

# Florida Department of Education

TAPS Number  
**08B021**

## Project Application

<b>Please return to:</b>  Florida Department of Education Office of Grants Management <b>Attention: Gloria Smith</b> Room 325, Unit B, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0718	<b>A) Program Name:</b>  <b>Adults with Disabilities Grant Program                  State of Florida                  Specific Appropriation 40                  2007-2008 Funding Year</b>	DOE USE ONLY  Date Received						
<b>B) Name and Address of Eligible Applicant:</b>  School District of Palm Beach County 2112 S. Congress Ave., Suite 200 Palm Springs, Florida 33406		<b>Project Number (DOE Assigned)</b>						
<b>C) Total Funds Requested:</b>  \$ 1,508,606  <hr style="width: 200px; margin-left: 0;"/> DOE USE ONLY  <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <b>Contact Name:</b> Sandra Caruso                 </td> <td style="width: 50%;"> <b>Mailing Address:</b> 2112 S. Congress Ave., Suite 200 Palm Springs, Florida 33406                 </td> </tr> <tr> <td> <b>Telephone Number:</b> (561) 434-7307                 </td> <td> <b>SunCom Number:</b> 6-262-7307                 </td> </tr> <tr> <td> <b>Fax Number:</b> (561) 434-8909                 </td> <td> <b>E-mail Address:</b> carusos@palmbeach.k12.fl.us                 </td> </tr> </table>		<b>Contact Name:</b> Sandra Caruso	<b>Mailing Address:</b> 2112 S. Congress Ave., Suite 200 Palm Springs, Florida 33406	<b>Telephone Number:</b> (561) 434-7307	<b>SunCom Number:</b> 6-262-7307	<b>Fax Number:</b> (561) 434-8909	<b>E-mail Address:</b> carusos@palmbeach.k12.fl.us
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### CERTIFICATION

I, Arthur C. Johnson, Ph.D., (*Please Type Name*) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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.

E)   
 \_\_\_\_\_  
 Signature of Agency Head

A) School District of Palm Beach County

Name of Eligible Recipient:

B) \_\_\_\_\_

Project Number: (DOE USE ONLY)

TAPS Number

**08B021**

**FLORIDA DEPARTMENT OF EDUCATION**

**Budget Narrative Form**

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5400	120	Salaries for fulltime instructional staff who will identify benchmarks for students, design instructional plans for students and provide service through June 30, 2008	11	512,886.63
5400	150	Salaries for fulltime paraprofessional aides who will support the instructional plans created by the instructional staff; staffing through June 30, 2008	39	682,684.88
5400	210	Benefits for fulltime instructional staff to include Health Insurance, Life Insurance, Worker's Compensation, Retirement, FICA, Medicare, Unemployment, and other employee benefits		111,164.08
5400	210	Benefits for fulltime paraprofessionals to include Health Insurance, Life Insurance, Worker's Compensation, Retirement, FICA, Medicare, Unemployment, and other employee benefits		197,670.41
5400	330	In-county Travel for instructional staff working on the grant to move to and from 5 liaison sites located in five different areas of the county		3,000.00
5400	510	Supplies and instructional materials for vocational simulation of job skills		1,200.00
			<b>C) TOTAL</b>	<b>\$1,508,606</b>

Adults with Disabilities – State of Florida  
2007-2008 Funding Year Project Application

**1. Program Overview:**

A) Improving the quality of life: This project provides vocational training for Adults with Disabilities. Using a simulated work environment, skilled and certified teachers, and support staff, the student is assessed, is placed and benefits from individualized vocational training. Our goal is to make each student as self-sufficient as possible and, for those that qualify, to become employable. The students of the Palm Beach County School District benefit both by having the quality of their lives improved and by means of Supported Employment with extensive job-coaching and follow-along for those that are exceptional.

This system which uses six instructional content areas for consistent and measurable documentation, placement tools, Adult Individual Education Plans (AIEP), and regular documentation, has proven to be both workable and effective. At the end of each fiscal year, a thorough review of all weekly reports, by student, is conducted. Each student's progression is compared to the teacher reports. Upon verification of progression, students are included in the reporting used for funding.

