

**BEESS Autism Program (CARD)
University of Florida**

Project Abstract

Applicants are required to provide a description of the key elements and primary focus of the project.

Response: Description of the project – In accordance with Section 1004.55, Florida Statutes, and Rule 6A-7.0335, Florida Administrative Code, the University of Florida/Gainesville Center for Autism and Related Disabilities (CARD UF/Gainesville) provides nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism, a pervasive developmental disorder that is not otherwise specified, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. CARD UF/Gainesville will provide services within its geographical region which includes Alachua, Bradford, Citrus, Columbia, Dixie, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Marion, Putnam, Suwannee and Union Counties. Service delivery will be consistent with the 6 other regional CARD centers. CARD UF/Gainesville will coordinate services within and between state and local agencies and school districts but will not duplicate services provided by those agencies or school districts.

Overview of Project Plan – The University of Florida Center for Autism and Related Disabilities will work closely with its partner agencies across the State of Florida to ensure high quality and equitable local, regional, and statewide service provision in accordance with Florida Rule 6A.7.0335 and consistent with the longstanding mission and values of the Florida CARD Centers. The project plan for CARD UF/Gainesville, as outlined in Florida Rule 6A-7.0335, reflects priority program areas noted below. In addition, our project plan for FY 2011-12 includes: (1) special attention to and related programmatic support of SPP indicators 5 and 14; (2) support for Florida's Reading initiatives through designated project training activities; (3) delineation of expected project performance outcomes/goals and related programmatic activities (see below) in the following categories: (a) Deliverables; (b) Training and Technical Assistance; and (c) Service Delivery. The target population for this project includes: infants and toddlers birth - 2; pre-kindergarten, grades K - 12; adults with disabilities; students with disabilities; families; district administrators; related services providers; school administrators; and teachers

• Project Plan – In accordance with Rule 6A-7.0335, Florida Administrative Code, CARD UF/Gainesville offers the following plan (details regarding specific program objectives are found on the PPA forms attached to this application):

1. A staffing plan with, at minimum, individuals with expertise in autism or autistic-like behaviors and in sensory impairments.
2. A direct service plan that addresses individual and family assistance in the home, community, and school while not supplanting responsibilities of other state and local agencies.
3. A technical assistance and consultation services plan for providing specific intervention and assistance, utilizing all available community resources, to clients of the project, the clients' family, school districts, and other service agencies and individuals as appropriate.
4. A professional training program plan that includes developing, providing, and evaluating pre-service and in-service training in state-of-the-art practices for personnel who work with the populations served by the project and their families.
5. A public education plan to increase awareness of the public about autism, autistic-related disabilities of communication and behavior, pervasive developmental disorders, dual sensory impairments, and sensory impairments with other disabling conditions.
6. Interface with the medical community to ensure the appropriate use of medical consultation in the provision of services.
7. An Annual Conference to promote state-wide planning and coordination and to include staff from each of the seven CARD Centers and representatives from each Center's Constituency Board.

8. Support of the Constituency Board, as defined in Section 1004.55, Florida Statutes.

9. Collection of census data to include at a minimum, county, date of birth, gender and disabling condition.

Established Need

Identify the state, regional or district need based on analysis of the baseline data.

Response: Baseline data from 2010-11 indicate a continued increase in demand across all areas for CARD UF/Gainesville services and support for individuals with ASD. The State SPP has identified additional core areas in which they are requesting CARD support. By continuing to provide Individual and Direct Family Assistance and Support, Consultation and Technical Assistance, Professional and Parent Training, and Public Education and Awareness activities across all settings (home, school and community), and to all those involved in the education and support of our constituents, CARD UF/Gainesville supports FLDOE's attempt to meet the established need. Students with autism and related disabilities consistently demonstrate less favorable post-school outcomes when educational interventions lack consistency and continuity. CARD UF/Gainesville has served a very important role since its inception in helping to provide a bridge between settings, thus ensuring continuity and consistency of care for these individuals.

Scope of Work

Applicants are required to outline the scope of work.

