

FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Agency Name: The School District of Lee County 2855 Colonial Blvd. Fort Myers, Florida 33966	DOE USE ONLY Date Received				
B) Program Name: Comprehensive Support Grant (CSG), 2025-26 TAPS Number: 26A487		Project Number (DOE Assigned) 360-2266D-6C003				
C) Amendment Type ☒ Program ☒ Budget Amendment Number: 1	D) Amendment Request Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Matthew Chesser </td> <td style="width: 40%;"> Telephone Numbers: 239-337-8273 </td> </tr> <tr> <td> Mailing Address: 2855 Colonial Blvd., Fort Myers, FL </td> <td> E-mail Addresses: matthewches@leeschools.net </td> </tr> </table>		Contact Name: Matthew Chesser	Telephone Numbers: 239-337-8273	Mailing Address: 2855 Colonial Blvd., Fort Myers, FL	E-mail Addresses: matthewches@leeschools.net
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E) Required Signature and Certification						
I, Denise M. Carlin, Ed.D., as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application amendment. Denise M. Carlin, Ed.D., Superintendent Date						
F) Narrative						
The School District of Lee County is requesting an amendment to realign grant funds to better support the Students with Disabilities (SWD) subgroup through direct educator compensation and modern instructional technology. The total project budget is being realigned with a significant portion of this amendment focusing on The Learner's Summit, a high-quality professional learning event designed to address the root causes of underperformance in the SWD subgroup.						

Instructions for Completion of DOE 150 Project Amendment Request

- A. Enter Agency Name
 - B. Enter Program Name and TAPS number as listed on the original Project Award Notification.
 - C. Enter Amendment Type – Refer to Project Application and Amendment Procedures for Federal and State Programs (Green Book) for definitions of Program and Budget amendments.
 - D. Enter Amendment Request Contact Information for the person who is responsible for the project.
 - E. Complete Required Signature. **Note:** Application amendments signed by officials other than the Superintendent, or President/Chairman of the Board, must have a letter of authorization to sign on the behalf of said official, attached to the DOE 150 when the application amendment is submitted.
 - F. Provide sufficient narrative to describe and justify the type of amendment being requested. Narrative should include the purpose of the amendment and description of the amended services or budget changes – i.e. changes in scope or objectives, changes in deliverables or work tasks and how these changes affect the original application. Any budget change will require details on the increase/decrease and how the change affects the original application.
- Attach Budget Amendment Narrative Form (DOE 151) if this amendment requires budget changes.**

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM**

A) The School District of Lee County
District/Agency Name

B) 360-2266D-6C003/26A487
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved

