



## **Pinellas High School/High Tech Program**

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## **Pinellas High School/High Tech Program**

### **A. Executive Summary**

High School/High Tech: The goal of the Pinellas High School/High Tech (HS/HT) Program is to reduce the dropout rate of youth with disabilities, increase their enrollment in college and improve participation in education/vocational/employment-related activities. HS/HT is an initiative of the U.S. Dept. of Labor Office of Disability Employment Policy and a proven national model for reducing the high school dropout rate and increasing the overall self-esteem of participating students. The Pinellas HS/HT Program will target 9<sup>th</sup> through 12<sup>th</sup> grade students, with an emphasis on 10<sup>th</sup> and 11<sup>th</sup> grades, to maximize participation in the program over multiple years.

Abilities of Florida: HS/HT is operated by Abilities, Inc. of Florida (Abilities), a 501(c)(3) non-profit community rehabilitation agency based in Clearwater, Pinellas County with a 50-year history of helping Floridians with disabilities to obtain competitive employment and lead productive community lives. Our mission is to provide individuals with disabilities an exceptional service delivery experience through innovative and valued employment, training, rehabilitation and support services. Abilities is a member of the ServiceSource Network, an affiliation of non-profit organizations providing employment services for people with disabilities in 10 states and the District of Columbia.

Experience and Expertise: Abilities brings the expertise of multiple successful job placement and youth transition programs to the Pinellas HS/HT Program. Abilities served over 7,793 Floridians, placing 590 people in competitive employment. We have a proven track record in providing successful, innovative and sustainable programs over the past 50 years, including our Youth Transition Demonstration project, one of only 3 funded by the Social Security Administration for full implementation, providing customized employment for youth with disabilities exiting high school to gain employment and become self-sufficient citizens. Abilities has successfully operated the Pinellas HS/HT Program since February 2009. In its first nine (9) months, the Pinellas HS/HT Program served 22 youth, seven (7) of which entered full-time or part-time employment.

Problem Statement: Approximately 70% of the heavy metals (including mercury and cadmium) found in landfills come from electronic discards. These heavy metals and other hazardous substances found in electronics can contaminate ground water and pose other environmental and public health risks. This USFSP SPB#9 grant will provide an innovative opportunity for disadvantaged youth to understand environmental concerns, provide service learning to their communities and become future leaders in advocating for technology recycling.

Implementation and Sustainability: The \$5,000 grant will be utilized for mentoring and training activities as part of the existing Pinellas HS/HT Program, including activities with the Pinellas County Utilities Solid Waste Recycling Program and eCycling IT Asset Disposition & Electronics Recycling. Abilities' sustainability plan includes close partnership with local

businesses and foundations to obtain continuation funds for the program. Through encouragement of employer-provided wage reimbursement for internships, the Pinellas HS/HT Program will be sustained through community support.

**B. One Year Plan**

i. 120 Days to Implementation of Enhancement

The \$5,000 grant will be put to work immediately to develop a partnership with the Pinellas County Utilities Solid Waste Program, eCycling and other partners to mentor youth with disabilities as part of HS/HT. Enhancements will be implemented right away, with the Project Coordinator serving youth within weeks of receipt of funds. During the first 120 days, a variety of mentorship activities will be accomplished, including:

- A two-day activity project which incorporates a tour, guest speakers, and awareness activities supporting teambuilding, problem solving and planning for post-secondary transition;
- Service learning projects identified focusing around the “3 R’s,” Reduce, Reuse and Recycle; and
- Development of a scheduled effort to assist in appropriate disposal/recycling of household electronics.

ii. 365 Days to Spend All Monies

All funds will be expended within 365 days of receipt. This proposal is based on the estimated project period of January 1 – December 31, 2010, but can be adjusted based on receipt of funds. The projected timeline for this project is as follows:

Timeframe	Activity
May-July 2010	<ul style="list-style-type: none"> <li>• Bi-monthly Meetings with Youth: facilitate discussion on employment empowerment (interest inventories, resume building, portfolio development, mock interviews, community employment network, budgeting).</li> <li>• A two-day activity project which incorporates a tour of Pinellas County Utilities Solid Waste Program and eCycling, guest speakers, and awareness activities supporting teambuilding, problem solving and planning for post-secondary transition</li> <li>• Team meetings seven (7) times to identify and map out service learning project focusing on” 3 R’s,” Reduce, Reuse, and Recycle</li> </ul>

June-Aug. 2010	<ul style="list-style-type: none"> <li>• Internships, service learning opportunities, mentoring opportunities provided to HS/HT participants</li> <li>• Implementation of identified service learning project focusing on the “3 R’s,” Reduce, Reuse and Recycle</li> <li>• Development of a scheduled effort to assist in appropriate disposal/recycle of household electronics</li> </ul>
Sept. 2010	<ul style="list-style-type: none"> <li>• Kick-off with previous participants and recruitment of new students</li> </ul>
Oct. 2010	<ul style="list-style-type: none"> <li>• Disability Awareness Activities and development of Youth Advisory Group for programming purposes</li> <li>• Develop awareness campaign on recycling and determine collection sites for continued drop of disposable electronics</li> </ul>
Sept.-Dec. 31, 2010	<ul style="list-style-type: none"> <li>• Bi-monthly Meetings: focus on five HS/HT Guideposts (see page 4 for more detail)</li> <li>• Weekly check of disposable bin status and collection/drop-off of contents to Pinellas County Utilities</li> </ul>
Jan. 1-Feb. 2011	<ul style="list-style-type: none"> <li>• Two-Day Weekend Activity: supports team building, problem solving, planning for post-secondary transition</li> <li>• Guest speakers scheduled to update and refine collection process</li> <li>• Weekly check of disposable bin status and collection/drop-off of contents to Pinellas County Utilities</li> </ul>
Feb.-March 2011	<ul style="list-style-type: none"> <li>• Service Learning Projects with Clearwater Police: graffiti cleanup, gang awareness, problem solving</li> <li>• Weekly check of disposable bin status and collection/drop-off of contents to Pinellas County Utilities</li> </ul>
Jan.- March 2011	<ul style="list-style-type: none"> <li>• Great Explorations/AmeriCorps partnership established to develop service learning projects (Project Impact)</li> <li>• Weekly check of disposable bin status and collection/drop-off of contents to Pinellas County Utilities</li> </ul>
March-April 2011	<ul style="list-style-type: none"> <li>• Bi-monthly Meetings with Youth: facilitate discussion on employment empowerment (interest inventories, resume building, portfolio development, mock interviews, community employment network, budgeting)</li> <li>• Weekly check of disposable bin status and collection/drop-off of contents to Pinellas County Utilities</li> <li>• Reflection/culmination of data from recycling efforts</li> </ul>

While the structure of activities will be driven by student interests, the program will also include:

- Three (3) academic institution visits per school served, i.e. University of South Florida, St. Petersburg College, Pinellas Technical Education Centers, Eckerd University; and
- Monthly visits to local industry and/or business establishments.

### **C. Program Goals Linked to Critical Needs**

A total of 106,046 students attend Pinellas County Schools. Of those, 15% (over 15,900 students) have a disability (FL Dept. of Education Bureau of Exceptional Education and Student Services, 2009 LEA Profile). These students are at risk for dropping out and often do not connect to jobs, vocational technical opportunities or college. The high school graduation rate for Pinellas County students with disabilities in 2006-2007 was half the rate for all students (33% as compared to 66%). Only 50% of Pinellas youth with disabilities were employed after exiting school (2009 LEA Profile), which is one-third below the U.S. Census Bureau employment rate of 76.5% for people with no disability (2006 American Community Survey).

Youth with disabilities in the communities served by HS/HT are faced with many barriers that affect their success, including income, transportation and access to supports. Some live in dilapidated homes in impoverished, high crime communities. There are pockets within Pinellas County with over four times the statewide rate of violent crime (8,500 occurrences per 100,000 inhabitants in St. Petersburg, as compared to a rate of 1,903 statewide - Federal Bureau of Investigation, Uniform Crime Reports, 2008). Parents in these communities are desperate for opportunities to keep their children off the streets. HS/HT provides youth with academic, social, vocational and developmental opportunities not otherwise available to them.