This instructional program is built upon the individual student's needs and is presented through a realistic work environment using progressive instructional content to achieve successful completion of two annual student benchmarks. The progressive instruction is developed and implemented in one of four skill levels, designed to meet a variety of student learning needs. Student improvement is expected in self-sufficiency, through skill area instructional content and levels; and individual improvement is handled through interim goal-setting that is tied to the weekly instructional activities, thereby enabling the student to achieve his/her annual benchmarks.

B) Funding: Palm Beach County School District plans to use the funding to train and enhance the skills and lives of more than 600 students. Each of the five liaison agencies who partner with the Palm Beach County School District to provide this training has worked hard to identify each student's needs, including the vocational skill training. These agencies use this funding to provide training that could not be offered with their limited resources. Each agency endorses the policy of challenging students to attain the greatest degree of self-sufficiency in both their work skills and personal skills. The funding enables the students to achieve a greater sense of self-worth and self-sufficiency and/or qualifies them for employment. Our students are flourishing in Palm Beach County School District's program because they can see the success stories develop right before their eyes.

C) Program Investment: Despite the fact that there is no financial interest, Palm Beach County School District continues to support the programs through the processing and management of this grant. The district continues to partner with South Technical Charter Academy to provide the educational leadership needed to provide a combination of vocational skill training tempered with Exceptional Student Education. District-level personnel are active participants in the planning and implementation of this program and assume the responsibility of monitoring and reviewing the documentation provided by South Tech and the liaison agencies.

Palm Beach County School District is pleased with the extraordinary success of our original plan. With the exception of a few documentation procedures that have been streamlined, the original plan, along with the method of operation and goals, have not significantly changed. Since its inception this program has definitely impacted thousands of disabled students.

## **2. AIEP Statement of Use**

Palm Beach County School District develops an AIEP by assessing each student utilizing a Skill Area Placement Tool. There are four (4) skill areas, each dependent on the abilities of each student. Students are assessed using this tool to develop an appropriate AIEP that fit the needs and goals of each student. Each skill area contains a list of possible goals that were designed with the students' needs in mind. Each skill area is listed below.

**Skill Area 1** – Students in this area require more time to complete a task, additional instructional time, and one-on-one attention. Extensive skill-building in communication, behavior management, social adaptability, personal self-care and good worker traits will take place in this area. Exposure to a variety of activities such as downtime activities, food preparation, and personal self-care skills promote improved self-sufficiency. Exposure to competitive work begins with simulated work activities to explore student abilities and interests.

**Skill Area 2** – Students begin their exposure to community experiences, learn to interact appropriately with peers, and begin interpersonal skill-building. Emphasis is placed on student strengths and shaping behaviors that are characteristic of a responsible adult. Students in this skill area show a desire to explore more work options and display a need and ability to learn new tasks. Greater emphasis is placed on acceptable work attitudes, characteristics of a good employee, and positive relations with peers and supervisors.

**Skill Area 3** – More in-depth career exploration and realistic career matching provide the student with the opportunity to participate in community and career-oriented instructional programs. Transportation, community resource awareness, employer site visitations, enclave participation, community inclusion and volunteerism, facility-based jobs, and guest speakers are some of the opportunities to be explored by the student in this instructional level. Community Inclusion opportunities will be a fully integrated part of the curriculum. Contract work will be utilized as a means to teach and assess good employee work traits.

**Skill Area 4** – Students in this skill area are gaining final preparation in community integration and occupational choices. The teacher will be promoting independence within the community through integrated community and leisure activities. Students will learn to locate and use community resources. Financial responsibility in handling banking and spending is included in the program according to the individual needs of the student. Instruction will work to improve and refine the student's work attitudes, problem-solving skills, and job search activities. Students will be exposed to multiple and diverse work tasks to enable them to make informed decisions about work options. A core of essential work traits will be presented through use of contractual work. This skill area is the final transition to work or an alternative program.

