

Project Application

<p>Please return to:</p> <p>Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom:</p>	<p>A) Program Name:</p> <p>Adults with Disabilities Grant Program State of Florida Specific Appropriation 43 2006-2007 Funding Year</p>	<p>DOE USE ONLY</p> <p>Date Received:</p>						
<p>B) Name and Address of Eligible Applicant:</p> <p>School District of Palm Beach County Department of Secondary, Adult and Community Education 3300 Forest Hill Blvd. C-206 West Palm Beach, FL 33406</p>		<p>Project Number (DOE Assigned)</p>						
<p>C) Total Funds Requested:</p> <p>\$ 1,508,606</p> <hr/> <p>DOE USE ONLY</p> <p>Total Approved Project:</p> <p>5</p>	<p>D) Applicant Contact Information</p> <table border="1"> <tr> <td data-bbox="432 457 712 510"> <p>Contact Name: Roger Pelsler</p> </td> <td data-bbox="712 457 984 510"> <p>Mailing Address: 3300 Forest Hill Blvd. C-206 West Palm Beach, FL 33406</p> </td> </tr> <tr> <td data-bbox="432 510 712 563"> <p>Telephone Number: (561) 434-7307</p> </td> <td data-bbox="712 510 984 563"> <p>SunCom Number: 6-262-7307</p> </td> </tr> <tr> <td data-bbox="432 563 712 615"> <p>Fax Number: (561) 434-8908</p> </td> <td data-bbox="712 563 984 615"> <p>E-mail Address: pelserr@palmbeach.k12.fl.us</p> </td> </tr> </table>		<p>Contact Name: Roger Pelsler</p>	<p>Mailing Address: 3300 Forest Hill Blvd. C-206 West Palm Beach, FL 33406</p>	<p>Telephone Number: (561) 434-7307</p>	<p>SunCom Number: 6-262-7307</p>	<p>Fax Number: (561) 434-8908</p>	<p>E-mail Address: pelserr@palmbeach.k12.fl.us</p>
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<p style="text-align: center;">CERTIFICATION</p> <p>I, <u>Arthur C. Johnson, Ph.D.</u>, 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.</p> <p>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.</p> <p>E)  Signature of Agency Head</p>								

A) School District of Palm Beach County

Name of Eligible Recipient

TAPS Number
07B044

B)

Project Number (DOE Use Only)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5250	120	Salaries for fulltime instructional staff who will identify benchmarks for students, design instructional plans for students and provide service through June 30, 2007	16.0	\$493,211
5250	150	Salaries for fulltime paraprofessional aides who will support the instructional plans created by the instructional staff; staffing will be through June 30, 2007	32.25	\$678,849
5250	210	Benefits for fulltime instructional staff to include Health Insurance, Life Insurance, Worker's Compensation, Retirement, FICA, Medicare, Unemployment, and other employee benefits		\$116,360
5250	210	Benefits for fulltime paraprofessionals to include Health Insurance, Life Insurance, Worker's Compensation, Retirement, FICA, Medicare, Unemployment, and other employee benefits		\$210,702
5250	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		\$2475
5250	510	Supplies and instructional materials for Vocational Simulation of Job Skills		\$2009
5250	640	Computer equipment for the purpose of providing individualized instruction		\$5000
			C) TOTAL	\$1,508,606



Program Overview

A) 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. The goal is to make each student as self-sufficient as possible. Palm Beach County School District students' 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.

The system originally established, which used 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 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. Students are placed in instructional groups when similar performance is matched with instructional goals. 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 moving the student consistently towards his/her annual benchmarks.

B) Concerning funding this program has served the Palm Beach County School District with training that is specifically unique in Palm Beach County and enhances the skills and lives of more than 570 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 done if they were limited to their own 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. Without this funding many of the students would be limited to that which their families could afford to provide, never acquiring enough work skills to enter or be successful in employment. The devastation to their self-worth would be beyond words. Students' flourish in Palm Beach County School District's program because they see a future for themselves.

C) The School District of Palm Beach County continues to partner with South Tech Charter Academy, Inc. to provide the educational leadership needed to provide a combination of vocational skill training tempered with Exceptional Student Education. Vocationally certified teachers remain the core of the program and are assisted by paraprofessionals to accomplish the educational challenges presented by the students.

The partnering agencies include: The ARC (Association of Retarded Citizens) of Palm Beach County, Habilitation Center for the Handicapped, Jeff Industries, Palm Beach Habilitation Center, and Seagull Industries for the Disabled. The District, despite the fact that there is no financial advantage, continues to support the programs through the processing and management of this grant. District level staff 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.

