shtml>



Contacts:

Montserrat Balseiro
mbalseiro@dadeschools.net

Maria Cervantes
mcervantes@dadeschools.net

Melissa Latus
mlatus@dadeschools.net

Faye Rodney
Frodney@dadeschools.net



Grants Administration (305) 995-1706



@DadeGetsGrants

www.DadeGetsGrants.net

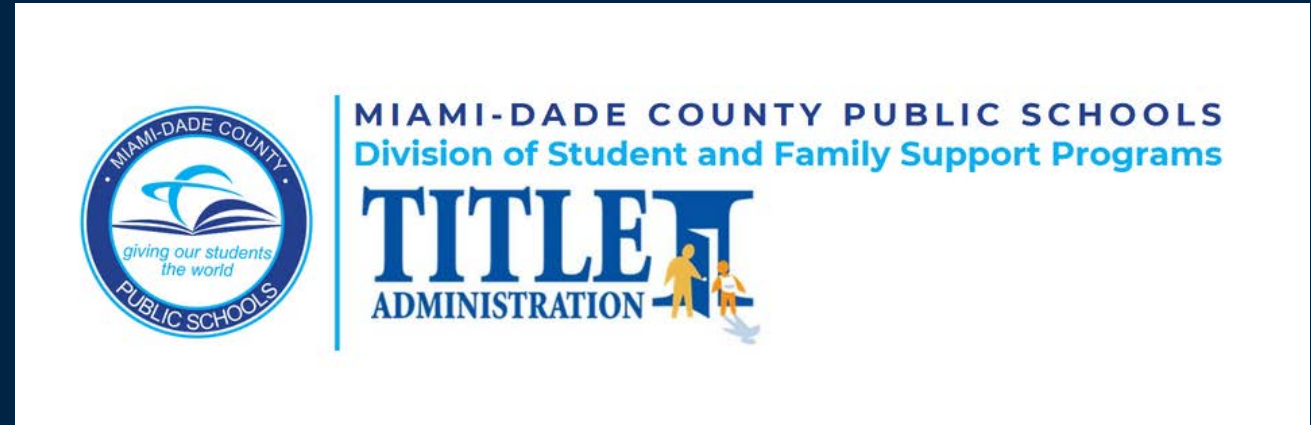


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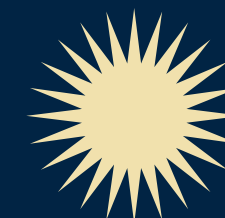
MIAMI-DADE COUNTY PUBLIC SCHOOLS

**DIVISION OF STUDENT AND FAMILY
SUPPORT PROGRAMS
TITLE I NON-PUBLIC SCHOOLS
PROGRAM**



VIRTUAL MEANINGFUL CONSULTATION MEETING

PROGRAM DESIGN, DEVELOPMENT & IMPLEMENTATION





HISTORICAL PERSPECTIVE



Establishment Clause
of the
First Amendment



Courts have upheld
Title I provisions

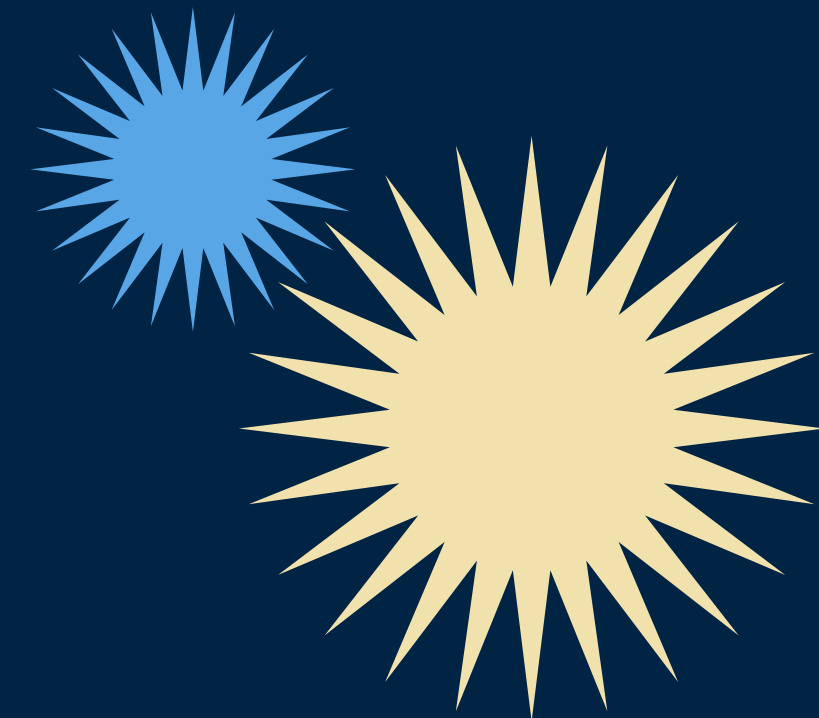


1997
Agostini v. Felton



2015
Every Student
Succeeds Act

GENERAL RULE



Every Student Succeeds Act
of 2015



Elementary and Secondary
Education Act of 1994

Low -Achieving vs. Low -Income

MAJOR THEMES OF LAW

Equitable Funding



Reservation
of Funds
(Set Asides)



Professional
Development



Parental
Involvement



Basic
Allocation



Standards/
Evaluation



EQUITABLE SERVICES TO PRIVATE SCHOOL STUDENTS

Consultation

- Timely and meaningful consultation before decisions are made
- Case by case basis
- Amount of funds generated
- Methods of collecting poverty data
- Identification / Selection of students to be served
- Program Design and Delivery
- Standards / Assessment / Evaluation
- Professional Development / Parental Involvement
- Service Delivery Model / Use of 3rd party provider
- District-Wide Activities (Set-Asides)

Private School Officials' Certification

- Give to State Educational Agency

Funding / Allocation

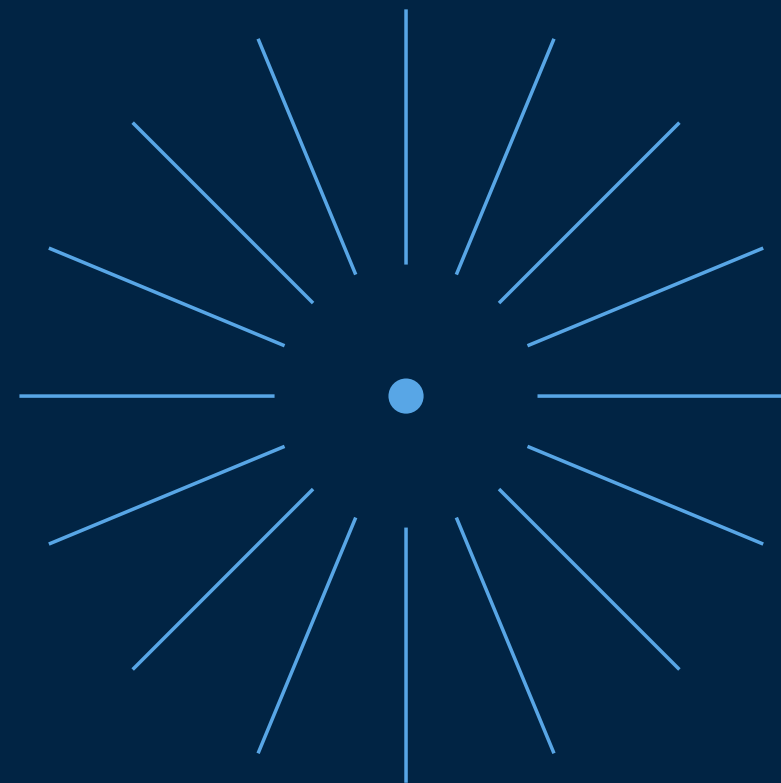
Collection of Poverty Data

- New Data
- Survey with Extrapolation
- Proportionality (Miami-Dade)
- Correlated Measure

LEA has Final Authority

Automated System

Appeal / Complaint Process



FDOE Equitable Services Contact

Matthew Wiley, Director
Florida Department of Education (FDOE)
850-245-9732

Allocation Based on Overall District

Title I Allocation from the State of Florida

New Data

FUNDING / ALLOCATION



Based on the number of
low-income students
residing in a Title I
public school
attendance boundaries