E) Total Project Amount resulting from this Budget Amendment

\$1,994,386.80

\$1,994,386.80

F) Line Item Description

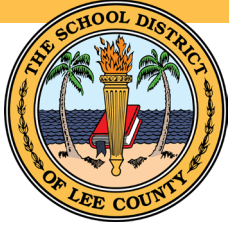
Function	Object	Account Title and Narrative	Amount Increase	Amount Decrease
6400	120	Supplemental pay for teachers/coaches @ average \$50/hr x 4 hrs x 100 coaches (Activity 1)		\$ 16,437.00
6400	210	Retirement @ 14.03% (Activity 1)		\$ 2,307.00
6400	220	FICA @ 7.65% (Activity 1)		\$ 1,256.45
6400	510	Supplies - printed materials, paper, pencils, folders, pens (Activity 1)		\$ 1,000.00
6400	310	The UF Literacy Institute to provide coaching to K-2 literacy coaches to better support teachers in implementing foundational reading instruction and intervention to support student learning	\$ 9,000.00	
6400	510	Teacher/Coach manuals to support implementation of UFLI to support foundational reading skills and increase student achievement across all schools	\$ 11,633.75	
6400	120	Teacher Pay (Activity 7) Supplemental pay for Learner's Summit attendees. Schools will be required to designate teacher attendees for the Learner's Summit. Funding provides supplemental compensation to ensure participating teachers are paid at their full normal hourly rate, supporting consistent implementation and equitable participation across schools.	\$ 231,188.36	
6400	210	Retirement @ 14.03%	\$ 32,435.73	
6400	220	FICA @ 7.65%	\$ 17,685.91	
6400	120	Training Development (Activity 7) Removing supplemental contracts for Learner's Summit development.		\$ 31,328.00
6400	210	Retirement @ 14.03%		\$ 5,612.00
6400	220	FICA @ 7.65%		\$ 3,060.00
6400	369	Gemini Pro Licenses: Purchase of new Gemini Pro licenses at \$192.00 each. Teachers will be trained during the Learner's Summit on how to use this tool effectively in their instructional planning. The training will equip them to incorporate Gemini Pro into lesson design in order to differentiate instruction and better address the unique learning needs of their students. Expected outcomes include increased teacher capacity to design targeted instructional supports, more personalized learning experiences for students, and improved overall student engagement and achievement.	\$ 192,000.00	
6300	369	Cardonix Software Purchase: Funding for Cardonex will provide the District with a comprehensive audit of school master schedules, offering critical insight into how instructional time and staffing resources are currently allocated. The platform identifies inefficiencies, uncovers opportunities to improve course access, and ensures staffing is aligned to student needs. By using Cardonex, schools will be able to make data informed scheduling decisions that strengthen instructional continuity, close achievement gaps, and better support student success across all campuses.	\$ 100,000.00	
6400	310	Technology for Learner's Summit: The technology budget line covers the essential audiovisual equipment required to operate the Learner's Summit effectively. This includes televisions and digital screens for presentations, sound systems to support speakers and large group sessions, and other necessary AV components that ensure clear communication, high quality content delivery, and a professional event experience. These items are critical to running the Summit smoothly and supporting all instructional and collaborative activities.	\$ 27,925.00	
6400	360	Hotel Facility Fee Increase for Leaner's Summit: The selected hotel is one of the few venues in the county with the capacity to host a group of this size while fully meeting the logistical and operational needs of the Learner's Summit. Its extensive conference facilities and ability to support multiple simultaneous sessions make it the most viable option for delivering a high quality experience for attendees. Additionally, the hotel's partnership in offering competitive pricing and strong outreach opportunities maximizes the impact of our funding and supports broad participation across schools.	\$ 18,500.00	
6400	310	Priority Marketing: Priority Marketing will provide event registration software, an event app for attendees, and event signage for the Learner's Summit. This budget line supports these essential operational components by funding the systems and tools necessary to manage registration, deliver real time event information, and ensure clear and effective signage throughout the Summit.	\$ 13,700.00	
6400	310	Keynote Speakers(Activity 7): The requested \$6,000 increase for keynote speakers will allow the District to secure highly recommended presenters with demonstrated expertise in areas directly aligned to our instructional priorities, including Exceptional Student Education (ESE). These speakers are recognized for their work in supporting inclusive practices, differentiated instruction, and strategies that improve outcomes for students with disabilities. Their presentations will deliver targeted, actionable guidance to help schools better meet the needs of ESE learners while also addressing broader district goals related to instructional excellence and closing achievement gaps. This investment ensures that staff receive high quality, relevant professional learning that strengthens our capacity to serve all students effectively.	\$ 6,000.00	
5100	120	Targeted Team Grants: Removing supplemental pay for teachers for targeted student intervention.		\$ 205,457.00
5100	210	Retirement @ 14.03%		\$ 28,826.00
5100	220	FICA @ 7.65%		\$ 15,718.00
6400	510	Supplies (Activity 7): Reduction in Summit materials and supplies		\$ 19,071.30
6300	120	Math Intervention (Activity 4): Removing development of a tracking system		\$ 41,091.00
6300	210	Retirement @ 14.03%		\$ 5,765.00
6300	220	FICA @ 7.65%		\$ 3,140.00
6300	310	Bailey Instructional (Activity 6): Removing comprehensive instructional review		\$ 280,000.00
Total			\$ 660,068.75	\$ 660,068.75