As with all plans, some changes have occurred over the past five years, but Palm Beach County School District is pleased with the extraordinary success of the original plan. With the exception of a few documentation procedures that have been streamlined, the original plan, methods of operation and goals have not significantly changed. This program has positively impacted thousands of disabled students.

AIEP Statement of Use

Each student is monitored by use of a Skill Area Placement Tool. There are four (4) skill areas, each dependent on the abilities of each student. The student is assessed using this tool to develop an appropriate AIEP that fits the needs and goals of the student.

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 will be 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.

The students' training is based on these four (4) skill areas and focuses on two annual benchmarks that are designed with the students' 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 gauged 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 every two weeks based on the daily reporting sheet used by each instructor.

Summary of 2005-2006 Results

The program served approximately 590 students throughout the fiscal year, which is 40 more students than projected. 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 always been 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. This year about 100 students benefited from placement in competitive employment, but also many more benefit from the on-going support provided in non-competitive placements and "sheltered work" that allows them to work on self-improvement and build their self-worth in the process.

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
- ❑ An assessment process that allows the student to find the level of training needed
- ❑ Certified vocational teachers with the skill to break down work skills into small and attainable steps for the disabled student
- ❑ 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.

Description of Carry-Forward Activities for 2006-2007

- Palm Beach County School District plans to continue the best practices because of the success. This project has enabled the students to maximize their potential due to assessment tailored to the specific needs of the student.
- The 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.
- The daily report sheet utilized by the instructor or paraprofessional provides documentation that, when accurately maintained, benefits the student's individualized needs and goals that are addressed daily.
- Palm Beach County School District will continue to challenge all students to strive for competitive employment. It is often remarkable when students, based on their disability and skill-level, often exceed their projected goal.

New Activities for 2006-2007

- This year the five agencies: ARC (Association of Retarded Citizens), Habilitation for the Handicapped, Jeff Industries, Palm Beach Habilitation, and Seagull Industries, have instituted their own training programs and marketing plans. South Tech Charter Academy, Inc. will offer professional development to include specific teacher training for this population.
- New programs are being instituted by ARC (Association of Retarded Citizens) for the benefit of exceptional students. These programs are: janitorial skills, micro-entrepreneurs, retail, hospitality, and general office/administrative support.

Support for Reading/Strategic Imperatives

Students' needs are assessed and prioritized, and training plans are developed to meet needs ranging from reading to workplace behaviors and skills. Students with the individual ability to continue to develop academic skills, as reading, are offered supplemental academic skills training as a part of this program. Students whose disabilities prohibit reading are encouraged to learn to visually recognize important signs, information and to use reading emergency skills.

It should be noted that, although a notable number 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 unable to master reading to recognize important information in their surroundings. Our belief is that everyone has abilities; the District's job is to identify them and maximize each individual to his greatest potential.

Palm Beach County School District will incorporate Strategic Imperative 3.1. 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

With many organizations involved in this grant, it is necessary to have a person responsible for seeing that everyone knows the expectations. Communication among the agencies 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 teacher provided by South Tech. The marketing strategies include:

- ❑ 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., 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.

APPLICATION REVIEW CRITERIA AND CHECKLIST

Please include this form in the application package.

Adults with Disabilities State of Florida Specific Appropriation 43 2006-2007 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, 2006.

Place in the following order	The Application Package includes those items as listed below:	Applicant Indicate Page Numbers Below	Vocational Rehabilitation Staff ✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature and three copies	1	✓	
2	DOE 101, Budget Narrative Form	2	✓	
3	Project Design / Narrative Requirements	3-9	✓	
	a) Program Overview	3	✓	
	b) AIEP Statement of Use	4	✓	
	c) Summary of Results for 2005-2006	5	✓	
	d) Description of Carry-Forward Projects for 2006-2007	6	✓	
	e) New Activities for 2006-2007	7	✓	
	f) Support for Reading / Strategic Imperatives	8	✓	
	g) Dissemination / Marketing	9	✓	
	h) 2006-2007 Performance-Based Projection Chart	10	✓	
4	Application Review Criteria and Checklist	11	✓	

PERFORMANCE-BASED PROJECTION CHART 2006-2007

ADULTS WITH DISABILITIES GRANT PROGRAM

SCHOOL DISTRICT OF PALM BEACH
COUNTY

Agency

Project Number:

OUTCOME	2005-2006 Projected Performances	2005-2006 Reported Performances	2006-2007 Projected Performances
Row 1: ENROLLMENT	550	590	570
Row 2: 1 st BENCHMARK	550	566	570
Row 3: 2 nd BENCHMARK	550	564	570