Each student's training is based on these four (4) skill areas and focuses on two annual benchmarks that are designed with the student's specific needs and goals in mind. The teacher, student, program manager, parents/guardian, and Local Educational Agency representative are all a part of this process. Each student's progress is recorded daily using a daily reporting sheet that is then used to record progress on the Interim Goal Benchmark Sheet. Comments regarding the student's progress are then recorded semi-monthly. The progress notes are derived from the daily reporting sheet used by each instructor.

### **3. Summary of 2006-2007 Results**

A) The program served over 600 students throughout the fiscal year. 572 students successfully met their enrollment goals and benchmarks 1 and 2. Each year the program exceeds the number of students projected. As the program has grown and the demand has not only been maintained but also increased, we believe that the student benefits are documented by the demand for the program. The ultimate goal for each student has remained to attain the highest level of self-sufficiency possible. Competitive employment for all would be our dream, but the reality is that not all students are capable of that goal.

B) 105 students benefited from placement in competitive employment; 14 more benefited from the on-going support provided in non-competitive placements and “sheltered work” that allowed them to work on self-improvement and build their self-worth in the process. For the first time 21 students at the ARC (Association of Retarded Citizens) experienced what it was like to be employed. They are working part-time until they are well acclimated to their work environment and will soon progress to supported employment.

C) Palm Beach County School District believes that the following “best practices” have led to the on-going student success:

- an intake process that is consistent and geared toward the individual student which has enabled us to clearly identify their specific needs and goals, thereby increasing their chances for success
- an assessment process that allows the student to find the level of training needed
- certified vocational teachers with the ability to break down work skills into small and attainable steps for the disabled student, which allows them to get the most benefit from their training
- a planning process and method of documentation that requires everyone to maintain the focus on the needs of the student on a weekly basis
- continuous challenges for all to grow, develop work skills, and progress to his/her personal best.

**4. Description of Carry-Forward Activities for 2007-2008**

A) Palm Beach County School District plans to continue the best practices because it lends to the success of this program. This tool has enabled the students to maximize their potential due to assessment that is tailored to the specific needs of the student.

B) Palm Beach County School District will continue to work closely with certified instructors who will benefit from professional assistance from the grant coordinator. The continual monitoring of the recordkeeping involved lends to the high quality of instruction passed on to the students.

C) The daily report sheet will continue to be utilized by the instructor as it provides documentation that accurately maintains the student's individualized needs and goals on a daily basis.

D) Palm Beach County School District will continue to challenge all students to strive for competitive employment. It is often remarkable when students, considering their disabilities and skill-levels often exceed their projected goals.

**5. New Activities for 2007-2008**

A) Habilitation Center for the Handicapped has instituted a reading program in which the students will become peer teachers under the direction of an instructor. The listening students often pay more attention to the oral reading of their peers.

B) Habilitation Center for the Handicapped has also begun a nutrition program for the benefit of the students. This program is designed to encourage healthy eating habits.

C) Habilitation Center for the Handicapped is allowing students to attend their business meetings so that students can see what goes on behind the scenes in the business world. Students are then questioned regarding their observations and their input is considered and analyzed by all in attendance.

**Support for Reading/Strategic Imperatives**

1. Students with limited or low reading skills are targeted for supplemental reading activities, honing in to their individualized learning styles, whereas students whose disabilities prohibit reading are encouraged to learn to visually recognize important signs and information and to use reading emergency skills. It should be noted that, although most of our students have not been able to master reading of text material, Palm Beach County School District has achieved good results by stressing and conditioning students, who are unable to master reading, to recognize important information in their surroundings using pictorial or auditory games.

2. Palm Beach County School District will incorporate Strategic Imperative # 3. Our intent is to annually increase the percentage of students who demonstrate job-specific learning. Our tool to gauge this is dependent on those students who move from the workshop setting to either competitive employment or sheltered work employment with assistance from a job-coach in-house.