Instructions

Budget Amendment Narrative Form DOE 151

- A) Enter District/Agency Name
- B) Enter Project Number of original project and corresponding TAPS number
- C) Enter chronological number of this Amendment Request
- D) Enter the Total Project Amount Currently Approved
- E) Enter the Total Project Amount resulting from this Amendment
- F) Provide a narrative description for each budget item by category to justify the requested Budget Amendment. List **ONLY** the budget lines that are being amended and/or new ones being created. For each budget line to be amended, indicate whether the amount will be increased or decreased in the appropriate column and record the adjusted amount being submitted for approval.

**THIS FORM MUST BE
ACCOMPANIED BY AN
APPROPRIATELY
COMPLETED PROJECT
AMENDMENT REQUEST
FORM, DOE 150**



The School District of Lee County

Rachel Gould, Sr. Director

2855 Colonial Boulevard, Fort Myers, FL 33966

O: 239.337.8566

Provider Information

Provider: Team Nikic, Inc. **Evidence of Effectiveness:** Chris Nikic is a **world-record holder** and the first person with Down syndrome to complete a 140.6-mile Ironman triathlon. He is a **two-time ESPY Award winner**, a four-time Guinness World Record holder, and a Special Olympics Global Ambassador. Nik Nikic has **20 years of experience** as a CEO and consultant, implementing the "1% Better" system for major global corporations such as Universal, United Airlines, and Enterprise.

Supporting Evidence for Request

1. Correlation with Strategic or Professional Learning Plan The services are designed for a **Summer Learning Summit** with a focus on **expanding educator understanding** of what is possible for neurodiverse students. By sharing real-world achievements and lived experiences, the program aims to help educators shift their focus from student disabilities to abilities.

2. Qualifications, Experience, and Evidence of Effectiveness

- **Nik Nikic:** A sales consultant and CEO who developed the **1% Better System**, a framework for sustainable continuous improvement.
- **Chris Nikic:** A history-making athlete who has completed the Abbott Marathon Majors and multiple Ironman triathlons.
- **Impact on Achievement:** The presentation provides a **proven framework** (the 1% Better System) originally used in corporate settings and refined to help individuals with intellectual disabilities reach their full potential. The Return on Investment (ROI) is based on providing educators with a structured process for coaching and student execution.

3. Previous Funding and Sustainability Plan The provided sources **do not contain information** regarding how this service was funded in previous years or the specific district plan to sustain these services in the absence of future funds.

4. Proposed Contract, Scope of Work, and Cost Breakdown

- **Event Date:** June 5, 2026.
- **Services:** An **Opening Keynote Presentation** (90 minutes) and **three breakout sessions** (45 minutes each).
- **Total Fee:** **\$10,000 (All-Inclusive).**
- **Cost Breakdown:** The fee covers all speakers (Nik Nikic, Chris Nikic, and two additional neurodiverse Ironman finishers), preparation, delivery, travel, related expenses, and presentation materials.
- **Reasonableness:** Although the fee exceeds the standard \$3,000 per day threshold, it is "All-Inclusive" for **four high-profile presenters** and multiple sessions, with no additional fees to be billed.

Board Members: **Armor Persons**, District 5, Chair | **William F. Ribble, Jr.**, District 3, Vice Chair
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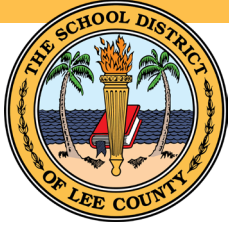


The School District of Lee County

5. Participants and Roles, the sessions are designed for **educators** and **Exceptional Student Education (ESE) staff**. The goal is to provide these professionals with a "no-quit mindset" and grit to better support their students.

6. Ongoing Professional Learning and Internal Capacity The service will be embedded through the introduction of the **1% Better System**. This is described as a **process and structure** that can be applied by anyone to reach full potential. By teaching educators this framework, the district can build internal capacity to use the system consistently for ongoing student support.