Environmental issues provide a perfect opportunity to engage youth in advocacy and economic development. Specifically, electronic waste poses two core problems: (1) the volume of electronic equipment improperly disposed of in municipal landfills; and (2) the toxicity of the electronics and cathode ray tubes as waste products. E-Waste contains significant quantities of toxic materials. According to the Texas Commission on Environmental Quality, each computer display monitor contains about 20% lead by weight (or an average of 4-8 lbs). Approximately 70% of the heavy metals (including mercury and cadmium) found in landfills come from electronic discards. These heavy metals and other hazardous substances found in electronics can contaminate ground water and pose other environmental and public health risks. HS/HT is about helping youth become proactive and energized about their environment. Many of the youth involved in the program desire careers in science, technology and engineering. This Student Board NOFO/RFP #9 grant will help achieve the goal to provide an innovative opportunity for the youth to understand environmental concerns, provide service learning to their communities and become future leaders in advocating for technology recycling.

The Pinellas HS/HT Program brings hope to underserved communities, providing them with the means to improve their environments. In the past year, multiple students participated in first-time employment through HS/HT. Two students received the first \$100 bill they ever saw. One put it towards repairing his car; without employment he did not have his own transportation. Another youth has kept his \$100 in savings for over 3 months. Through HS/HT, youth are receiving their first incomes and learning how to manage them. With this Student Board NOFO/RFP #9 grant, we can empower youth to rise out of poverty through environmental leadership.

Our model has crafted the following strategies to respond to the five trademark guideposts of the HS/HT Program, in response to the need for academic mentoring and disability supports:

- Guidepost 1: School-Based Preparatory Experiences: Postsecondary and vocational education, computer education and social e-networking.
- Guidepost 2: Career Preparation and Work-Based Learning Experiences: Career assessments, visits to worksites or educational institutions, vocational training and paid summer internships.
- Guidepost 3: Youth Development and Leadership: Self-advocacy, self-determination and empowerment training, guest speakers, mentoring, volunteering and service learning, Student Advisory Council, Able Trust Leadership Forum and Disability Mentoring Day participation.
- Guidepost 4: Connecting Activities: Resource coordination for assistive technology, disability accommodations, tutoring, food stamps, Individual Training Accounts, transportation, benefits planning and our in-house affordable housing program.
- Guidepost 5: Family Involvement and Supports: Weekend workshops, technical assistance at Individual Education Plan (IEP) meetings, information regarding disability empowerment, support services and individualized planning, and a graduation event.

Through this program we will achieve the goal of HS/HT, to reduce the dropout rate of youth with disabilities, increase their enrollment in college and improve participation in education/vocational/employment-related activities. According to The Able Trust, the Florida HS/HT Program made the following achievements during the 2008-2009 school year:

- Through HS/HT, 239 high school students (representing all grades) secured employment;
- The Florida HS/HT Program experienced approximately a 2% dropout rate;
- Florida HS/HT students entered post secondary education at over three times the rate of other Florida graduates with disabilities. Approximately 73% of Florida HS/HT graduates entered post secondary education after graduation compared to only 22% of other graduates with disabilities in Florida; and
- 86% of Florida HS/HT graduates entered post secondary education or employment (unduplicated) as compared to the Florida Department of Education rate of 55% of graduates with disabilities (unduplicated).

#### **D. Program Activities**

##### i. Development and Enhancement of Program that addresses two or more issues of community development, that facilitates environmental or economic progress, and empowers the underserved communities

The eco-project will support capacity building and improved service delivery by promoting enhanced knowledge, accountability and transparency regarding electronic waste disposal in the community. First, youth will realize appropriate disposal techniques for solid electronic waste. In becoming knowledgeable about their environment, youth will identify and address issues surrounding environmental waste hazards in all sectors of industry. The grant dollars will help to develop environmental reform initiatives and community mapping strategies. There will be empowerment within the youth by education; youth's increased knowledge of pollution and environmental hazards will move them towards self-sufficiency through employment and

entrepreneurial opportunities. This will in turn strengthen the capacity of the youth team to effectively impact their community, anticipate future environmental hardships, and advocate for eco-solutions.