**Dissemination/Marketing**

Palm Beach School District will recruit students utilizing assistance from many organizations, such as the Department of Children and Families, Vocational Rehabilitation, Workforce Alliance, that are involved with this grant. Communication among the 5 agencies, listed on page 10, that South Technical Charter School Academy partners with is essential to the success of the program. Marketing begins with strong communication; it is essential to “sell” the program, its goals and success record continuously within the internal organization. Extending that marketing into the community is a joint project that is coordinated by the vocational teachers provided by South Technical Charter Academy. The following marketing strategies are shared with the agencies involved:

- on-going visitation and communication at all levels with the liaison agencies
- strategic planning with the liaison agencies to identify and place the most appropriate prospective students into each organization
- external organizations, i.e., Department of Children and Families, Vocational Rehabilitation, Workforce Alliance, etc. contact to provide detailed information about the opportunities available through our training
- continuous work with the School District’s staff to identify and directly place ESE graduates appropriate to this program, thereby making a smooth transition from the high school setting.

Adults with Disabilities – State of Florida  
2007-2008 Funding Year Project Application

**Partnerships/Co-Sponsoring Agencies**

The following agencies will be collaborating with the Palm Beach County School District on the Adults with Disabilities Grant Program for FY08:

- A) The ARC (Association of Retarded Citizens) of Palm Beach County  
1201 Australian Ave., Riviera Beach, Fl. 33404 Ph. 561-842-3213
- B) Habilitation Center for the Handicapped  
22313 Boca Rio Road, Boca Raton, Fl. 33433 Ph. 561-483-4200
- C) Jeff Industries  
115 East Coast Ave., Hypoluxo, Fl. 33462 Ph. 561-547-9229
- D) Palm Beach Habilitation Center  
4522 South Congress Ave., Lake Worth, Fl. 33461 Ph. 561-965-8500
- E) Seagull Industries for the Disabled  
3879 West Industrial Way, Riviera Beach, Fl. 33404 Ph. 561-842-5814

# PERFORMANCE-BASED PROJECTION CHART 2007-2008

## ADULTS WITH DISABILITIES GRANT PROGRAM

*School District of Palm Beach County*

*Agency*

*Project Number:*

OUTCOME	2006-2007 Projected Performances	2006-2007 Reported Performances	2007-2008 Projected Performances
Row 1: ENROLLMENT	650	604	630
Row 2: 1 <sup>st</sup> BENCHMARK	650	572	630
Row 3: 2 <sup>nd</sup> BENCHMARK*	650	572	630

For Technical Assistance Contact see page 6 of the application.

This page blank. For AIEP Example

# Adult Individual Education Plan (AIEP)

Conference Date 7-3-06

LEA: South Technical Charter High School



Student Information		Agency Assigned	
Name:		Agency:	Palm Beach Habilitation Center, Inc.
Address:		Address:	4522 S. Congress Ave.
City:	Loxahatchee	City:	Lake Worth
State:	FL	State:	Florida
Zip Code:	33470-	Zip Code:	33461-4797
Telephone:		Telephone:	Telephone: (561)965-8500
Student Number:		Class Location:	H Building
DOB:	07/13/1945	Instructor:	
Disability Code:	B	Disability:	Trainable Mentally Handicapped
Dis. Verification:	APD (Agency For Persons with Disability)	Dis. details:	

Expected Program Outcome: **Independent Functioning**

Present Level of Performance -The student is currently able to: **Follows daily work schedule with assistance**

Behavioral Observation: **HIGHLY DISTRACTABLE, SIGNIFICANT MENTAL ILLNESS**

Verification of Behavior: **Teacher Observation**

Interim reviews held: \_\_\_\_\_  
 Support service provider is: \_\_\_\_\_  
 Services: \_\_\_\_\_

To facilitate the achievement of the goals set forth here, The most appropriate skill area is: **Area 1**

Indicate specific occupational field student is being prepared for

<p>Student: _____</p> <p>Instructor: <u>Parry</u> Professional</p>	<p>LEA Representative: _____</p> <p>Program Manager: _____</p>
--	--