Response: The scope of work for the project is outlined in the PPA forms attached to this application. These forms describe each performance item and its respective activities that support the expected project outcomes. Where applicable, the description includes the topical area, the estimated number of activities (e.g., the number of workshops), targeted audience, and content covered. Critical timelines for each performance item are also presented. The scope of work addresses the following areas: STAFFING PLAN. CARD UF/Gainesville prides itself on having a highly qualified, multidisciplinary staff with impressive longevity in terms of years of service to the project. Staff members are professionals with expertise and experience in Psychology, Special Education, Speech Language Pathology and Psychiatric Nursing. Our Director and Associate Director have been with the project since its inception in 1993. This continuity in leadership has contributed a high level of expertise and administrative stability to our project and has enhanced project outcomes through the development of long-term collaborative relationships with other agencies and professionals. Our project leaders are also productive in research, grant writing, scholarly publications, and professional presentations. They are all recognized as experts in their fields. 2) DIRECT SERVICE PLAN. We will provide individual family assistance across contexts. Families will be advised of the range of services provided and how to access those services. Information on how to access our services is available on our website. All new families are encouraged to attend a CARD Orientation presentation at our office or in their community. Direct service data will be collected regularly, entered into our uniform reporting database, summarized quarterly, and entered into the Project Tracking System for quarterly and annual reporting. 3) TECHNICAL ASSISTANCE AND CONSULTATION SERVICES PLAN. We will continue to provide technical assistance (TA) services throughout our region. Agencies requesting such services will be directed to a Technical Assistance Request Form on our website. Once a completed form is received, a clinician with expertise relevant to the technical assistance request will be assigned to contact the agency, assess need, and develop an action plan. TA data will be collected regularly, entered into our uniform reporting database, summarized quarterly, and entered into the Project Tracking System for quarterly and annual reporting. 4) PROFESSIONAL TRAINING PROGRAM PLAN. We will provide local and regional trainings for professionals and families in FY 2011-12 in an attempt to ensure that all professionals working with CARD constituents are trained in state-of-the-art "best practices" and are highly qualified. Agencies requesting training will be directed to a Training Request Form on our website. Once a completed form is received at our office, a clinician with expertise relevant to the training request will be assigned to contact the agency, assess need, and determine a plan of action. Given substantial budget reductions, our responsiveness to training requests and our ability to meet the community's vast training needs may be impacted in FY 2011-12. Training data will be collected regularly and entered directly into the Project Tracking System for quarterly and annual reporting. 5) PUBLIC EDUCATION PLAN. We will host or participate in public education/awareness events throughout our region in FY 2011-12. Given substantial budget reductions, these will be limited to large-scale

community events and others as resources permit. 6) INTERFACE WITH MEDICAL COMMUNITY. We maintain collaborations with the local medical community, particularly the University of Florida Health Science Center and Shands Hospital. A resource and referral database of medical providers by discipline is also maintained at our office. CARD UF/Gainesville staff provides regular consultation and support to the UF/Shands Psychiatry Autism Clinic and to the Vista inpatient program. 7) ANNUAL CONFERENCE. We will co-host an annual statewide conference for staff, constituency board members, constituents, and other interested stakeholders in January 2012. 8) CONSTITUENCY BOARD. We will maintain our close collaborative relationship with our Constituency Board (CB). The CB will review annual program budget and goals and will host quarterly meetings with staff to review priorities. The CB will operate in accordance with approved By-Laws, and proposed CB members' names will be submitted to the Presidents of the University of Florida and Autism Society of Florida, as specified in the Florida statute. CB members will participate actively in fundraising events to help support CARD operations. 9) CENSUS. We will register eligible constituents for services and maintain demographic information on gender and date of birth of the constituent; county of residence; eligible disabling condition(s); among other relevant variables. Census data will be entered into our Constituent Database, summarized quarterly, and entered into the Project Tracking System for quarterly and annual reporting.

Description of Alternate Methods for Trainings/Meetings

Applicants must consider alternate methods of conducting meetings and training events in an effort to reduce the number of these events that require out-of-district travel for school district and project staff members. Applicants are required to provide the following information:

- The types of alternate methods for training/meetings that were implemented during the 2010-2011 project year.
- The methods that will be continued for the 2011-2012 project year.
- The new methods/innovations (if any) that will be added for the 2011-2012 project year.