Utilize
Proportionality
Method

Determined every year
or every two years

Distribution of Funds

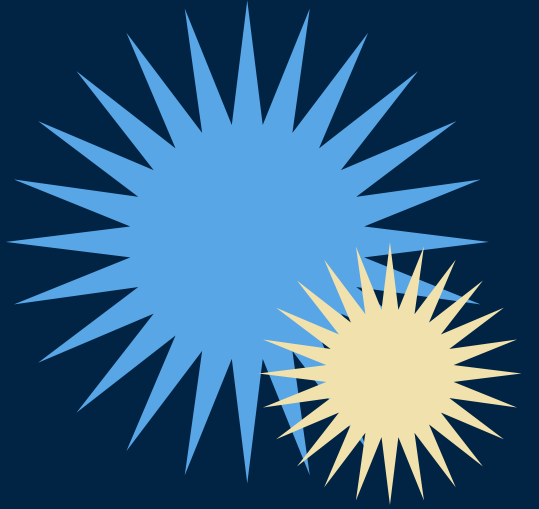
Non - Aligned

Aligned

Follow the Student

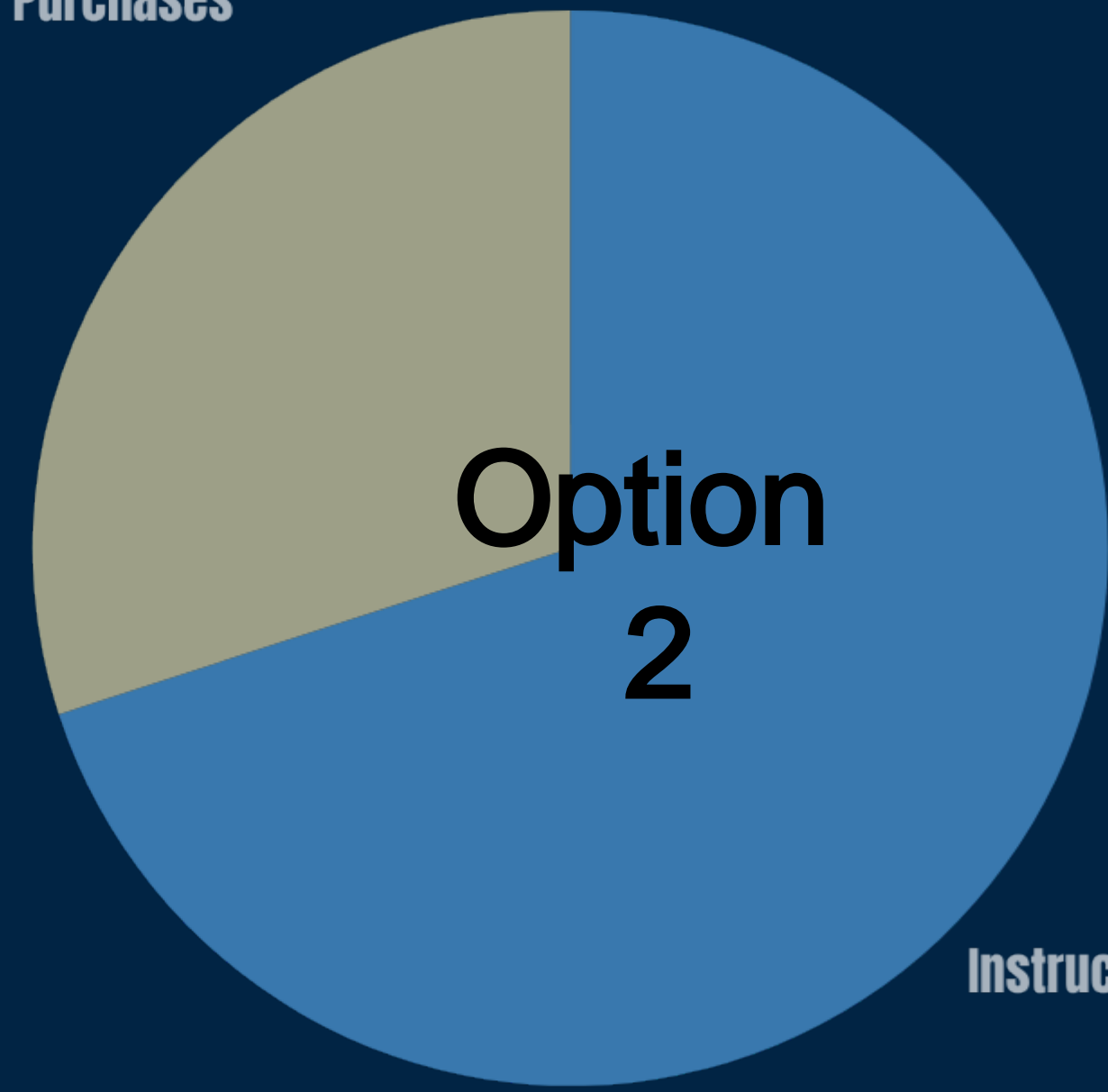
Pooling of Funds

EQUITABLE SHARE OPTIONS



Instructional Services
100%

Allowable Supplemental Purchases
30%



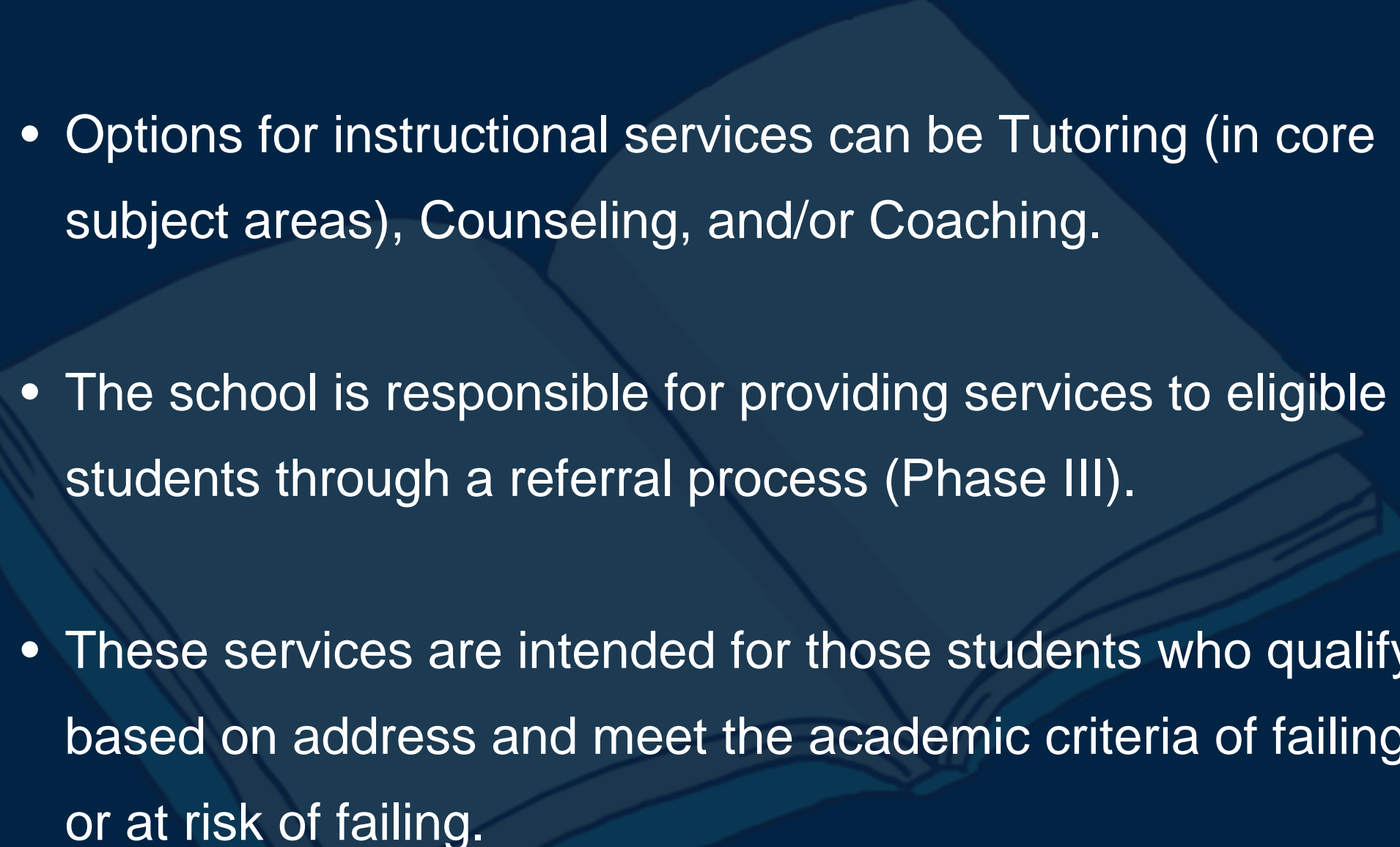
Instructional Services
70%

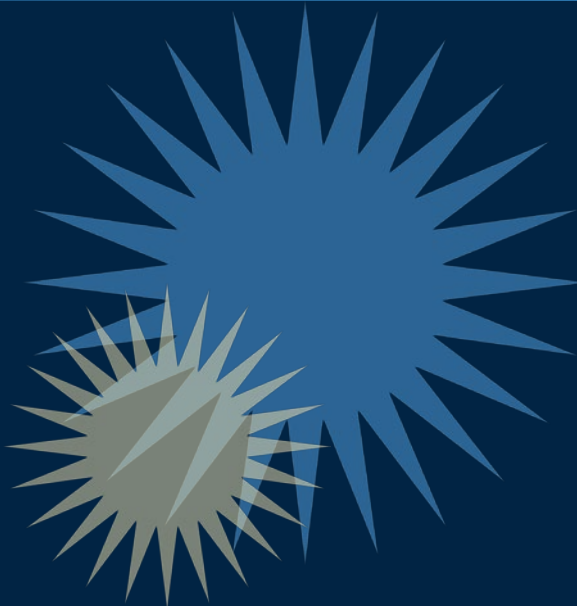


Note: Schools who elect Option 2 agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.



OPTION 1: 100% INSTRUCTIONAL SERVICES

- Services Delivery Plan to be customized to the needs of the eligible students at your school through consultation with private school before the start of the school year.
 - Options for instructional services can be Tutoring (in core subject areas), Counseling, and/or Coaching.
 - The school is responsible for providing services to eligible students through a referral process (Phase III).
 - These services are intended for those students who qualify based on address and meet the academic criteria of failing or at risk of failing.
- 