Partners in this project will include:

- Abilities has participated for years in programs such as recycling printer cartridges and copier cartridges with **Office Depot**, and shredding and recycling paper for the company as a whole through **ProShred**, and will leverage this experience to educate youth in environmental issues;
- One of Abilities' job placement programs is "**Toner Type**," providing employment to individuals with disabilities to refill toner cartridges for local school systems, which we will utilize to provide experience for youth;
- **Pinellas County Utilities Solid Waste Recycling Program** will take HS/HT students on tours and offer volunteering opportunities in recycling collection.
- The eWaste recycling company, **eCycling**, has agreed to take HS/HT students on a tour of their recycling facilities. When items are obsolete or repairs are unreasonable, eCycling de-manufactures the equipment into various commodity groups and manages the disposition with domestic downstream processing partners. None of the material eCycling handles is sent to a landfill or exported to foreign countries; eCycling pledges to have a **ZERO LANDFILL POLICY** and adheres to all Federal, State and Local laws relating to electronic waste.

The HS/HT youth will gain a sense of what they should do for the environment beyond recycling. At the same time:

- Youth become well informed and motivated in translating this knowledge into action.
- Youth learn many sustainable lifestyle practices and therefore achieve better consistency for each environmental practice.
- Youth practice a sustainable lifestyle and acquire skills to go to the next level of advocacy.

This project will encourage youth to understand the gravity of environmental issues and to become proactive in a program of environmental action that will make a difference. The team will initially meet seven (7) times over a three (3) month period and use a step-by-step approach to create a more environmentally sustainable lifestyle for the disposal of electronics. Choosing from a series of practical actions, the team will support one another to reduce waste, use less water and energy, buy "eco-wise" products and encourage others to get involved. More than increasing awareness, the team enables people to change the way they live – measurably. The HS/HT participants will also recognize and measure yearly resource savings all while improving the quality of life where they live.

Abilities already has the Project Coordinator in place, who will begin work on this project immediately. Abilities has been working with Pinellas County Schools (PCS) for the past year in the implementation of the Pinellas HS/HT Program. They have donated resources and time to assist the program in its expansion, and are looking forward to the next year of the program, hopefully serving more students in more area schools. PCS will assist Abilities in reaching out to youth with a variety of disabilities, such as physical, learning, hearing and visual disabilities.

We will ensure outreach is targeted to minority populations, who are strongly represented in the PCS Exceptional Student Education (ESE) Program.

## ii. Program Implementation

The Pinellas HS/HT Program will be led by Kim Dittman, former Ohio HS/HT State Director and current Program Coordinator in Pinellas County. The two-year Ability Center of Greater Toledo HS/HT program, previously directed by Ms. Dittman, was very successful, serving 29 youth in 2006, with six (6) going on to college, five (5) attending junior college and the remainder of high school graduates obtaining full or part-time employment. We have modeled the Pinellas HS/HT Program after the most successful elements of the Greater Toledo program, as well as other successful Florida HS/HT models.

## iii. Addressing Areas of Community Development through Mission and Impact

Pinellas HS/HT is focused on providing activities to disadvantaged youth to increase community awareness, academic achievement and vocational experiences, with the overall purpose of lifting communities out of impoverishment. With this grant, we will accomplish these aims through empowering youth to be environmentally conscious by learning about proper waste disposal, recycling and the impact on the environment. We hope youth will become advocates for their neighborhoods and the importance of recycling, or will be motivated and inspired to take on environmental concerns as a career goal or entrepreneurship venture.