Response: To continue to meet constituent needs and to manage resource restrictions related to travel and staff time, we will continue to offer alternative modes for service delivery and training, including tele- and web-conferencing and other distance learning tools. A CARD UF/Gainesville staff member has been designated to spearhead the effort to coordinate and develop our online trainings and web-based seminars using technologies like Adobe Connect and others. CARD UF/Gainesville will also work to eliminate need for teachers to travel by bringing training to them whenever resources permit. Finally, CARD UF/Gainesville staff will restrict their own travel to sites within their catchment area only, except for annual CARD Conference travel. In FY 2009-10, the Florida CARD Centers developed an online training entitled "Overview of Autism Spectrum Disorders," while CARD UF/Gainesville recorded three presentations that were created at our office and broadcast via Adobe Connect. Additional presentations recorded through Adobe Connect were recorded in FY 2010-11. All are available at www.card.ufl.edu. Content for five new professional development workshops has been developed in collaboration with the other CARD Centers this year. Collaboration with FCIM to further develop CARD professional development materials into on-line modules has just begun.

Support of State Performance Plan

Applicants must describe how specific project activities will address the indicators of Florida's State Performance Plan

Response: The FLDOE has requested assistance with two indicators during FY 2011-12, Indicators 5 and 14. Indicator 5 relates to the percent of children with IEPs aged 6 through 21: inside the regular class 80% or more of the day; inside the regular class less than 40% of the day; and in schools, residential facilities, or homebound/hospital placements. CARD UF/Gainesville support for Indicator 5 is addressed in this application and infused throughout CARD's Direct Individual Family Assistance efforts Professional Development offerings and Technical Assistance to schools and agencies. Because best practice standards for education of students with autism and related disabilities indicate that regular contact with non-disabled students and access to the general education results in enhanced development of social

and language skills, support of Indicator 5 is an ongoing function of all CARD UF/Gainesville services. Additionally, CARD UF/Gainesville will work in collaboration with the Florida Inclusion Network in offering training and consultation to all school districts in our region. Details are provided in the PPA section of this application.

Indicator 14 relates to the percent of youth who had individual educational plans (IEPs), are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. CARD will also provide support for Indicator 14 by collaborating with families, individuals, local post-secondary education programs, Project 10 and school districts to enhance options for work and education for students with autism and related disabilities. We will include relevant transition-focused workshops during the annual CARD conference and continue to offer professional development in this area to educators in our region. Details are provided in the PPA section of this application.

Evaluation Plan

Applicants are required to identify how the project will evaluate progress (qualitatively and quantitatively) toward improving baseline data, including improving SPP indicator performance, and using as a foundation the identified needs and project activities. Types of data that may be used include:

- quantitative data such as relevant SPP indicator data as reflected in the SPP/APR or LEA profiles, student performance outcome data, number of people trained, district graduation rates for students with disabilities or formal survey results;
- qualitative data such as informal needs assessment results, focus group results, case studies, or participant feedback for training events; or
- results of initial data collection, where baseline data did not exist.

Response: Consistent with its expected goals/outcomes described above, CARD UF/Gainesville will monitor all program objectives via our own constituent databases and the Project Tracking System. Quantitative data will be entered into the PTS at least quarterly which will allow both quarterly and cumulative annual reporting. Reports will highlight each program activity conducted (individual and direct family assistance, technical assistance, professional training, public awareness, number of recipients of each service provided, and relevant demographics of those receiving these services). Qualitative consumer evaluation data will also be collected on trainings and selected deliverables and services; these data will be recorded directly into the Project Tracking System for the relevant performance activity.

Support for Reading/Strategic Plan

Applicant must describe how the proposed project will incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan. Please use the following URL for more information http://www.fldoe.org/Strategic_Plan/.

Response: CARD UF/Gainesville will support the reading initiatives by providing at least one workshop for teachers, constituents, and family members on instructional strategies and/or curriculum supports and modifications relative to this core content area. CARD UF/Gainesville will continue to make available "Educational Resources for Students with Autism Spectrum Disorders," an instructional resource directory. This directory was previously provided to FL DOE, and will be available to educational professionals at

<http://www.umcard.org/file/EducationalResourcesManual.pdf>.

Materials and methods from the CARD UF/Gainesville Summer 2011 Institute on Literacy and AAC will also be available to support families and educators in our region.

Dissemination and Marketing

Applicant must describe what methods or strategies will be used to communicate information about IDEA programs and services to the community.

Response: Marketing information to current and potential consumers about the CARD UF/Gainesville project will be shared in a variety of ways. The major formats for sharing information include:

- Brochures

CARD UF/Gainesville will disseminate CARD statewide brochures, which feature our project's mission, activities, and contact information. We will also distribute the brochure "A Dream Reborn: A Guide to the Stages of Grief for Families of Children Living with Disabilities" which was written by CARD constituent parents, and the PEPSA Partnership Brochures. Brochures will be available in English and Spanish, and Creole where needed.