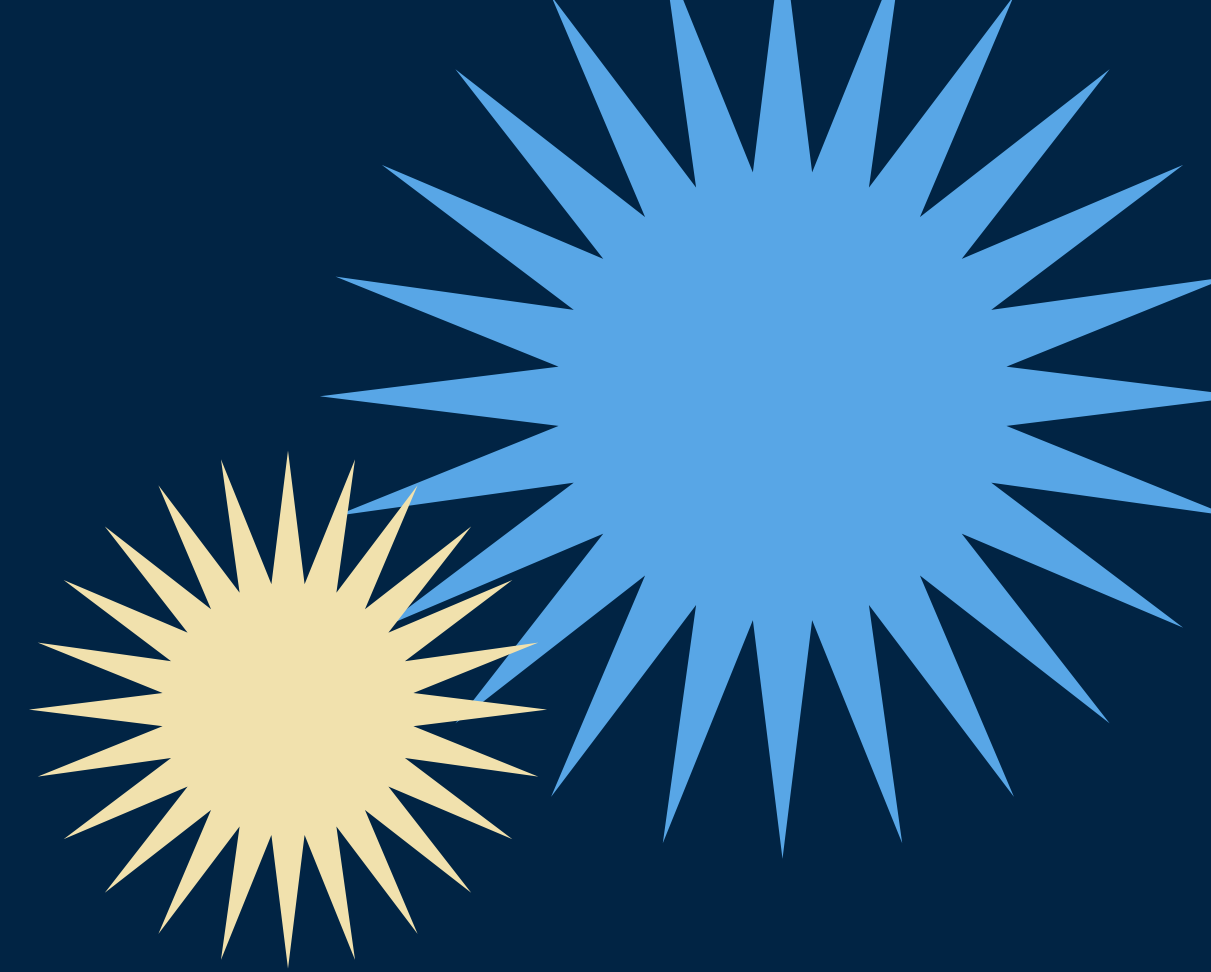
**OPTION 2:
70%
INSTRUCTIONAL
SERVICES
30%
ALLOWABLE
SUPPLEMENTAL
PURCHASES**

- Purchasing of equipment, materials, tools and/or resources shall only be to supplement the instructional services being offered.
- These goods are intended for the use of Title I eligible students only.
- The school is responsible for obtaining the required three (3) quotes on orders of more than \$2,499.99 from District-Approved Vendors.
- M-DCPS will hold title and ownership of all non-consumable supplies, materials and equipment purchased by the District with Title I Funds.



Note: Schools who elect this option agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.

Eligible Private School Students



Attend a non-profit private school



Reside in the attendance boundary of an LEA public school participating in the Title I Program



Be identified by the LEA as failing or at risk of failing to meet the state standards, or other standards relevant to the private school (using multiple educationally related criteria)

Title I Migrant Education Program Eligibility Qualifications

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; and
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek), or to accompany (or join), a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The child has moved from one school district to another.

To help us determine eligibility, please complete the Migrant Program Student Eligibility Survey (FM-4889)



Miami-Dade County Public Schools
Title I Migrant Education Program
28205 SW 124th Court, Building F, Rooms F014 & F019
Homestead, FL 33033
Office # (305) 258-4115
Fax # (305) 258-3840
migrantprogram@dadeschools.net
<https://migrantprogram.dadeschools.net>

FOLLOW US ON SOCIAL MEDIA!
@mdcpsmigrant



Mrs. Erica Garcia
Executive Director

EGarcia5@dadeschools.net

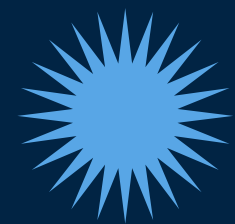


Active Third-Party Contractors

Catapult Learning 



Program Design and Service Delivery



Targeted Assistance Model



LEA can provide service directly using district personnel



Can provide services indirectly through contracts with public and private organizations and individuals (Third-Party Contractors)

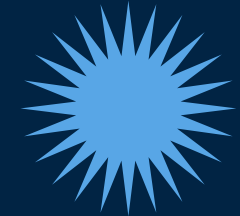


Supplement, Not Supplant

Program Design and Service Delivery



Extended-Day Services



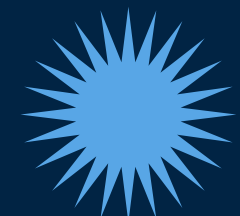
Push-In / Pull-Out Program Options



Counseling



Computer-Assisted Instruction (remote virtual online tutorial)



Referrals for Services (using multiple educationally related criteria; supplemental in nature)

ACCOUNTABILITY



Non-public school students are not required to take the Florida Assessment of Student Thinking



Non-public schools are not subject to grading



Alternate standards are to be developed in consultation with private school officials



LEA must use some assessment measure for gauging progress

ACCOUNTABILITY



LEA maintains title to all property purchased with Title I funds



Must maintain inventory of property at school



Must contact Title I Non -Public Office prior to disposal of any equipment for both Capitalized & Non -Capitalized Property



Must contact Title I Non -Public Office immediately when property is stolen or vandalized

Make sure to not give away any property to other organizations or remove property on your own from your school site without prior consent from the Title I Non-Public Office.



PROGRAM EVALUATION



Based on student achievement, program delivery, instructional program, and services to teachers and parents



Roster of participants to be served and demographic data (race, gender, grade)



SAT 10; ITBS points



Outcome data will be used to evaluate the program and determine progress



Criteria used by private school must be developed in consultation



Academic Gains – 2.0 or more points growth



Surveys to Principals, Teachers, and Parents



Online data collection for all schools and students



Goal – Increase number of students scoring above the 51st Percentile by two percentage points



Conducted by the Office of Program Evaluation



Pre and Post Test Assessments via i-Ready platform administered by providers before and after intervention

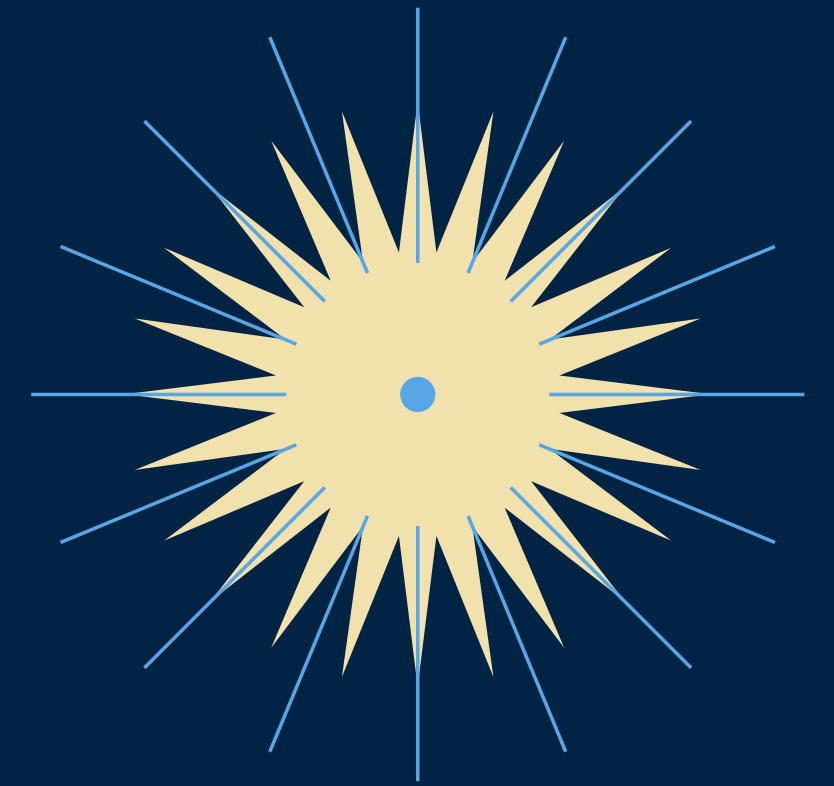


Timeline (See Evaluation Plan)



Recommendations will be factored into the following year's program

HERE'S WHAT WE NEED FROM YOU...



Complete Application
Packet

Submit Completed
Application Packet to
mdcpsNPSprogram@dadeschools.net

Contact your
Curriculum Support
Specialist for access to
online portal



MARK YOUR CALENDAR!



