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ABSTRACT

A project was designed to improve employment preparation, development, and opportunity for handicapped learners through preservice training of California personnel who deliver vocational and special education. The project developed training modules to be shared by California universities and disseminated to other schools. This report summarizes the purpose, design, management, and evaluation of the project, providing information on the number of people trained, impact on other institutions and programs, accomplishments to date (3 years into the project), changes in goals and resources, evaluation methodology and criteria, and effects of the program on those being served. Appendices (the larger portion of the document) present information on the evaluation plan, results and benefits expected, competencies to be achieved by participants, project participants, advisory committee members, and project impact on one institution. Also appended are 17 preservice training modules on the following topics: relevant state and federal legislation; resources; social security services; Job Training Partnership Act; use of microcomputers with special learners; funding; computer based vocational guidance systems; planning for change; process strategies for collaboration; parental involvement for transition; private industry collaboration; job training station task forces; community living skills; adaptive devices; community business inventories; negotiating work training stations; and model vocational special needs programs. Each module includes a competency description, rationale, objectives, prerequisites, evaluation procedures, content outline, learning activities, resources, and references. (CB)

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PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

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Project Coordinator

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I. BACKGROUND

In November, 1982 a meeting was held among representatives of the State Department of Education (SDE) and Institutions for Higher Education (IHE) within California. The purpose of this meeting was to focus on means for improving the career/vocational education of handicapped learners. Participants from the IHE's included special education teacher trainers, vocational education teacher trainers and professionals responsible for the training of vocational rehabilitation counselors. Participants from SDE included administrators responsible for identifying needs and supporting efforts of local educational agencies to improve vocational programming. Each participant agreed that there was a need to review the methods of preparing credential and master's students in their related disciplines as they related to the competencies any professional responsible for the vocational training and placement of handicapped learners would require. It was also agreed that an interagency approach could be developed to enhance the training programs at each IHE and better meet the needs throughout the state to improve the quality of vocational programming afforded handicapped youth. The improvement of preservice training programs by means of intraeducational and interagency cooperation would be cost effective and meet the provisions for vocational preparation within P.L. 94-142 and California's Master Plan for Special Education.

The grant was a cooperative effort of three California State Universities (Sacramento, San Francisco, and San Diego) and two offices within the California State Department of Education (Office of Special Education and the Office of Vocational Education). It was designed to improve

employment preparation, development and opportunity for handicapped learners through preservice training of personnel who deliver vocational and special education. An important facet of this preservice preparation grant was the development of training modules to be shared by the participating IHE's and disseminated to other state IHE's for usage in their programs. The proposed preservice training by the involved IHE's included coordinated programs for special educators, vocational and work-experience educators, and vocational rehabilitation personnel. Collaborative, interagency efforts - also embracing private industry councils - were stressed in meeting service delivery problems that arose when providing for the special vocational needs of handicapped learners. Each IHE developed a unique, yet compatible, quality preservice training program based on the needs in its geographical area. Specifically, the IHE's offered a preservice core of courses and practica in which special educators, vocational and work-experience educators, and vocational rehabilitation personnel worked and received a portion of their training together. Parents were also part of this trained, multidisciplinary team. The core courses were applicable to existing Bachelor's or Master's degree as well as leading to the development of a new Master's in Special Vocational Education. Personnel trained through the proposed core were prepared to function as part of a multidisciplinary team in meeting the special vocational needs of disabled.

II. PURPOSE

A. Effectiveness of Project in Meeting Purpose of Program

As per the original proposal, the project's focus was on the development of competencies of students in the fields of special education, vocational rehabilitation, vocational education and related fields relative to the state of the art in vocational preparation of individuals with handicaps.

The project effectiveness was demonstrated as follows:

1. Participants from vocational rehabilitation, counselor education, special education, vocational education, and other disciplines were enrolled in coursework and fieldwork together. Thus they learned to function effectively in a transdisciplinary team in the vocational preparation of individuals with handicaps. See Appendix D for a sample of project participants.
2. Coursework was co-taught by faculty of the Department of Counselor Education Rehabilitation Program and the Department of Special Education Program. Thus, faculty were teaching cooperatively, enhancing their own professional competencies as a result of these transdisciplinary course efforts and were identifying competencies specific to various discipline areas as well as generic competencies that all professionals need for the vocational preparation of students with handicaps. See Appendix C for a listing of those competencies.
3. Needed competencies were addressed and coursework and field-work modules were designed and implemented to teach and assess students relative to competencies required for the vocational preparation of students with handicaps.
4. Grant activities facilitated critical examination of the scope and sequence of existing Special Education, Rehabilitation, Vocational Education and Administrative credential and master's degree coursework. This examination resulted in new course offerings, revisions in existing courses and new certificate tracks within each discipline area. Thus, as a result of this project, preservice students trained in various credential and master's degree programs became prepared to participate in the vocational training of students with handicaps. See Appendix G for a sample result.
5. As evaluation activities were implemented at each university participating in this project, necessary graduate competencies were identified for which each graduate program was responsive. Concurrently, effective course sequences, instructional approaches and materials, modules, etc. were made available to each participating university for replication.

6. Project activities generated a great deal of support, involvement and enthusiasm among service agency providers, and consumers within the IHE areas. For example, students participated in field work within a variety of school and habilitation agencies. Not only did they learn about the programs being offered but were actually contributing to enhancing those programs such that a wider range and number of handicapped persons received vocational training in heterogeneous community environments. Project faculty were extremely involved in providing numerous inservice presentations, workshops, etc. relative to project goals and objectives. See Appendix E for sample support and activities generated by the project.

B. Personnel Preparation

A total of two hundred and seventy-five (275) students directly participated in Years I-III of the project and received preservice training relative to the project goals and objectives; this is far greater than the original proposed number of project participants. In San Diego State University's component, one hundred and thirty-five (135) students participated with an equal distribution between special education and rehabilitation. Additionally, there are students representing communicative disorders, school psychology, and counselor education. San Francisco State University had sixty (60) students representing special education, rehabilitation and vocational/industrial education. California State University, Sacramento had eighty (80) participating students which represented both learning handicapped and severely handicapped special educators, vocational rehabilitation counselors, vocational educators, social workers, parents, administrators, and school counselors. See Appendix D for a sample of CSUS's project participants.

At CSUS and SDSU, the participating students attended joint seminars, as well as seminars unique to their discipline areas. As per the original proposal, these seminars focused on the best existing technology relative to the vocational preparation of students with handicaps. Concurrent with

participation in seminars, fieldwork placement allowed students to be assigned roles and responsibilities in actual design and implementation of vocational training of handicapped students.

SFSU also conducted courses as per their project objectives. To meet their unique needs of developing the use of high technology in the vocational area for the handicapped, SFSU administered the course, "Utilizing Microcomputers with Special Learners."

It is noted and emphasized that fieldwork sites were assigned such that students from various disciplines were teamed together. This approach reflected the overall mission and purpose of the original proposal. The roles assumed by students specifically related to the competencies required to develop and implement the most effective vocational training programs possible. These roles and competencies included, but were not limited to, the following:

- a. Interagency/disciplinary taskforce involvement;
- b. Teaching and assessing of job and job related skills in actual community and heterogeneous job experience;
- c. Employer contact and job training station development;
- d. Conducting IEP and parent conferences, and completing associated paperwork, planning and scheduling;
- e. conducting job skills inventory of both work environments and the activities within these environments;
- f. Conducting presentations for parent, professional, and civic groups.

There is evidence of contribution of project students and cooperating community agency personnel relative to meeting the educational and vocational needs of handicapped individuals. More specifically, as a

result of the heavy emphasis on required fieldwork utilizing demonstration sites within this preservice training program, individuals with handicaps are receiving a more comprehensive and community based vocational training program. Appendix E relates some of the positive results already accomplished by the project.

It is expected that the number of handicapped students and the quantity and quality of community sites utilized will increase as a result of the programs' implementation. Finally, each professional-in-training, as a result of participation in this project, was better prepared to meet the vocational needs of handicapped students.

C. Project Impact on other Institutions, Community and State Programs

Evidence of project impact is readily identifiable. At least the following points are in order:

1. Project faculty worked closely with other faculty of their respective universities in order to continue to critically evaluate and enhance all preservice training efforts. For example, the need to reorganize the assigning and supervision of special education and rehabilitation students has been recognized. The need to include more practical relative to vocational training of severely handicapped students within special education coursework has been recognized. The value offering coursework and fieldwork across departments and programs has been recognized. Program chairpersons, faculties, and the project advisory boards are assisting project faculty to identify ways in which effective project activities can be incorporated into and maintained within preservice programs after the project. See Appendix G for a sample of the project's impact at SFSU.
2. The project has had an impact on programs within respective communities. Project faculty and students are directly participating in the design, implementation, evaluation, and enhancement of vocational programs. For example, Sacramento has developed a county-wide transitions task force of which the Project coordinator and several project participants are steering committee members. In addition, project faculty have participated in numerous inservice conferences, workshops, administrative planning activities, etc. Local private industry councils are revising basic approaches in the conceptions of working with the handicapped based upon their

interactions with project personnel. In addition, the California State Department of Education has sent observers and speakers to project seminars and has voiced interest in the success/continuation of the project.