- Informational Materials

CARD has produced a variety of informational materials over the years, including those on Autistic Disorder, Asperger Syndrome, PDD-NOS, Choosing Professionals, Diagnosing and Evaluating Autism, Positive Behavior Supports, Accessing CARD Services, etc. Additional informational materials will continue to be developed and distributed as needs are identified. Informational materials are offered in English and Spanish. Many are also offered in Creole.

- Website

CARD UF/Gainesville will continue to maintain an Internet web site (accessed via www.card.ufl.edu).

- Newsletters/E-news/Facebook

CARD UF/Gainesville will publish a general project newsletter this year and will disseminate enews monthly. These publications will contain general information about the project as well as information about professional development opportunities and other items of interest to constituents and autism professionals. Newsletters and enews will be archived on our website. Any family requiring a hard copy because of limited or no Internet access will be provided one. Additional information about events of interest to our constituents will be posted on the CARD UF/Gainesville Facebook page (www.facebook.com/UFCARD).

- Conferences

CARD UF/Gainesville, in cooperation with the other six CARD Centers and the Florida Outreach Project for Children and Young Adults who are Deaf-Blind, will sponsor an annual conference on autism and related disabilities. This conference will feature multiple training and awareness activities aimed at both parents and professionals. The conference will feature a teacher-training day co-sponsored by the Florida Department of Education.

General Education Provisions Act (GEPA)

Applicant must describe how equitable access to and participation in its program for students, teachers, and other program beneficiaries with special needs will be provided in accordance with section 427 of the General Education Provisions Act (GEPA), Public Law 103-382. See this requirement at the following URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Response: CARD UF/Gainesville will take all necessary and reasonable steps to ensure equitable access to, and participation in, all programs for students, teachers, family members and other program beneficiaries with special needs. CARD UF/Gainesville will ensure that the following types of barriers to equitable access are removed from all CARD UF/Gainesville sponsored activities: gender, race, national origin, color, disability, and age.

Deliverables

No.	Type	Title/Description	Topic Areas/BEES Priority	SPP Indicators/Clusters
1	Analytical	Census Provide census report to FLDOE of individuals with autism and related disabilities in the CARD UF/Gainesville region.	Family, Caregiver, and Community Support	0
2	Informational	Annual Report Provide Annual Report of CARD services to FLDOE	Family, Caregiver, and Community Support	0
3	Informational	Facebook Provide information on community news and events to families, educators and other professionals through the CARD UF/Gainesville Facebook pages.	Family, Caregiver, and Community Support	0
4	Informational	Newsletters Provide electronic and print newsletters for CARD constituents containing information on CARD services, calendar of events, and other topics of interest to families, educators and other professionals.	Family, Caregiver, and Community Support	0
5	Informational	Website Revise and update CARD UF/Gainesville website, as needed, to ensure it contains the most current accessible information.	Family, Caregiver, and Community Support	0
6	Instructional	Training Content Develop content for one new Professional Development workshop related to evidence based practices for educating students with autism and related disabilities.	Curriculum and Instructional Practices	5

Training

No.	Type	Title/Description	Topic Areas/BEES Priority	SPP Indicators/Clusters
1	Facilitation	Annual CARD Conference Coordinate and Co-host the annual Florida CARD Conference in January 2012.	Family, Caregiver, and Community Support	14
2	Facilitation	Medical and Therapeutic Perspectives on Autism and Related Disabilities Provide local trainings for constituents, family members and community professionals on medical diagnosis, interventions and research related to autism and related disabilities.	Family, Caregiver, and Community Support	0
3	Facilitation	Regional Training Provide at least two regional professional development opportunities for educators in the CARD UF/Gainesville region of 14 counties to	Curriculum and Instructional Practices	5