Application deadline
Friday, March 7, 2025



Online Portal deadline
(submission of student addresses)
Friday, April 4, 2025



Meaningful Consultation
Meeting
July 24, 2025 (tentative)



QUESTIONS

Division of Student & Family Support Programs/ Title I Administration Non-Public Team



Ms. Ana M. Gutierrez
Assistant Superintendent, Title I
Division of Student & Family Support Programs
amgutierrez@dadeschools.net

Ms. Bernadette M. Montgomery
Administrative Director, Student and Family Support Programs
Department of Title I Administration
bmontgomery@dadeschools.net

Ms. Ana M. Rodriguez
ERP Management Officer, Fiscal Operations and Management
Department of Title I Administration
amrodriguez@dadeschools.net

Ms. Erica Garcia
Executive Director, Migrant Education Program
Department of Title I Administration
EGarcia5@dadeschools.net

Ms. Yodislen S. Martinez
Director Community Outreach, Non-Public Programs
Department of Title I Administration
yodimartinez@dadeschools.net



Ms. Judith Bonce
Curriculum Support Specialist
judybonce@dadeschools.net
(305) 258-4115 ext. 2019



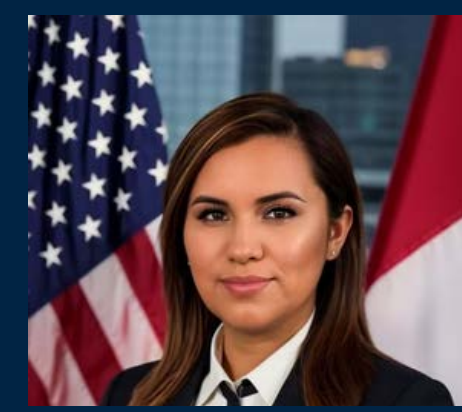
Ms. Claudia Camara
Curriculum Support Specialist
camarac@dadeschools.net
(305) 258-4115 ext. 2032



Ms. Melissa Alfonso
Curriculum Support Specialist
mrsalfonso@dadeschools.net
(305) 258-4115 ext. 2299



Ms. M. Kathy Montizaan
Fiscal Specialist
mmontizaan@dadeschools.net
(305) 258-4115 ext. 2030



Ms. Vanessa Davalos
Community Liaison Specialist
vdavalos01@dadeschools.net
(305) 258-4115 ext. 2031



Ms. Rebecca M. Abrahante
Fiscal Specialist

Title II, Part A:

Supporting Effective Instruction

Office of Professional Learning & Career Development
(PLCD)



OFFICE OF HUMAN CAPITAL MANAGEMENT
Miami-Dade County Public Schools

Education Focused | People Driven



Title II, Part A

Purpose

1. Improve student achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified administrators and teachers in schools
2. Hold Local Educational Agencies, (M-DCPS) and schools accountable for improvement in student academic achievement





M-DCPS is required to:

- Engage in timely and meaningful consultation with private school officials
- Provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers

Equitable Service Requirements

Equitable Service Requirements

M-DCPS is required to:

- Provide and process each year the Title II, Part A Teacher and Principal Training and Recruiting Application to those independent schools interested in receiving services
- Assess and address the needs of private school students and teachers
- Provide benefits and services that meet the needs of private school students and teachers
- Spend an equal amount of funds per student to provide professional development services to public and private school teachers and administrators



Title II, Part A

- Title II, Part A services are for improving knowledge in **core academic subjects** and effective and reflective instructional teaching practices
- Training of sufficient duration and intensity to ensure lasting impact on teaching performance and student achievement
- Focus areas:
 - Effectively integrating technology
 - Teaching students with different needs, disabilities, and limited English proficiency
 - Methods of improving student behavior, identifying early interventions, and involving parents
 - Leadership development and management
 - Use of data and assessments to improve instruction and student outcomes



Title II Equitable Services

Authorized Use of Funds Include:

- Improving evaluation and support system for teachers and school leaders
- Implementing initiatives to assist in recruiting and hiring effective teachers
- Developing programs that increase the ability of teachers and school leaders to effectively teach children in the early grades, students with disabilities, English learners, and to identify gifted and talented students
- Technical assistance with implementing formative assessments, designing classroom-based assessments, etc.
- Training for school personnel in techniques to support students affected by trauma, and children with, or at risk of, mental illness, and how to prevent and recognize child abuse
- Supporting instructional services provided by effective school library programs
- Providing professional learning to support STEM programs, career and technical education, work-based learning, etc.
- Developing feedback mechanisms to improve school working conditions





- Professional learning services must be non-secular, neutral and non-ideological, and supplemental in nature
- A satisfaction survey on quality of services provided will be sent to all non-public schools

Distribution of Title II, Part A Services

Meaningful Consultation

- *FACTS Education Solutions* was selected to be the third-party professional learning provider for the non-public school consortium
- *FACTS* is experienced in offering quality professional learning that serves the unique needs of non-public schools
- *FACTS Education Solutions*
 - Marcey Ayers, Regional Vice President, at 305-804-2778, or marcey.ayers@FACTSmgt.com
 - Tiffany Wilbur, Professional Development Manager, Federal Programs, at (480) 240-8449, or twilbur@FACTSmgt.com



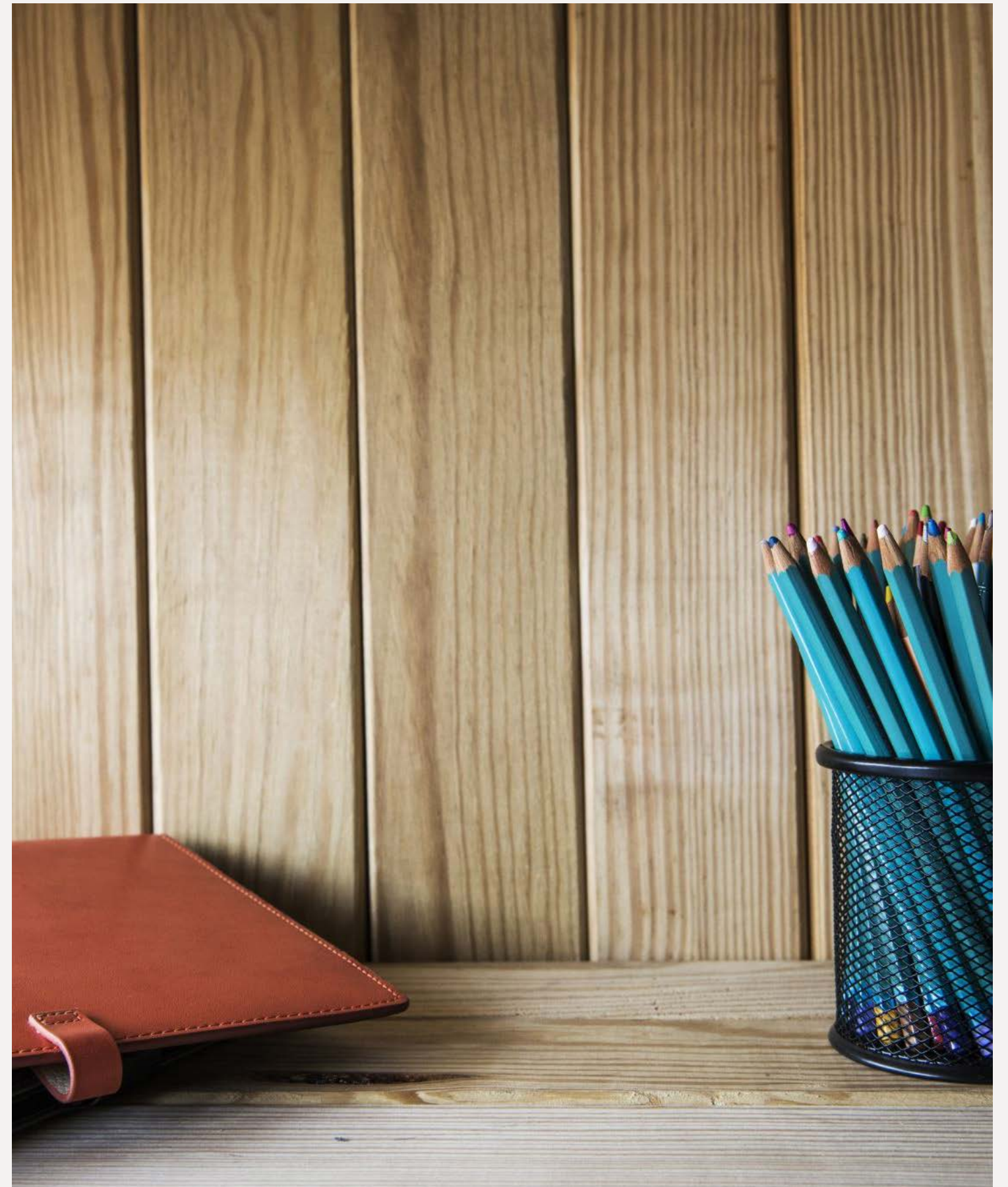


- Archdiocesan Schools
- Center for the Advancement of Jewish Education - Miami (CAJE)
- Other non-public schools

Non-public School Consortium

Requirements of Consortium and PL Provider

- Conduct a Needs Assessment
- Make decisions on how and where services will be provided
- Determine how the services will be assessed and ensure that the results meet Title II, Part A requirements
- Reflect on the learning, evaluate the application and impact of professional learning on teacher practice and student learning
- Report on types of professional learning activities, number of sessions conducted, and number of participants



Instructions for Submitting Reimbursement Documentation

Allowable professional learning services will be reimbursed in a timely manner according to the following guidelines:

- Complete and submit the following:
 - Title II, Part A School-site Professional Development Plans
 - ✓ Professional learning services must be delivered by approved provider
 - ✓ Reimbursement will not be made for unapproved or prior-dated activities
- Required documentation for quarterly reimbursement will be submitted to M-DCPS through FACTS Educational Solutions for professional learning activities serving all entities/schools.
- Expenditures must comply with all applicable state rules and federal regulations and may not exceed annual school allocation amount.



Required Documentation Submitted to M-DCPS by FACTS Educational Solutions

FACTS Educational Solutions submits reimbursement packets quarterly for professional learning activities serving all entities/schools.

Submissions include the following attachments:

- Title II Private School Reimbursement Checklist
- Invoices for payment
- Cost breakdown
- Payment confirmation/receipts
- Original receipts
- Course agendas* (If applicable)
- Attendance rosters/logs* (If applicable)
- Course evaluations* (Evaluation should include how activity will be used to positively impact instructional practice and increase student achievement.)

****Schools should keep documentation for site-specific professional development funded through Title II, Part A in the event of an audit from the state Title II, Part A office.***



Taking the First Step for Participation

If interested in receiving Title II services, schools must complete and submit every year the Title II, Part A Teacher and Principal Training and Recruiting Application. Applications can be requested by contacting:

Ms. Maria Cervantes

mcervantes@dadeschools.net

OR

Dr. Milagros Gonzalez

mgonzalez5@dadeschools.net



Q&A





In Closing ...