Training programs will include the following:

- Mentoring activities, including computer and technological activities and academic tutoring.
- Educational Field Trips, including to post-secondary educational institutions and local businesses.
- Training Stipends for completion of vocational training and internship activities.
- A two-day activity project which incorporates a tour of Pinellas County Utilities Solid Waste Program and/or eCycling, guest speakers, and awareness activities supporting teambuilding, problem solving and planning for post-secondary transition.
- Leadership Training Camp, where youth will learn valuable leadership, empowerment, self-advocacy and self-determination skills. This will be a two-day event, either overnight or on two separate days, with an exciting mentoring activity determined by the students' interests. Activities can include an overnight trip, which will be the first time away from home for many students with disabilities, offering opportunities for empowerment and independence, a professional event, a community service learning event or an excursion such as taking a boat out into the ocean to learn about environmental issues and natural habitats. All activities will be focused on mentoring, teambuilding and knowledge-building.

## iv. Community Development and Empowering Underserved Communities

This generation is very tech-savvy. With today's throwaway technology, many are unaware of the impact of disposed electronics on the earth. Pinellas HS/HT will serve to bring an awareness of green technology to this generation, while exposing youth to recycling and environmental



leadership opportunities, as well as businesses with an environmental focus. In addition, students have expressed an interest in studying climate, sciences and engineering. Environmentally linked activities as part of HS/HT offer youth a different look at potential career pathways in these areas. HS/HT broadens the perspective of possible opportunities for the “next step” for each youth.

#### v. Innovative and Unique Aspects of the Program

The securing of these funds will allow for HS/HT youth to work as a team, become proactive in responding to environmental concerns and determining solutions for an increasing environmental dilemma. HS/HT youth will become the voice of their generation in making a difference within their neighborhoods and the community. This youth-driven initiative with Pinellas County Utilities and eCycling, adding the environmental and recycling component to our program, is a new and unique approach to empowering youth with disabilities. This initiative will serve as a potential model for other youth, providing positive empowerment for the team, community and environment.

#### vi. Evaluation Plan

A process of accountability will be established. The team will document via photos, video and quantitative measurements throughout the project. A journal and PowerPoint presentation will be developed to serve as a model to be duplicated. Reflection activities will be an integral piece of this project.

With current funding, HS/HT projects serving 15 students from one (1) local high school, Boca Ciega High School in St. Petersburg, FL. Pinellas County Schools has requested Abilities spearhead HS/HT expansion into all 16 schools in the district. With funding from USF St. Petersburg and other foundations where we have applied (Bank of America, Sony Foundation, Coca-Cola Foundation), HS/HT can reach our FY 2010 goal of establishing the program in six (6) high schools throughout Pinellas County. In future years, serving all 16 district schools, HS/HT has the potential to change the lives of 240 youth with disabilities.

In addition, Abilities will use a comprehensive set of evaluation methods to monitor the operations and outcomes of the Pinellas HS/HT Program which are described in more detail in section E. Assessment Plan and Performance Measures:

1. Monthly Management Reviews;
2. Internationally recognized Balanced Performance Scorecard Management System;
3. Stakeholder Satisfaction Surveys; and
4. Data Collection.

#### vii. Sustainability Plan

Currently HS/HT has been integrated into the Pinellas County Schools curriculum as part of the learning strategies curriculum. The Pinellas HS/HT is fully supported by the Pinellas County Schools (PCS) Exceptional Student Education (ESE) Program, which assists us with outreach,

recruitment, program activities and evaluation. With PCS' partnership, this program will continue beyond this grant.

Kim Dittman, proposed Project Coordinator, has two years experience raising funds from community organizations and corporations to support the HS/HT project she directed at the Ability Center of Greater Toledo, OH. Ms. Dittman will lead Abilities in recruiting corporate and foundation partners to obtain Adopt-a-Participant sponsorships for transportation and internship stipends and other program costs. Abilities has identified a number of local corporations and foundations whose priorities align with the goals of HS/HT, including Wachovia, Charles Stewart Mott Foundation, St. Petersburg Times Fund and Hagen Family Foundation. Ms. Dittman will work closely with Lenka Kneschke, Manager of Grants Development, to develop relationships with local foundations to sustain support for the program.