		support best practices in literacy, critical skills for increasing inclusion success and/or critical skills for employment and post-secondary education		
4	<u>Facilitation</u>	<u>Summer Institute</u> Coordinate the CARD UF/Gainesville summer institute for educators in our region.	Curriculum and Instructional Practices	5
5	<u>Presentation</u>	<u>General ASD/CARD Presentations</u> Provide general presentations on ASD and CARD to constituents, family members, community professionals and other interested parties.	Family, Caregiver, and Community Support	0
6	<u>Provision</u>	<u>Behavior Supports and Systems</u> Provide local trainings for educators, family members, constituents and other professionals on evidence-based positive behavior supports and systems	Behavior Support	0
7	<u>Provision</u>	<u>Developing Language and Communication</u> Provide local trainings for constituents, family members and community professionals on best practices for developing language and communication skills in individuals with autism and related disabilities.	Curriculum and Instructional Practices	5
8	<u>Provision</u>	<u>Early Identification and Intervention</u> Provide local trainings for constituents, family members and community professionals on best practices for early identification and intervention for young children with autism and related disabilities.	Family, Caregiver, and Community Support	0
9	<u>Provision</u>	<u>Facilitating Social Skills and Friendships</u> Provide local trainings for constituents, family members and community professionals on best practices for developing social and play skills in individuals with autism and related disabilities.	Family, Caregiver, and Community Support	5
10	<u>Provision</u>	<u>IEPs and IDEA</u> Provide local trainings for constituents, family members and community professionals on IDEA, the IEP and the IEP process for individuals with autism and related disabilities.	Family, Caregiver, and Community Support	0
11	<u>Provision</u>	<u>Individualized Toilet Training Programs</u> Provide local trainings for constituents, family members and community professionals on best practices for toilet training individuals with autism and related disabilities.	Family, Caregiver, and Community Support	0
12	<u>Provision</u>	<u>Instructional Strategies and Supports for Students with ASD and Related Disabilities</u> Provide local trainings for constituents, family members and community professionals on best practices for teaching students with autism and related disabilities in school, community and home environments.	Curriculum and Instructional Practices	5
13	<u>Provision</u>	<u>Literacy/Reading</u> Provide local trainings for constituents, family members and community professionals on best practices for developing literacy and	Curriculum and Instructional Practices	5

		reading skills for individuals with autism and related disabilities.		
14	<u>Provision</u>	<u>Orientation to CARD Services and Supports</u> Provide local trainings for constituents, family members and community professionals on CARD services and supports for individuals with autism and related disabilities, as well as how family members and professionals can access CARD resources in their communities.	Family, Caregiver, and Community Support	0
15	<u>Provision</u>	<u>Strategies for Effective Inclusion</u> Provide local trainings for constituents, family members and community professionals on best practices for including individuals with autism and related disabilities in general education and community environments.	Curriculum and Instructional Practices	5
16	<u>Provision</u>	<u>Transition to Adulthood</u> Provide local trainings for constituents, family members and community professionals on topics related to the transition to adult life including employment, self-determination and post secondary school for individuals with autism and related disabilities.	Transition	14
17	<u>Provision</u>	<u>Visual Supports and Assistive Technology for Individuals with Autism and Related Disabilities</u> Provide local trainings for constituents, family members and community professionals on best practices for using a variety of visual supports and assistive technology aids and devices to help individuals with autism and related disabilities with receptive and expressive communication.	Curriculum and Instructional Practices	0

Service Delivery

No.	Type	Title/Description	Topic Areas/BEES Priority	SPP Indicators/Clusters
1	<u>Activities</u>	<u>CARD/FLDOE Collaboration</u> Meet ten times annually via conference call or other technology with CARD Center Directors and FLDOE liaison for program planning and coordination.	Family, Caregiver, and Community Support	0
2	<u>Activities</u>	<u>Collaboration with CARD Constituency Board</u> Meet at least quarterly with CARD UF/Gainesville Constituency Board to obtain recommendations on community priority needs and collaborate on programs and activities.	Family, Caregiver, and Community Support	0
3	<u>Activities</u>	<u>Collaboration with Local School Districts and Agencies</u> Meet face-to-face and via technology with school district representatives and agency representatives (including FDLRS, FIN, SEDET etc.) to plan and coordinate professional development activities.	Curriculum and Instructional Practices	5
4	<u>Activities</u>	<u>Community Autism Awareness Events</u> Participate in regional, community-based	Family, Caregiver, and Community	0

		Autism Awareness Events at schools, churches and other venues.	Support	
5	Activities	Teen and Adult Support Groups Facilitate local teen and adult support groups to promote social skills and community inclusion.	Family, Caregiver, and Community Support	0
6	Direct	Autism Screenings Provide ASD screenings for families and refer families to appropriate professionals for formal diagnostic evaluations.	Family, Caregiver, and Community Support	0
7	Direct	Individual Direct Family Assistance Provide at least 1,500 Individual Direct Family Assistance Contacts serving over 2,700 individuals.	Family, Caregiver, and Community Support	0
8	Indirect	Technical Assistance to Schools and Agencies Provide at least 320 Technical Assistance contacts to schools and agencies with services reaching over 1,000 individuals.	Curriculum and Instructional Practices	5