Staff in the Office of Professional Learning & Career Development are always willing to answer questions and/or provide guidance as needed.

Please feel free to contact

Dr. Milagros Gonzalez

305.995.7616

mgonzalez5@dadeschools.net



**DEPARTMENT OF BILINGUAL EDUCATION
and World Languages
Miami-Dade County Public Schools**

**TITLE III, PART A
Meaningful Consultation Meeting**



October 30, 2024

A blue oval logo with a globe-like pattern of white lines. The text "Bilingual Education & World Languages" is written in white, bold, sans-serif font across the center of the oval.

**Bilingual Education
& World Languages**

TWO TYPES OF TITLE III PROGRAMS:

English Language Acquisition (ELA) Grant

LEA is eligible to receive ELA funds according to number of ELLs reported on Survey 2 (October)

Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth (IY) Grant

LEA is not eligible to receive IY each year; will only receive if there is a significant increase of Immigrant Students reported Survey 2 (October). M-DCPS has not been eligible to receive these funds for past three years.





IMPORTANT:

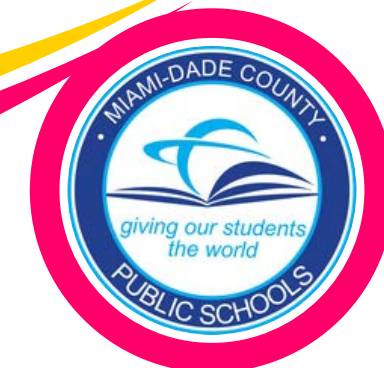
Applications for 2024-2025 Title III considerations were processed for Non-Public Schools that met the application/questionnaire submission deadline date of March 8, 2024. If your school qualified, an Award of Title III Services 2024-2025 was sent in September this year.



TITLE III-ELA

Enhanced Supplementary Services for Non-Public Schools

- Professional Development for teachers of ELL students on supplemental materials, best practices and ESOL strategies
- Bilingual Parent Outreach Program (BPOP) in Spanish and/or Haitian Creole
- Staff development for school's Title III Liaison on Compliance/Record keeping
- Supplementary instructional materials to support English language acquisition
- Consultation on creating a Plan of Action for 2024-2025.



ELIGIBILITY CRITERIA FOR SCHOOLS



WHAT SCHOOLS SHOULD ALREADY HAVE IN PLACE IN ORDER TO QUALIFY FOR TITLE III SERVICES

A Home Language Survey (HLS) to screen all students at initial entry which includes **Date of Entry into a U.S. School** ____ (DEUSS date). Please note that immigration and legal status questions **may not** be asked.

Initial English language proficiency assessment using CELLA Online with **new students who responded "Y" on HLS** ____ who are entering your school in 2024-2025. This will allow you to identify eligible students in time for the 2025-2026 application. Please contact us for individual consultation.

Application deadline for submission will be announced during the Spring Meaningful Consultative Services Meeting.



NON-PUBLIC SCHOOLS

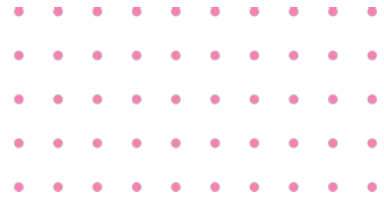
In private schools:

- Parents may Opt-Out of testing their child after completing the HLS **BUT** these students **will not be eligible** to receive Title III services and parents must understand. Please discuss with them.
- The Parent Annual Notification Letter is not required, **but highly recommended** in order to keep parents informed.
- However, schools **MUST** use a state-approved instrument to assess students upon initial entry and in the Spring **annually**.
- Keep ESOL program compliance records including the student progress in listening, speaking, reading and writing until they meet exit criteria.





SAMPLE



MIAMI-DADE COUNTY PUBLIC SCHOOLS
HOME LANGUAGE SURVEY
To Be Completed By Parent or Guardian Student I.D. No. _____

Student Name _____
Last First Middle

Date of Birth _____ / _____ / _____ Grade _____ Parent Language _____ Student Language _____
Month Day Year

Date Entered U.S. School : _____ / _____ / _____
Month Day Year

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Did the student have a first language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Does the student most frequently speak a language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

School _____ Date _____ Parent/Guardian Signature _____

ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR
Debe ser completado por el/la padre/madre o tutor/a No. De I.D. _____

Nombre del Estudiante _____
Apellido Nombre Inicial

Fecha de Nacimiento _____ / _____ / _____ Grado _____ Lengua Paterna _____ Idioma del Estudiante _____
Mes Día Año

Fecha de Entrada a la Escuela de los Estados Unidos: _____ / _____ / _____
Mes Día Año

Si responde "Si" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés?	Si <input type="checkbox"/>	No <input type="checkbox"/>
2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?	Si <input type="checkbox"/>	No <input type="checkbox"/>
3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés?	Si <input type="checkbox"/>	No <input type="checkbox"/>

Escuela _____ Fecha _____ Firma del Padre/Madre _____

MIAMI-DADE COUNTY PUBLIC SCHOOLS
SONDAJ SOU KI LANG TIMOUN NAN PALE
Pou paran oubyen moun ki responsab timoun nan ranpli No. I.D. Elèv La _____

Non Elèv la _____
Non fanmi Non

Dat Fèt li _____ / _____ / _____ Klas _____ Lang paran Yo _____ Lang Elèv La _____
Mwa Jou Ane

Dat ou Antre U.S. Lekòl: _____ / _____ / _____
Mwa Jou Ane

Si repons lan se "Wi" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
2. Eske elèv la te genyen yon premye lang anvan Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
3. Eske elèv la abitye pale yon lang ki pa Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>

Lekòl _____ Dat _____ Siyati Paran _____

CC: FILE IN CUMULATIVE FOLDER TO STAFF FOR TESTING

TITLE III SERVICES ARE BEYOND Non-Public Schools...

- Must show evidence that they are currently providing services to their English Language Learner students (ELLs) and that Title III services requested are above and beyond.
- SUPPLEMENT, NOT SUPPLANT services currently being provided and/or required as part of their core instruction or school responsibility.

Reminder:

- ELLs are eligible to receive ALL the services that Non-ELLs receive, including all Title I services. **ABOVE and BEYOND** those services, then Title III funded services can be provided.



CRITERIA FOR ELIGIBILITY:

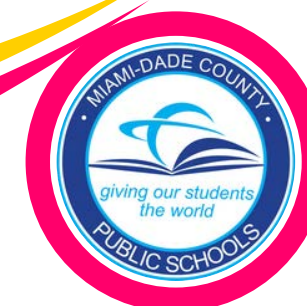
Title III ELA Grant:

- After initial language assessment, student is classified ESOL level 1 -4.

Title III IY Grant: Grant is awarded to specific Districts yearly as decided by FDOE. M-DCPS does not automatically receive IY funding.

Federal definition of **Immigrant Children and Youth** students are those students:

- **In grades K -12** (in Florida, Pre-K is not eligible for Title III).
- **Foreign -born** , not born in any U.S. State, the District of Columbia or Puerto Rico.
- Have **not** attend a school in the U.S. for **more than three academic cumulative years based on Date Entered U.S. School** (DEUSS date).



TITLE III

CONTACT

DEPARTMENT OF BILINGUAL EDUCATION AND WORLD LANGUAGES



Mr. Oscar Fragas, Title III Grant Support
ofragas@dadeschools.net

Ms. Cecilia Monteagudo, Executive Director, Title III
Administrator

ccmarquez@dadeschools.net





THANK YOU



**Bilingual Education
& World Languages**



**TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC
ENRICHMENT GRANTS (SSAE)**

Program Objectives

- Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the Student Support and Academic Enrichment (SSAE) program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:
 1. **Provide students with access to a well-rounded education**
 2. **Improve safe and healthy school conditions for student learning**
 3. **Improve the use of technology in order to improve the academic achievement and digital literacy of all students**



Categories

Well-Rounded Educational Opportunities

- Foreign language, arts, and music education
- College and career counseling
- Science, technology, engineering and mathematics (STEM)
- Accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual/concurrent enrollment programs & early college high schools
- American history, civics, economics, geography, government education, and environmental education

Safe and Healthy Schools

- Community and parent involvement
- School-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline
- Promoting supportive school discipline
- Dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Programs that support a healthy, active lifestyle (e.g. nutritional and physical education)
- Systems and practices to prevent bullying and harassment
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

Effective Use Of Technology

- Supporting high-quality PD to personalize learning and improve academic achievement
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
- Building technological capacity and infrastructure
- Innovative blended learning projects



Unallowable Expenses

- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- **Meals, refreshments or snacks**
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- **Out-of-state travel without FDOE pre-approval**
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- **Clothing or uniforms**
- **Furniture**
- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices
- Service costs to support PDAs, cell phones, smartphones, and similar devices (e.g., wireless services, data plans)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- **Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)**
- **Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)**
- Dues to organizations, federations or societies for personal benefit
- Costs for items/services already covered by indirect costs allocation
- Tuition



Process Overview

- 1) Find your school's allocation on the allocation list.
- 2) Decide what your school would like to request and which category (**well-rounded educational opportunities, safe and healthy schools, effective use of technology**) each item belongs to.
- 3) Request official quotes from vendors and complete a request form. Submit your completed form **WITH** electronic (PDF file) quotes by the **initial deadline** via **JotForm**.
- 4) Wait for feedback from M-DCPS. Once feedback is received, revise your request form and quotes accordingly, and re-submit by the **final deadline** via **JotForm**.
- 5) M-DCPS will notify schools when requests are approved, and the ordering process will begin.
- 6) Once your orders are created and **Purchase Order (PO)** numbers become available, our office will provide your school's PO numbers.
- 7) **Confirming receipt of goods-** When orders arrive at your school:
 - Review the contents
 - Sign and date the packing slip(s)
 - Scan or take a picture of it and submit via **JotForm**.