III. PROJECT DESIGN

A. Accomplishments to Date for Each Objective

Following are the Enabling Objectives and Timeline from the original proposal. Program activities which were specified to be initiated or completed at the time of this writing have been accomplished. Further elaboration of accomplishments follow those objectives that have been or are in the process of being met. See Appendix B for a summary of the results and benefits expected.

Enabling Objectives and Timelines

1. Review and Revise Program Competencies

- 1.1 Delineate existing course/program competencies. (Summer of each program year - begin August, 1983)
Each of the twenty-five (25) competencies listed in the proposal were reviewed and assessed as to their inclusion in courses to be offered as a part of the project. A determination was made as to which course would address individual competencies.
- 1.2 Review literature (and other programs) and delineate critical competencies. (Begin Summer, 1983)
Competencies for each project related course were delineated and current literature was reviewed for its relevance to the classes and to the project as a whole.
- 1.3 Form local advisory committees with a wide base of representation. (September, 1983).
SFSU solicited recommendations as to members of a local advisory committee and letters of invitation were drafted in order to form the committee in the month of September, 1983. SDSU tapped the advisory committee memberships of their university's special education and vocational rehabilitation department. CSUS had six meetings with their advisory committee. Memberships were obtained in ways similar to SFSU and SDSU. In addition, state agencies, the California State University Consortium/Vocational Education, and the home campus Service for Disabled Students Center were utilized in obtaining qualified and interested advisory committee members. See Appendix F.
- 1.4 Secure input from local advisory committees regarding competencies needed in field. (October and November, 1983).
CSUS presented and obtained feedback on the proposed competencies. Full support was given to the twenty-five (25)

competencies developed by the co-directors in the original proposal.

- 1.5 Conduct discrepancy analysis 1.1; 1.2; 1.4. (December and June each program year).
Achieved.
 - 1.6 Delineate revised listing of competencies. (Summer each program year).
Achieved.
 - 1.7 Present revised listing of competencies to advisory councils for information and input. (September each program year).
See 1.3 and 1.4. Achieved.
 - 1.8 Present revised listing of competencies to curriculum committees. (September each program year).
See 1.3 and 1.4. Achieved.
2. Delineate Course and Practica
- 2.1 Cluster listing of competencies into course and practica modules. (Summer each program year).
The competencies determined to be important for students enrolled in the project were relegated to specific courses.
 - 2.2 Secure qualified instructor(s) to co-teach modules. (August and December each program year).
Qualified instructors were secured to co-teach the modules planned for the courses.
 - 2.3 Develop course/practica descriptions, syllabi and performance requirements. (August and December each program year).
Course descriptions, syllabi and performance requirements were developed for each course scheduled for the Fall/Spring Semesters, 1983-1986, and are available upon request.
 - 2.4 Develop and secure instructional materials and resources, competency checks, and sites for course/practica. (August and December each year).
All three IHE's have acquired the materials needed to execute the courses.
 - 2.5 Present developed/revised course/practica modules to local advisory boards for information and input. (January and July each program year).
Achieved and on-going.
 - 2.6 Present developed/revised course/practica modules to curriculum committees. (January and July each program year).
Achieved and on-going.