The Able Trust provides funding on an annual basis toward HS/HT. Abilities of Florida has developed a positive working relationship with Donna Mundy, Able Trust Florida HS/HT State Coordinator. Ms. Mundy has provided support in the development of the Pinellas HS/HT Program and will be instrumental in its implementation and expansion. Ms. Dittman will work closely with the State Coordinator to research and obtain additional funding to sustain the Pinellas HS/HT Program beyond the initial start-up period. Ms. Dittman and Ms. Kneschke will exchange funding leads with the State Coordinator and maintain contact approximately quarterly.

The Pinellas HS/HT Program has obtained commitment from a variety of partners who will participate in the program as indicated in the narrative, including Tribridge, CVS/pharmacy, duPont Publishing, Morton Plant Mease Health Care, City of Clearwater, Pinellas County Schools, University of South Florida, St. Petersburg College, Pinellas Technical Education Centers, Science Center of Pinellas County, Great Explorations Museum, Hospice of the Florida Suncoast Clearwater Police, Florida Dept. of Vocational Rehabilitation, WorkNet Pinellas and Family Network on Disabilities. We will work closely with these partners, and with Abilities Foundation and Pinellas Education Foundation, and their collaborative networks to build local business community partnerships to expand support for future HS/HT project periods.

With many of the youth served becoming employed and managing finances for the first time through the program, HS/HT will also recruit employees of local businesses to participate as mentors. Opportunities include e-mentoring, tours behind-the-scenes and/or help with budgeting/money management. Youth also engage in service learning projects. Within the past year youth have volunteered at Hospice of the Florida Suncoast and Great Explorations Museum. With community support, the HS/HT Program will continue for years to come.

#### viii. Budget

The 2010 budget for the Pinellas High School/High Tech Program follows page 9 of this narrative.

# Abilities, Inc. of Florida

Pinellas High School/High Tech Program  
5/1/2010-4/30/2011

Description	USF St. Petersburg Request	Other Funding Requests	Other Secured Funding Sources	TOTAL PROGRAM COSTS
<b>SALARIES</b>				
Director		2,907.00		2,907.00
Project Coordinator (30% funded by Able Trust)		22,582.70	9,678.30	32,261.00
Administrative Support		1,660.00		1,660.00
TOTAL SALARIES		27,149.70	9,678.30	36,828.00
<b>FRINGE BENEFITS</b>				
MICA / FICA (7.65%)		2,076.61	740.39	2,817.00
Unemployment - State (\$225/FTE)		180.50	67.50	248.00
Health Insurance		881.00		881.00
Retirement - (3%) 403(b)		137.00		137.00
Retirement - (2%) 401(a)		543.43	193.57	737.00
Life & Disability Insurance		25.10	8.90	34.00
Workers' Compensation Insurance		317.73	113.27	431.00
TOTAL FRINGES		4,161.37	1,123.63	5,285.00
TOTAL SALARIES & BENEFITS		31,311.07	10,801.93	42,113.00
<b>OTHER DIRECT COSTS</b>				
Training				
• Educational Field Trips	2,150.00		1,500.00	3,650.00
• Training Stipends	2,000.00		1,000.00	3,000.00
• Training and Educational Materials	600.00			600.00
• Winter Leadership Training Camp		1,200.00	1,200.00	2,400.00
Supplies				
• Office Supplies/Copying, Recycling Supplies	250.00	34.30		284.30
HS/HT Annual Training - Travel, Food & Lodging			850.00	850.00
Telephone		221.42	330.58	552.00
Travel-Employee Mileage			1,800.00	1,800.00
TOTAL DIRECT	5,000.00	1,455.72	6,680.58	13,136.30
TOTAL DIRECT COSTS	5,000.00	32,766.79	17,482.51	55,249.30
INDIRECT 17.3%		7,040.64	2,517.49	9,558.13
TOTAL PROGRAM COSTS	5,000.00	39,807.43	20,000.00	64,807.43

## ix. Budget Narrative

### Training

- Educational Field Trips – Transportation, admission and associated costs for student trips, including accessible bus rental and driver to local businesses, educational institutions and recycling facilities, providing youth with exposure to career and post-secondary opportunities they would not otherwise have.
- Training Stipends – Internship stipends and payroll taxes at minimum wage and transportation, to include bus fare to internship and training sites.
- Training and Educational Materials – Program training handouts, booklets, TILES empowerment curricula materials.