ADDITIONAL ASSURANCES – ALL PROJECTS

Fiscal Agent: University of Florida

Assurance is hereby provided that

- The fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments. The fiscal agent will ensure that activities essential to project effectiveness including, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- The project agrees to collaborate with other entities (i.e., other Bureau discretionary projects, districts, and other agencies/organizations) during the project year under the direction of BEESS staff.
- When assistance is requested by a district, the project will give priority to districts that have been targeted for improvement related to a State Performance Plan Indicator or to those districts that the BEESS determined “in need of assistance or intervention.”
- Fees will not be charged for any service provided under the auspices of the project without prior written approval from the BEESS.
- Products developed for statewide dissemination must be submitted for content and policy review by the BEESS prior to their release for reproduction and distribution. This applies to all products EXCEPT those used for awareness (excluding newsletters designed for dissemination on a statewide basis which must be submitted to the project liaison for review), field test, or validation purposes. The fiscal agent will ensure that product developers adhere to policies and procedures set forth in “Product Guidelines 2011,” available from the BEESS Resource and Information Center (BRIC). A minimum of six weeks should be allowed for the BEESS to complete the review process and provide final approval.
- Products produced by or developed in connection with BEESS projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully- or partially-developed with project resources, fiscal and personnel resources. Prior approval for such products must be obtained by the designated BEESS project liaison and must contain a funding statement acknowledging the use of state or federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to the BEESS Resource and Information Center at (850) 245-0477 or e-mail at cicbiscs@fldoe.org.
- All reasonable precautions to protect personally identifiable student information are taken. Personally identifiable information stored on a database must be protected from access by

unauthorized persons. Disclosure of any personally identifiable information to a third party without prior written consent of a student's parent or the consent of an adult student, as applicable is prohibited. The project may disclose personally identifiable information without such consent ONLY if ordered to comply with a law or regulation or in response to a search warrant, subpoena, or court order. If the project is legally compelled to disclose personally identifiable information to a third party, the project will attempt to notify the applicable parents, or adult student, unless doing so would violate the law or court order.

- Projects with websites will maintain current and updated information specifically related to the project's primary focus. In accordance with federal and state requirements, websites must comply with Section 508 to ensure accessibility to the public. When referencing information and products that were developed by another BEESS discretionary project or are the primary responsibility of another BEESS discretionary project, the project will link directly to the other project's website, rather than summarize or excerpt information.
- Project staff will participate in status updates via phone, e-mail, or face-to-face as requested by the project liaison. Data reflecting project activities conducted throughout the year will be maintained and kept current in the BEESS Project Tracking System (PTS). Data concerning implementation of activities may be entered at any time. However, projects must enter data in the PTS at least quarterly. Questions regarding PTS should be directed to Karen Denbroeder, Administrator, at (850) 245-0475 or by e-mail at karen.denbroeder@fldoe.org.
- All equipment (computers, servers, modems, phone lines) and software will be maintained in proper working order and upgraded as necessary to ensure efficient operation and transmission of the data.
- Prior written approval must be obtained from the BEESS to purchase furniture or equipment with project funds.

ADDITIONAL ASSURANCES – BEESS Autism Program (CARD)

Fiscal Agent: University of Florida

Submission of this application hereby assures that the applicant (i.e., regional center) will implement the project consistent with the following requirements:

- Each regional center shall not supplant responsibilities of other state and local agencies.
- It shall be the responsibility of the center director to communicate regularly with the chair of the constituency board on issues affecting the operation and delivery of services by the center.
- Each center director shall submit the regional center plan to the appropriate constituency board for review and comment.
- Each regional center shall have a constituency board in accordance with the requirements of Florida State Board Rule 6A-7.0335, Florida Administrative Code.
- An annual conference shall be held for staff from each regional center and representatives from each center's constituency board.
- Each regional center will be responsible for gathering information for the statewide census of individuals who are eligible for services of these centers.
- Each regional center, after review and comment by the appropriate constituency board, shall submit to the Department by September 1 an annual report, which shall include the following:
 - The number of individuals served, the type of disability served, and the type and extent of services offered to the individuals.
 - The type of training offered to regional center staff, constituency board members, and individuals and the total number by category of individuals trained.
- Each regional center staff shall submit to its university and the Department an annual budget which has been reviewed by its constituency board.