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1. Correlation to Strategic/Professional Learning Plan

Brian Mendler's services directly support the district's core commitments by providing practical, high-impact strategies that address behavioral, cultural, and operational goals:

- **Preparing Students for Life After Graduation:** Mendler's training teaches students vital **self-management skills** and **responsible decision-making**. By learning to navigate conflict with "dignity," students develop the emotional intelligence and self-regulation necessary for success in post-secondary education and the workplace.
- **Enhancing a Safe Learning Place & Culture:** His "Discipline with Dignity" approach replaces traditional punitive measures with **trauma-sensitive prevention and intervention**. This creates a safer, non-confrontational environment that reduces power struggles and prevents bullying, ensuring that students remain in the classroom rather than being removed through suspension.
- **Recruiting, Developing, & Retaining Staff:** Mendler's seminars are highly regarded because they provide teachers with "**strategies that work immediately**" for today's most challenging youth. Equipping staff with proven tools to manage "That One Kid" reduces burnout and boosts confidence, which is critical for retaining highly effective educators.
- **Strengthening Student, Family, & Community Partnerships:** Mendler is a co-author of *Turning Tough Parents into Strong Partners*, and his training emphasizes building **mutual respect** between all stakeholders. His methods teach staff how to engage difficult parents and reframe behavioral issues as collaborative opportunities for growth.
- **Improving Internal Operating Systems:** The training provides a **consistent school-wide framework** for discipline. This alignment streamlines internal operations by ensuring administrators and teachers use a shared language and a standardized "proven step-by-step process" for handling disruptions.

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2. Qualifications & Evidence of Effectiveness (ROI)

- **Qualifications:** Brian Mendler is a certified K-12 elementary and special education teacher and an Adjunct Professor of Behavior Management at [St. John Fisher University](#).
- **Experience:** He has over two decades of experience and trains tens of thousands of educators annually. He is the author of best-selling classroom management books like [That One Kid](#).
- **Evidence of Effectiveness:** His "Discipline with Dignity" approach is a research-based model shown in studies to [reduce classroom disruptions](#) and improve teacher-student relationships. Mendler maintains over **1,000 5-star reviews** on social media from educators citing immediate practical success.
- **ROI Projection:** Expected ROI includes a decrease in office referrals and an increase in instructional time previously lost to behavioral disruptions.

3. Funding & Sustainability

- **Previous Funding:** Typically funded through Title II (Professional Development) or Title IV (Safe and Healthy Students) federal grants.
- **Sustainability Plan:** To sustain learning without recurring costs, the district can utilize a "Train-the-Trainer" model where attending coaches and lead teachers integrate Mendler's "proven step-by-step process" into existing Professional Learning Communities (PLCs). The district can also purchase his [quick reference guides](#) for long-term site-based support.

4. Scope of Work & Cost Breakdown

- **Dates:** June 3-4, 2026 (2 days).
- **Hours:** 8:00 AM – 4:00 PM (8 hours/day).
- **Services:** One 90-minute Keynote: High-impact motivational and conceptual framing.

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The School District of Lee County

- Three 45-minute Breakout Sessions (Repeated): Small-group deep dives into specific defusing techniques.
- **Total: \$13,000.**
- **Inclusions:** This is a flat fee covering the keynote, multiple breakout sessions, and all travel-related expenses (airfare, lodging, local transport), ensuring no additional financial liability for the district beyond the contract price
- **Cost Reasonableness:** At **\$13,000 (all-inclusive)**, the fee is within the [standard industry range](#) of \$10,000–\$20,000 for elite educational speakers. Including travel expenses simplifies budgeting and prevents "hidden" cost overruns.

5. Participants & Student Benefit

- **Participants:** Offered to 1,000-1,500 school/district administrators, K-12 ESE teachers, instructional coaches, and behavior specialists.
- **Student Benefit:** Students benefit from a more stable learning environment where teachers use "defusing techniques" instead of escalating power struggles. This approach particularly helps students who struggle with [ADHD and trauma](#) by ensuring they remain in the classroom and feel "understood rather than managed."