Support Coordinator

Parent

STUDENT NAME:

STUDENT #:

SITE:

INSTRUCTOR

**ASSESSMENT PARTICIPATION**

WILL THE STUDENT PARTICIPATE IN THE STATE ASSESSMENT?  YES  NO  PARTIAL

WILL THE STUDENT PARTICIPATE IN THE DISTRICT BASIC SKILLS ASSESSMENT?  YES  NO  PARTIAL

IF YES: ACCOMMODATIONS OR MODIFICATIONS REQUIRED FOR PARTICIPATION IN THE ASSESSMENT (IF PERMITTED BY THE TEST PUBLISHER) MAY INCLUDE:

FLEXIBLE SETTING  FLEXIBLE SCHEDULING  FLEXIBLE RESPONDING  FLEXIBLE PRESENTATION  FLEXIBLE TIMING

IF NO \* INDICATE WHY THE STATE OR DISTRICT ASSESSMENT IS INAPPROPRIATE: **THE STUDENT IS EXEMPT FROM STATE AND DISTRICT FORMAL ASSESSMENTS BECAUSE OF THE PROGRAM IN WHICH THEY ARE ENROLLED.**

OR PARTIAL:

\* HOW WILL THE STUDENT BE ASSESSED? **THE ASSESSMENT WILL BE FROM THE BENCHMARK PROGRESS SHEETS, CURRICULUM-BASE VOCATIONAL ASSESSMENTS, AND AREA SKILL ASSESSMENTS.**

**FUNDING APPROPRIATION SOURCE**

Indicate the predominant workforce development cost reporting source under which this student will be served for instruction:

Student's AIEP does not include competitive employment, but demonstrates continued growth toward maximum personal achievement;

student's AIEP includes competitive employment.

**CONFERENCE NOTES**

Blank lines for conference notes.

**AIEP GOALS AND OBJECTIVES BENCHMARK**

STUDENT NAME: \_\_\_\_\_

STUDENT #: \_\_\_\_\_

SITE: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

ANNUAL GOALS / BENCHMARKS	SHORT TERM INSTRUCTIONAL OBJECTIVES	EVALUATIVE CRITERIA AND TIMELINES	OBJECTIVE MET	DATE
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**AIEP GOALS AND OBJECTIVES BENCHMARK 1**

1. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P 5/10 TRIALS	A. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P 1/10 TRIALS		<input type="checkbox"/>	
	B. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P 2/10 TRIALS		<input type="checkbox"/>	
	C. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P 3/10 TRIALS		<input type="checkbox"/>	
	D. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P 4/10 TRIALS		<input type="checkbox"/>	
	E. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P 5/10 TRIALS		<input type="checkbox"/>	
	F. WILL STAY FOCUSED ON ASSIGNED TASK W/O INTERFERING WITH OTHERS W/V/P MAINTAIN 5/10 TRIALS		<input type="checkbox"/>	

**AIEP GOALS AND OBJECTIVES BENCHMARK 2**

2. Will reduce overreactions to minor occurrences with verbal prompts 5/10 TRIALS	A. Will reduce overreactions to minor occurrences with verbal prompts 1/10 TRIALS		<input type="checkbox"/>	
	B. Will reduce overreactions to minor occurrences with verbal prompts 2/10 TRIALS		<input type="checkbox"/>	
	C. Will reduce overreactions to minor occurrences with verbal prompts 3/10 TRIALS		<input type="checkbox"/>	
	D. Will reduce overreactions to minor occurrences with verbal prompts 4/10 TRIALS		<input type="checkbox"/>	
	E. Will reduce overreactions to minor occurrences with verbal prompts 5/10 TRIALS		<input type="checkbox"/>	
	F. Will reduce overreactions to minor occurrences with verbal prompts MAINTAIN 5/10 TRIALS		<input type="checkbox"/>	