### Supplies

- Office Supplies/Copying and Recycling Supplies – Consumable items, e.g. writing, copying and printer paper, pens, printer cartridges, filing supplies, stationery, envelopes, business cards and materials necessary for operations; copier usage costs, maintenance, supplies; recycling supplies, i.e. bins.

## **E. Assessment Plan and Performance Measures**

### i. Criteria for Success and Measurement of Success

Pinellas HS/HT Program currently projects serving 15 youth through a part-time Project Coordinator. With requested funding we will serve three times as many youth. Measures of success will be largely individual-driven, focusing on the success of each youth according to his/her goals in the program, to include:

- 45 students will be enrolled, with 50% of the students participating in summer internships or service learning activities;
- 80% of seniors served will graduate from high school with improved academic success;
- 100% of participants will develop a portfolio and formulate an employment or post-secondary goal; and
- 90% of participants will exhibit increased self-advocacy, independence and access to supports.

Abilities will use a comprehensive set of evaluation methods to monitor the operations and outcomes of the Pinellas HS/HT Program. The program will be evaluated with regard to its quantifiable goals and objectives, programmatic and contractual requirements, and the detailed budget plan. The components of our evaluation will include:

1. *Monthly Management Reviews*: A cross-functional Evaluation Team consisting of the Project Coordinator, Executive Director, Director of Evaluation and Placement Services, and Director of Contracts will conduct monthly management reviews of project performance. The project evaluation process is overseen by the Manager of Rehabilitation Quality Assurance.
2. Internationally recognized *Balanced Performance Scorecard Management System* to collect data and analyze performance. This strategic planning and management system is an

internationally recognized solution to measuring performance and evaluating results. We will use this system to monitor program performance and ensure project activities are in compliance with program objectives. The team will use a monthly Performance Scorecard to monitor project expenditures and progress toward achieving all project goals and objectives.

3. *Quality Improvement Plans* to ensure progress is made toward meeting project objectives, including detailed actions to be taken to remediate any difficulties.
4. *Stakeholder Satisfaction Surveys* will solicit input from project participants, employers, Pinellas County Schools and other partners to improve the effectiveness of the program.
5. *Data Collection* regarding demographics, programmatic information and outcome data.

## ii. Assessment Timeline

As an affiliate of ServiceSource Network, Abilities of Florida has extensive and thorough processes for measuring the efficiency and effectiveness of its program outcomes. Abilities participates in monthly management reviews and quarterly Outcome Measures reporting to track achievement of program goals against targets and to assess the satisfaction of all stakeholders, including program participants, employers and referral sources. The High School/High Tech Program timeline is integrated into our monthly performance reviews. Abilities uses the information gathered to assure continuous performance improvement for all its programs.

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## **Proof of Non-profit Status – 501(c)(3)**

Certification of non-profit status from the IRS is attached.

Department of the Treasury  
Internal Revenue Service  
Quality Review Staff  
Taxpayer Assistance Group  
P O. Box 1055 - RM 907  
Atlanta, Georgia, 30370-0000

Date: JUL 06 1989

Your Letter Dated:  
06/27/89  
Refer Reply To:  
QRS:EO:TPA  
EIN:  
59-0874493  
FFN:  
580031086

ABILITIES INC OF FLORIDA  
2735 WHITNEY ROAD  
CLEARWATER, FL 34620-1699

Dear Taxpayer:

This is in response to your request for confirmation of your exemption from Federal Income Tax.

You were recognized as an organization exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code by our letter of April, 1981. You were further determined not to be a private foundation within the meaning of section 509(a) of the Code because you are an organization described in section 509(a)(2).  
and

Contributions to you are deductible as provided in section 170 of the Code.

The tax exempt status recognized by our letter referred to above is currently in effect and will remain in effect until terminated, modified, or revoked by the Internal Revenue Service. Any change in your purposes, character, or method of operation must be reported to us so we may consider the effect of the change on your exempt status. You must also report any changes in your name and address.

Thank you for your cooperation.

Sincerely yours,



Exempt Organizations Coordinator