6. Provide the plan of how the service will be embedded into ongoing professional learning as well as the plan to build internal capacity to continue to support the learning

- To embed Brian Mendler's training into ongoing professional learning and build internal capacity, the district will utilize a "Train-the-Trainer" model. Under this plan, attending instructional coaches, behavior specialists, and lead teachers will be responsible for integrating

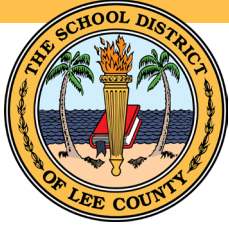
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- Mendler's "proven step-by-step process" into existing Professional Learning Communities (PLCs). This ensures the strategies are reinforced through regular, site-based collaborative work rather than remaining a one-time event. To support long-term implementation, the district can also provide quick reference guides for staff to use as ongoing resources in their classrooms.
- Internal capacity will be further strengthened by establishing a consistent school-wide framework for discipline. By training a broad group of 1,000–1,500 participants—including administrators and specialists—the district ensures that all staff use a shared language and standardized processes for handling disruptions. This alignment between teachers and administrators streamlines internal operating systems. Additionally, by providing staff with "strategies that work immediately," the district builds educator confidence and reduces burnout, which is essential for sustaining a high-quality workforce and a stable learning environment.

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Based on the text provided, here is the identification of the provider and the evidence of effectiveness, followed by the six reflections for the cost analysis.

Provider & Evidence of Effectiveness

- **Provider: Dr. Jeannie A. Golden**
- **Evidence of Effectiveness:** The provider utilizes a research-based approach grounded in longitudinal studies (Copeland et al., 2007) and clinical frameworks (National Child Traumatic Stress Network). Her effectiveness is rooted in "Tactical Approaches" that communicate sensitivity to trauma and the development of trusting working relationships to prevent student escalation and re-traumatization (McFarland & Bonavita, 2019; Jaycox et al., 2009).

Cost Analysis Reflections

1. Correlation to District Strategic Plan

The services directly support the district's goal of improving student well-being and academic achievement by addressing the "invisible elephant" of underlying trauma. By training staff to move away from "one-size-fits-all" or "zero-tolerance" policies that exacerbate behavior, the district aligns with strategic initiatives focused on inclusive safe learning environments and reducing exclusionary disciplinary practices.

2. Qualifications, Evidence, and ROI

Dr. Jeannie A. Golden is an expert in trauma-informed strategies with an emphasis on the assessment and treatment of behavioral manifestations of trauma (abuse, neglect, abandonment). ROI is projected through the reduction of "disruptive outbursts" and "physical aggression," which leads to increased instructional time and improved developmental trajectories for the 20% to 50% of students identified as having significant trauma-related academic challenges

4. Proposed Contract / Scope of Work

- **Date:** June 4, 2026.
- **Duration:** Approximately 3.75 hours of total presentation time (1.5-hour Keynote + three 45-minute Breakout sessions).
- **Services:** One Keynote address ("Underlying Trauma: The Invisible Elephant in the Classroom") and three repeated breakout sessions ("How to Deal Effectively with Challenging Behaviors").
- **Cost Breakdown:** Flat fee of **\$3,500** (including travel, accommodation, and honorarium).

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5. Participants and Benefit to Students

- **Participants:** School and district administration, teachers, student support personnel, bus drivers, and custodial staff.
- **Benefit:** Students benefit from a "broader perspective" regarding their behavior (rooting it in sadness/fear rather than defiance) and a reduction in "harsh disciplinary practices," which prevents re-traumatization and fosters a trusting environment conducive to learning.

6. Ongoing Professional Learning and Internal Capacity

The service is designed to build internal capacity by exposing all tiers of school staff—from administrators to custodial staff—to trauma-informed tools. By providing "tactical approaches" for various roles, the district can embed these strategies into daily interactions and peer-to-peer coaching, ensuring the expertise remains within the school setting after the provider's departure.

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