Title IV Contacts & Information

Virna M. Kaufman – Executive Director
Mareling Rios – Grant Assistant

When emailing us, you **must** include your school's name in the subject line.

Contact us at:

For General Questions: TitleIVRequest@dadeschools.net

To Apply: ApplyT4@dadeschools.net

Website: t4a.dadeschools.net

(works only with Google Chrome, Safari, Mozilla Firefox and Microsoft Edge.)



Miami Dade County Public Schools (M -DCPS) IDEA Private Schools Obligations



October 30, 2024





IDEA Private School Obligations


IDEA A PRIVATE SCHOOLS OBLIGATIONS

The Individuals with Disabilities Education Act (IDEA) has provisions related to children with disabilities enrolled by their parents in private schools.

Opportunity for Parentally Placed Private School Students to participate in programs carried out under Part B of IDEA through proportionate share of funds.



Meaningful Consultation

- Meaningful Consultation is conducted with representatives of **non-profit** private schools and parents on a timely and meaningful manner regarding the services that will be provided to ensure equitable participation.
 - Throughout the school year IDEA Private Schools Obligations collaborates, consults, and works directly with private schools, parents, and students to keep them updated on student eligibility, and services.
- 

For Profit **VS.** Non-Profit Entitlements

For Profit Private Schools

- ✓ District provides Child Find services
- ✓ Florida Empowerment Scholarship
- ✓ For Profit Private School Students are not eligible for supports and services through the proportionate share requirement

Non-Profit Private Schools

- ✓ District provides Child Find services
- ✓ Florida Empowerment Scholarship
- ✓ Supports and services provided to eligible students through the proportionate share requirement based on results of meaningful consultation

Ongoing Collaboration

Yearly Consultation Meetings with Private Schools

Consultation with parents and schools regularly throughout the school year

Individual or group meetings

Telephone and face-to-face conferences

Program website, emails, surveys

Eligibility Requirements

To be eligible for services under the IDEA obligations:

- Schools must be non-profit
- **Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA**
- A reevaluation meeting must be held every 3-years with M-DCPS for continued services through the program

Yearly Process

- . The Florida Department of Education (FLDOE) provides a list of eligible ESE students to the IDEA Private Schools Obligations Office .
- . The IDEA Private Schools Obligations team merges the list given with our current school lists for further verification.
- . Private School Master Eligibility list is e-mailed at least twice a year to the private schools and is updated on a continuous basis.
- . Parents are notified regarding the 3-year reevaluation meetings for continuation of services.

Initial & Reevaluation Process

CHILD FIND PROCESS- Initial Referrals



- The School District in which the private school is located has a child find responsibility. They must locate, identify, and evaluate all students regardless of where the student resides.
- The Technical Assistance Paper (TAP) for Parentally-Placed Private School Students with Disabilities (July 2024) allows parents to request an evaluation if the student resides in Dade County and if the private school is in another county; the evaluation/child find would be conducted to offer FAPE (Free and Appropriate Public Education).
- If seeking equitable services, the evaluation is completed by the District where the non-profit private school is located.
- This process is handled through the online referral system.

Initial Referral

Student Support Team (SST) Meetings are held with Private School staff, parents, and other pertinent members.

- The team reviews data, available empirically evidence, supports and interventions being offered and any progress monitoring data to determine their effectiveness.
- When an evaluation is recommended, signed parent consent is obtained.
- Evaluations conducted are used to determine student's eligibility for special education services as outlined by state and district criteria.
- Private evaluations that include a diagnosis does not automatically qualify for special education services. This report is used as data in the referral

DATA Reviewed at Meetings

Grades, work samples, attendance records, and discipline records

Any standardized test scores

Teacher Observations documented

Any private medical, psychoeducational evaluations, speech/language evaluations

Any individualized interventions with progress monitoring data collected

Any Private School Learning Plan

Reevaluations

Reevaluation meetings for students with disabilities are conducted every 3 years.

- The following data will be reviewed:
 - Evaluations, current classroom supports, local/state assessments, teacher observations/feedback and parent input
 - A determination is made whether the student needs a formal reevaluation
 - If a formal reevaluation is needed, the student is evaluated by a Psychologist

After the Reevaluation

- After a formal reevaluation is completed, a follow-up meeting will be held to review the results of the evaluation, and the team determines:
 - Whether the student continues to have a disability;
 - The present levels of academic achievement and related development needs of the student; and
 - Whether the student continues to need special education and related services

- ❖ **Reevaluations are NOT conducted for students with 504 Accommodation Plans or Gifted.**

IDEA GRANT Proportionate Share

The proportionate share is calculated using the proportion of eligible parentally-placed private school students compared to the total population of eligible students in the school district, multiplied by the district's IDEA, Part B funds for the school year. The allocation amount is based on the students with disabilities (SWD) count from the October Survey of the previous school year.

IDEA/ Private Schools Obligation- Federal Funds

IDEA GRANT PROPORTIONATE SHARE

$$\begin{array}{ccccc} \text{Calculated} & & \text{Eligible} & & \\ \text{Proportionate} & \div & \text{Private} & = & \text{Eligible Amount Per} \\ \text{Share} & & \text{School} & & \text{Student for Services} \\ & & \text{Students} & & \end{array}$$

FOR THE 2024-2025 SCHOOL YEAR, THE AMOUNT PER ELIGIBLE PRIVATE SCHOOL STUDENT IS \$1,976.56

Who are the eligible students that get counted for the funding calculation?

Students who have been identified by M-DCPS as a child with a disability and have a current evaluation.

Students who have a current evaluation during the **October** survey period (for the prior year) are included for the purpose of generating funding for the current school year.

Students are eligible for services once they have a current evaluation in place. Even if it is after the October count.

Direct and Indirect Service Decisions for 2025 - 2026

- After Meaningful Consultation in Feb. & March of 2025, Private Schools will complete a Needs Assessment Survey
- The Data collected is analyzed to determine the best options based on student needs
- Schools will be given options for expenditure of funds

2024-2025 Options

OPTION 1

100% of Services

OPTION 2

100% of Educational
Materials/Technology

OPTION 3

50% Services
50% Educational
Materials/Technology

Services - Direct (DS) & Indirect Support (IS)

- Academic Support (DS) M-DCSP Teachers
 - Consultation
 - Support Facilitation
 - Direct Support
- PreK Intervention* (DS)
- Tutoring *(DS)
- Counseling* (DS)
- Parent/Family Support (IS)
- Professional Development for Teachers * (IS)
- Materials (IS)
- Technology (IS)
- Assistive Technology (IS)
- Software (IS)
- * **Contracted**

OPTION 1	OPTION 2	OPTION3
100% of Services	100% of Educational Materials/Technology	50% Services 50% Educational Materials/Technology

Direct Support Referral Process

- Support services will differ for each child depending on the student's needs.
- Academic Support and/or counseling **may** be provided through one of the models reviewed.
- To be eligible for any service under the IDEA, students **must** maintain a current eligibility status with M-DCPS along with state eligibility criteria for one of the 13 disability categories outlined in IDEA.
- Services will be provided by a M-DCPS Certified ESE teacher or a Contracted Credentialed provider.

A Referral form must be completed for each student referred for services. Requested documents must be included for review.

2024 - 2025

I.D.E.A. Private School Obligations Instructional Support Referral

[Click on the link for information on the direct services that are currently available](#)

Section 1

Student & School Information

1. Last Name: *

Enter your answer

2. First Name: *

Enter your answer

3. Student ID#: *

Enter your answer

4. Date of Birth: *

Please input date (M/d/yyyy)

5. Exceptionality: *

Enter your answer

6. School: *

Enter your answer

7. Grade: *

Enter your answer

8. Last Evaluation Date: *

Please input date (M/d/yyyy)

9. Referral Date: *

Please input date (M/d/yyyy)

10. Referring Teacher: *

Enter your answer

11. Phone Number: *

Enter your answer

12. Email Address: *

Enter your answer

Section 1 Referral Form: Student Demographics and School information

Support Type

Please select the type of support you are requesting for the student.

13. Direct Support for:
Please select all that apply *

- Reading
- Math
- Counseling
- Pre-K Intervention
- N/A

14. Support Facilitation for:
Please select all that apply *

- Reading
- Math
- NA

15. Consultation Support for:
Please select all that apply *

- Reading
- Math
- N/A

16. What specific concerns do you have about this student's academic progress pertaining to Pre-K Intervention or Reading:
(be as specific as possible): *

Enter your answer

17. What specific concerns do you have about this student's academic progress pertaining to Math:
(be as specific as possible): *

Enter your answer

18. What specific concerns do you have about this student's academic progress pertaining to Counseling:
(be as specific as possible): *

Enter your answer

19. Have you consistently used any software program with this student for Reading?
If Yes, please provide name of the program
If No, write N/A *

Enter your answer

20. Have you consistently used any software program with this student for Math?
If Yes, please provide name of the program
If No, write N/A *

Enter your answer

21. Fill in the information for the most current assessment in Reading that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Section 2: Support Type

Some questions require data/reports to support student needs

Enter your answer

...

22. Fill in the information for the most current assessment in Math that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Enter your answer

23. Fill in the information for the most current assessment in any other category that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Enter your answer

24. Any additional Notes:

Enter your answer

Final Authorization

This process requires academic or other comprehensive data as stated in questions #19 - #23.

Also include the child's latest report card with the documents.

To facilitate the district in obtaining this information, save each report as follows:

School Name, Student Initials, ID #
(Gulliver Prep J.A. #1234567)

Once all files are named correctly, then scan and email all documents to PrivateSchools@dadeschools.net using subject line:
Student Referrals


All documents must be received before a review of the referral request is conducted.