Skill Area Assessment				
Area 1				
Name				Date
#	Code	Description	Yes	No
1	C	Communicates his/her needs. <i>EXCESSIVELY AND INAPPROPRIATELY</i>	✓	
2	C	Responds to directions with verbal prompts. <i>RESPONDS DOES NOT CONSISTENTLY FOLLOW</i>		✓
3	CI	Recognizes personal information. <i>SOME</i>	✓	
4	EE	Gets along with co-workers. <i>SELECTIVELY</i>	✓	
5	EE	Gets along with supervisors/authority figures.	✓	
6	EE	Follows multi-step directions with physical prompts.		✓
7	EE	Starts and /or stays on task for 15 minutes. <i>DEPENDS ON TASK - HIGHLY DISTRACTABLE</i>	✓	
8	EE	Identifies tools/equipment needed for a job.	✓	
9	EE	Work productivity is less than 15% of norm.	✓	
10	IF	Asks for help when needed. <i>EXCESSIVELY AT TIMES, BUT FAILS TO ASK FOR WORK MATERIALS WHEN NEEDED</i>	✓	
11	IF	Comes to work clean and appropriately groomed. <i>WEARS INAPPROPRIATE CLOTHING</i>		✓
12	IF	Responsible for personal belongings at the site.		✓
13	IF	Returns from lunch and breaks on time.	✓	
14	IF	Follows one step direction without prompts.	✓	
15	IF	Follows daily work schedule with assistance.	✓	
16	IF	Retains instruction for up to one hour a day. <i>generally poor work quality</i>		✓
17	IF	Shows initiative.		✓
18	SF	Responds independently to fire drill.	✓	
19	SF	Recognizes and responds to emergency situations.	✓	
20	SF	Complies with proper health/safety practices with minimal supervision.	✓	
21	SE	Greets others appropriately.		✓
22	SE	Demonstrates self-control. <i>Cyclically - often has difficulty controlling excessive verbalization</i>		✓
23	SE	Displays good manners and social habits.		✓
24	SE	Can be described as not exhibiting the following behaviors: <u>(Frequently disruptive to work atmosphere)</u> , temper outbursts, hostile, physically aggressive and using threatening language.)	<i>PS</i>	✓
25	SE	Can be described as not exhibiting the following: (Overly affectionate, Unaware, withdrawn, manipulates others, inappropriate touching and Wandering from work areas).		✓

Codes C=Communications, SF=Safety, CI=Community Integration, IF=Independent Functioning, SE=Social Emotional Behavior, EE=Essential Employee Work Skill



# APPLICATION REVIEW CRITERIA AND CHECKLIST

Please include this form in the application package.

## Adults with Disabilities State of Florida Specific Appropriation 43 2007-2008 Funding Year

- Please place all items requested in the order indicated below.
- Please include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).
- **One signed original AND three copies of the Application Package are to be received by the DOE Bureau of Grants no later than August 1, 2007.**

Place in following order	The Application Package includes those items as listed below:	Applicant Indicate Page Numbers Below	Voc. Rehab. Staff ✓ Check appropriate box below	
			Complete	Incomplete
<b>1</b>	DOE 100A, Project Application – with original signature and three copies	<b>1</b>		
<b>2</b>	DOE 101, Budget Narrative Form	<b>2</b>		
<b>3</b>	Project Design / Narrative Requirements			
	a) Program Overview	<b>3</b>		
	b) AIEP Statement of Use	<b>4</b>		
	c) Summary of Results for 2006-2007	<b>5</b>		
	d) Description of Carry-Forward Projects for 2007-2008	<b>6</b>		
	e) New Activities for 2007-2008	<b>7</b>		
	f) Support for Reading / Strategic Imperatives	<b>8</b>		
	g) Dissemination / Marketing	<b>9</b>		
<b>4</b>	List of Partnerships / Co-sponsoring Agencies	<b>10</b>		
<b>5</b>	2007-2008 Performance-Based Projection Chart	<b>11</b>		
<b>6</b>	AIEP Example	<b>12</b>		
<b>7</b>	Application Review Criteria and Checklist	<b>13</b>		