25. Parent has been notified and agrees with referral: *

Yes

• Section 3: Final Section

Resources



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

State Board of Education

Ben Gibson, *Chair*
Ryan Petty, *Vice Chair*
Members
Esther Byrd
Grazie Pozo Christie
Kelly Garcia
MaryLynn Magar

Manny Diaz, Jr.
Commissioner of Education

DPS: 2024-125
Date: July 19, 2024

Technical Assistance Paper
Parentally-Placed Private School Students with Disabilities

<https://www.fldoe.org/core/fileparse.php/7571/urlt/DPS-2024-125-Parentally-Placed-Private-School-Students-with-Disabilities.pdf>

Department of Exceptional Student Education

Parentally Placed Private School Students



<http://privateschoolsidea.dadeschools.net>

IDEA Private Schools Obligations Contact Information

Yvonne Leon
District Director
Office of Exceptional Student Education
yvonneleon@dadeschools.net

Shannon Gottardi
District Director Budget & Data
Office of Exceptional Student Education
sgottardi@dadeschools.net

AnSeing Partridge
Instructional Supervisor
Private School Obligations and Evaluations
a_partridge@dadeschools.net

IDEA Private Schools Obligations Contact Information

Jorge Mendez
Chairperson Private School Obligations
jmendez15@dadeschools.net

Jennifer Horenstein
Chairperson Psychological Services
jhorenstein@dadeschools.net

Christina Kinnaird
Private School Intake Coordinator
ckinn@dadeschools.net

Academic Instructional Support Teachers

Georgianne Armas: georgianner@dadeschools.net

Annie Carrera: anniecarrera@dadeschools.net

Lori Coronado: lcoronado@dadeschools.net

Marietta Faget: mfaget@dadeschools.net

Lourdes Falcon: lfalcon@dadeschools.net

Theresa Ferreras: tferreras@dadeschools.net

Juan Gil: 199365@dadeschools.net

Audrie Gonzalez-Amador: audrie37@dadeschools.net

Ana Leiva: 304943@dadeschools.net

Amalia Marquez: 326576@dadeschools.net

Jennifer Perez: jperez@dadeschools.net

Sonia Williams: 207844@dadeschools.net

6521 SW 62nd Av.
Miami, FL 33143
Phone: 305-274-8889

thank
you

dreamstime

prekese.dadeschools.net



Non-Public School Supports



Participation Requirements

- Non-profit school

- with Kindergarten and higher grades





MIAMI-DADE COUNTY PUBLIC SCHOOLS
PREKINDERGARTEN PROGRAM
FOR CHILDREN WITH DISABILITIES
the right beginning...

Supports and Services



Professional
Development



Parent Education



Assistive Technology



Make & Take
Workroom

Consultation with the child's Early childhood teacher

is available for:

- Strategies
- Accommodations
- Specialized instruction
- Materials/equipment that support developmental areas (cognitive, personal-social, communication, motor, adaptive)





Professional Development

- High/Scope Curriculum
- Positive Behavioral Support
- Social and Communication Skills
- Developmentally Appropriate Practices
- Assistive Technology
- Lesson Pix
- Conscious Discipline



P R E K



E S E

Program Delivery Models

- Walk-in Speech/Language Therapy
- VPK/Head Start Consultation
- Inclusion
- Reverse Mainstream 1/2 day/Full day
- LEAP 1/2 day (Program for ASD)
- ASD
- InD



Dr. Josée Gregoire
Executive Director



305-271-5701



prekese.dadeschools.net



JGregoire@dadeschools.net



5555 SW 93rd Ave., Miami, FL 33165





Florida Diagnostic & Learning
— RESOURCES SYSTEM —

WELCOME

FDLRS is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act Part B and State General Revenue funds.

Section 1006.03, Florida Statutes (F.S.)
Diagnostic and Learning Resources
Centers





Florida Diagnostic & Learning
— RESOURCES SYSTEM —

VISION

The vision of the Florida Diagnostic and Learning Resources System (FDLRS) is that every child receiving exceptional student education services will be able to achieve their fullest potential from prekindergarten through postsecondary opportunities, resulting in college, career, and life readiness.



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

MISSION

The mission of the Florida Diagnostic and Learning Resources System (FDLRS) is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities; integrating assistive and instructional technology; promoting family engagement; and ensuring access to early intervention services.



Use Data Well

Inquire and Learn

Focus Goals

SIX KEY PRACTICES

Monitor and Provide Feedback

Shared Instructional Practices

Implement Deeply

Florida Diagnostic and Learning Resources System-South (FDLRS-South)

*Serving: KIPP Charter, Mater Academy, Miami-Dade,
and Monroe*



www.fdlrssouth.org

FDLRS-South

Main Office

FDLRS-South

JRE Lee Educational Center

6521 SW 62nd Avenue

South Miami, FL 33143

Phone: 305-274-3501

Satellite Center: North

Robert Renick Educational Center

2201 NW 207th Street

Miami Gardens, FL 33056

FDLRS-South

Satellite Center: Central

Thena C. Crowder Early Childhood Diagnostic and Special
Education Center
757 NW 66th Street
Miami, FL 33150

Satellite Center: South

Center for International Education
ESE Student Services Bldg. 005 - Room 003
900 NE 23 Ave.
Homestead, FL 33033

Florida Diagnostic and Learning Resources System - South (FDLRS-South)

Serving: KIPP Charter, Mater Academy, Miami-Dade, and Monroe

The Florida Diagnostic & Learning Resources System (FDLRS) provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 18 centers that directly serve school districts in the areas of Child Find, Parent & Family Services, Human Resource Development (HRD), and Technology.

Child Find

FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services.

- Child Find Public Awareness/Outreach
- Child Find Service Coordination
- Early Childhood Developmental Screenings, Coordination, and Resources
- Interagency Collaboration

Parent & Family Services

- Provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children with special needs.
- Assists in the development of family-friendly programs, training, and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.
- Assists in supporting parents with providing resolution to the Parent Help Desk inquiries and guidance to support the education of their child.

Human Resources Development (HRD)

- Collaboratively plan and provide information, professional learning, and technical assistance /consultation and resources related to effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs based on locally assessed needs and established priorities.
- HRD services include needs assessments and personnel development with multi-level professional learning activities at the awareness, comprehensive, integration, application, and follow-up levels.

BEESS Portal to Professional Learning Alternatives (PLA) Independent Courses - www.fl-pla.org

- Behavior
- Graduation/Secondary Transition
- Language
- Leadership
- MTSS
- Prekindergarten
- Reading/Math
- Student Services
- Teaching Students with Disabilities

BEESS Portal to PLA

Online Learning - Independent Study

Section 1012.585, F.S. (Senate Bill 1108)

20 In-service Credits Every 5 years

(ESE course for new re-certification requirements)

- Effective Teaching Practices for Students with Disabilities
- Teaching Students with Disabilities
- Teaching Students with Disabilities in Physical Education
- Positive Behavior Interventions and Support (PBIS)

www.fl-pla.org



PLA Facilitated Courses

60 Inservice Credits

- Assessment and Evaluation
- Components of Secondary Transition
- Differentiating Reading Instruction
- Foundations of Exceptional Education
- Instructional Practices
- PBS: Understanding Student Behavior



PLA Facilitated Courses

40 Inservice Credits

- Exploring Structured Literacy

30 Inservice Credits

- Differentiating Mathematics Instruction
- Differentiating Science Instruction



PLA Facilitated Courses

20 Inservice Credits

- Engaging Learners through Informative Assessment
- Introduction to Assistive Technology
- Introduction to Differentiating Instruction
- Technology for Varied Learners
- Technology to Support Reading Comprehension

5 Inservice Credits

- Matrix of Services
- Surrogate Parent

BEES Portal to PLA Gifted Endorsement

The five courses listed below are designed for individuals who have access to students and want to earn their endorsement in Gifted.

- **Nature and Needs of Students Who Are Gifted** *(60 inservice credits)*
- **Theory and Development of Creativity** *(60 inservice credits)*
- **Guidance and Counseling for the Gifted** *(60 inservice credits)*
- **Special Populations of Gifted Students** *(60 inservice credits)*
- **Curriculum Development for the Gifted** *(60 inservice credits)*

BEES Portal to PLA Autism Spectrum Disorder (ASD) Endorsement

The three courses listed below are designed for individuals who have access to students and want to earn their endorsement in ASD.

- **Nature, Needs, Assessment and Diagnosis of Autism Spectrum Disorders with Field Experience** *(80 inservice credits)*
- **Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorder with Field Experience** *(80 inservice credits)*
- **Applied Behavioral Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience** *(80 inservice credits)*

Technology

Provides assistance and support in the appropriate use of a variety of technologies for teachers, professional staff, and parents. Support services are available in the areas of:

- Accessibility
- Accessible Educational Materials
- Accommodations
- Assistive Technology
- Instructional Technology
- Virtual Instruction
- Visual Supports

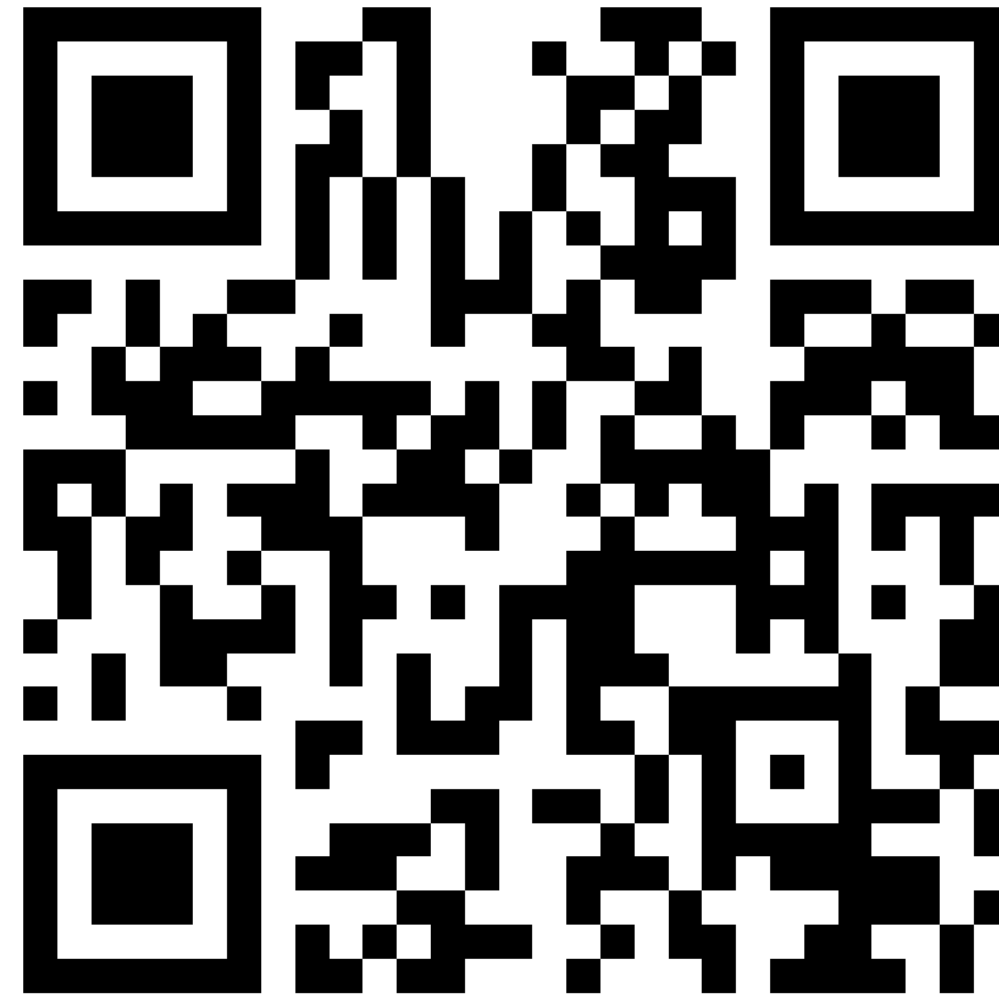
FDLRS-South



Simply contact FDLRS-South for further information and begin taking advantage of the no-cost services available to you and the exceptional children you serve.

www.fdlrssouth.org

305-274-3501



<https://forms.office.com/r/avR4bRyF9P>

EVALUATION & FEEDBACK



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

[FDLRS.org](https://www.fdlrs.org)

FDLRS South

ACCESSIBILITY

FDLRS is committed to providing resources that are accessible to everyone.

If you have difficulty accessing an FDLRS resource, please contact us. We are happy to provide it in a format that will meet your needs.



Overview of SEDNET

The Multiagency Network for
Students with Emotional/Behavioral
Disabilities (SEDNET)
Region 11 Project Manager
Daryl Castro
Sednet@dadeschools.net

SEDNET Mission

- SEDNET creates and facilitates a **network of key stakeholders** committed to assisting in the **provision of a quality system of care** for students **with or at-risk of emotional and/or behavioral disabilities**.
- <https://sednetfl.info/>
- [1006.04 Educational multiagency services for students with severe emotional disturbance](#)

SEDNET

SEDNET is a regional network of the major child-serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:

- Education
- Mental Health
- Substance Abuse
- Juvenile Justice
- Child Welfare
- Families and Youth

Florida Department of Education SEDNET Regions



To view contact information
for your local SEDNET
manager, please visit:

[SEDNET Regions \(sednetfl.info\)](http://sednetfl.info)

Case Management

Case Management services are provided to families, and students with at-risk behaviors and/or with emotional/behavioral disabilities. The Case Manager assists in coordinating services with schools in the integration of educational services, referrals for school based mental health evaluations and access to records from psychiatric hospitals and community mental health facilities (up to age 17).

- ❖ Larkin Community Hospital
- ❖ Nicklaus Children's Hospital
- ❖ Citrus Health Network
- ❖ Jackson Memorial Hospital



SEDNET Case Management Referrals

- ❖ When a student is admitted to a baker act receiving facility, schools should obtain a parental consent for release of information listing the corresponding baker act facility and send it to the SEDNET Case Manager (Mutual Exchange of Information FM 2128) .
- ❖ The Case Manager will request and obtain the medical records ensuring that all reports are sent to the appropriate school personnel. **Information is handled in a confidential manner.**
- ❖ A referral form is completed by SEDNET staff and forwarded along with pertinent information to the principal of the student's school.
- ❖ Schools should follow up by conducting an SST/RT meeting following student discharge.



Email Address

SEDNET@dadeschools.net

Region 11 Contact Information

Alina Rodriguez, Executive Director
Department of Exceptional Student Education
Miami-Dade County Public Schools
(305) 598-2436
Fax (305) 598-4639
rodriguez003@dadeschools.net

Daryl Castro, Project Manager
SEDNET
(305) 598-2436
Fax (305) 598-4639
dcastro001@dadeschools.net

SEDNET Project Contacts

Charlene Grecsek, EdD, LMHC

Executive Director/ Principal Investigator

cgrecsek@usf.edu

Caroline Gillis

State Lead for Emotional/Behavioral Disabilities

IDEA State-Funded Project

Caroline.Gillis@fldoe.org

19 Regional SEDNET Projects

Local project contact information

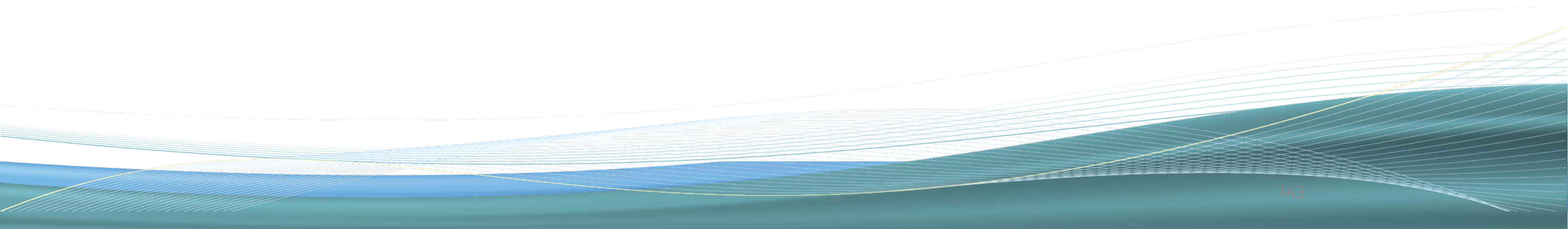
www.sednetfl.info

Website Resources for Families

- Mental Health Services and Supports
 - [Student Support Services \(fldoe.org\)](http://fldoe.org)
- Research, Education and Training
 - [Florida Diagnostic and Learning Resources System \(FDLRS\)](#)
 - [Florida Positive Behavior Interventions and Supports \(FLPBIS\)](#)
 - [Florida Problem Solving and Response to Intervention \(PS/RtI\)](#)



Questions



Thank You!!

For all you do to support successful outcomes for children and youth with and at-risk of emotional/behavioral disabilities and their families!

2024-2025
Fall Meaningful Consultation
For
21st CENTURY COMMUNITY LEARNING CENTERS
(21ST CCLC)
MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)



21ST CCLC



(M-DCPS)

Purpose/Priorities

The purpose of the Nita M. Lowey 21st Century Community Learnings Centers (21st CCLC) is to support the creation of community learning centers that provide high-yield academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state student standards in core academic subjects, such as English language arts (ELA) and mathematics; offers students a broad array of high yield enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Examples of Program Activities:

Youth development activities

Service learning

Nutrition and health education

Drug and violence prevention programs

Counseling programs

Arts, music, physical fitness and wellness programs

Technology education programs

Financial literacy programs

Environmental literacy programs

Career and technical programs

Internship or apprenticeship programs

Eligible Applicants

Eligible applicants are local educational agencies, community-based organizations, colleges and universities, other public or private entities or a consortium of two or more of these entities.

Current Participating Schools

Earlington Heights Elementary School

4750 NW 22nd Avenue, Miami, FL 33142 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=1561>

Streaming in Action (a consortium of four schools):

Henry F. Flagler Elementary - 5222 NW 1st Street, Miami, FL 33126

<https://www3.dadeschools.net/SchoolInformation/school/1881/details>

Melrose Elementary - 3050 NW 35 Street, Miami, FL 33142 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=3181>

Goulds Elementary - 23555 SW 112 Avenue, Miami, FL 33032 <https://gouldselementary.net/>

Cutler Bay Middle - 19400 Gulfstream Road, Cutler Bay, FL 33157 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=6111>

Miami Community Charter School 101 S. Redland Rd, Florida City, FL 33034) <https://mccsedu.org/>

Somerset Academy Charter High School South Homestead

305 NE 2nd Rd, Homestead, FL 33030 <https://www.somersetacademysh.com/>

Kendall Green & Green Springs Charter High Schools

8610 SW 107th Ave, Miami, FL 33173 <https://kendallgreenshs.com/>

3555 NW 7th Street, Miami, FL 33125 <https://greenspringshs.com/>

REQUEST FOR PROPOSAL (RFP)

New Applicants are required to submit a RFP during the new grant funding cycle which is issued every two years.

The next RFP will be released in 2026

Periodically check for competition updates and grant materials on the Florida Department of Education website listed below:

<http://fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.shtml>.

For Additional Information Contact



Faye Rodney

District Supervisor
Miami-Dade County Public Schools



1450 NE 2nd Ave., Suite 760, Miami, FL 33132



305-995-4289



frodney@dadeschools.net



www.DadeGetsGrants.net



@DadeGetsGrants

THANK YOU

Thank you for participating in the Fall
Meaningful Consultation Meeting.



Montserrat Balseiro
mbalseiro@dadeschools.net

Maria Cervantes
mcervantes@dadeschools.net

Melissa Latus
mlatus@dadeschools.net

Faye Rodney
Frodney@dadeschools.net

Grants Administration (305) 995-1706



@DadeGetsGrants

www.DadeGetsGrants.net



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