3. Recruit Students

- 3.1 Present course and program information to related IHE Departments and student advisors. (December and August each program year). Efforts were made to recruit students from various departments within the University and from nearby State University campuses with no vocational component in special education. Leading faculty in those departments likely to have students with an interest in Vocational Education/Special Needs Projects were contacted and announcements were distributed. Packets of information regarding the project, its goals and objectives and the requirements for admission were forwarded to campus departments, directors of local special education programs, directors of local vocational education/regional occupational programs, vocational rehabilitation agencies, campus services for disabled student centers, and campus affirmative action administrators.
- 3.2 Advertise programs by way of the local advisory board and with groups and organizations that work with handicapped and minority persons on and off campus. (Begin August 1983). In an effort to recruit handicapped and minority students, announcements were sent to various organizations that make frequent contact with this population. The organizations receiving information included those listed in 3.1 plus campus career services centers, academic advising centers, and the California State Depository for the Handicapped. Announcements were also distributed to the entire faculty of the schools of education. Faculty members were asked to announce the Project to each of their classes and to encourage interested students to apply for admission.
- 3.3 Delineate procedures and criteria for stipend awards. (August to September 1983)
Criteria for the acceptance of students to the project were determined by the co-directors, in conference with special education faculty, and department Chairs. Students with past academic success, prior experience in special education, vocation rehabilitation, counseling or vocational education interest in the project, and affirmative action considerations were given acceptance priority. Available upon request.
- 3.4 Receive and review stipend applications. (August and September each program year).
Stipend applications and contracts were designed and the applications were forwarded to interested students. Completed applications were reviewed by the co-directors and were offered to the qualified students.
- 3.5 Award stipends. (September each program year).
Stipends were awarded and the signed contracts were filed by the project clerical assistants.

- 3.6 Delineate project coursework on students's certificate and/or master's contract. (Begin August 1983).
4. Field Test Preservice Coursework/Practica
 - 4.1 Implement course instruction. (January and September each program year).
Those course delineated in the original proposal have been implemented.
 - 4.2 Secure and assign practica placements. (Begin August 1983).
See item IIB, Schedule of Accomplishments.
 - 4.3 Conduct midsemester competency checks. (November and March each program year).
Achieved.
 - 4.4 Conduct end of semester competency checks. (December and June each program year).
Achieved.
 - 4.5 Complete all course/practica paperwork. (Begin August 1983).
Achieved.
5. Evaluate Effectiveness of Program Activities
(See evaluation section pps. - Begin August 1983)
6. Communicate Effective Program Activities
 - 6.1 Communicate effective program activities to State Advisory Committee, local advisory committee, each California IHE, other LEA's and IHE's nationally. (Summer each program year).
Achieved.
 - 6.2 Prepare written course/practica modules and disseminate locally and nationally. (End of Year III - by September, 1986).
Partially-achieved. Modifications to this proposed objective were necessary as the Contracts and Negotiations Division of OSERS reneged on their committments to the established timeline.
 - 6.3 Present significant program activities to at least two local, state, and national conferences annually. (As scheduled).
Achieved.

OVERVIEW OF THREE YEARS

1983 FIRST YEAR	1984 SECOND YEAR	1985 THIRD YEAR
Summer: Objectives, Competencies and Contracts developed, Advisory Committees Formed	Summer: Data Synthesized, Program Evaluated, Revisions and Plans made	Repeat summer Procedures
Demonstration Sites Identified	New Demo. Sites Identified	New Demo Sites Identified
Grant Participants Selected	New Participants Selected	New Participants Selected
Fall: Course Offered	Revised Fall Courses Offered	Revised Fall Courses Offered
Spring: Courses Offered, Materials and Needs Assessment Developed	Repeat Spring Procedures	Repeat Spring Procedures
		Summer: Synthesize Data, Curriculum, Modules, Final Report

B. Schedule of Accomplishments, Progress, and/or Milestones

As previously stated, project activities and projections were on schedule with original timelines specified in IIA, Accomplishments to Date (see Appendix A). Of particular interest, it is noted that at the completion of Project Year I, coursework and fieldwork were implemented in order to develop and assist competencies of graduate students from rehabilitation, special education, and other programs relative to the vocational preparation of handicapped youth. See Appendix D for a sample breakdown of CSUS' participants for Years I-III. Project Year I evaluation activities were implemented as scheduled in December, 1983 through May, 1986. These activities were designed in order to organize the structure of the Project activities, which were implemented. Appendix C lists those competencies upon which participant-generated evaluations were based.

C. Changes in Project Objectives and Instructional Program Resources

As previously stated, project objectives as stated in the original proposal remained consistent with the overall mission of this project and therefore appear to be comprehensive and appropriate. As a result of project implementation, additional instructional program resources were requested in order to further coordinate project fieldwork with existing vocational rehabilitation fieldwork requirements.

D. Changes in Project Staff and Outside Instructional Personnel

There were no significant changes in existing project personnel for the project years.

E. Explanation for Changes in Project Functioning

There was no need to substantially change the activities specified in the original proposal. CSUS did revise the methods by which they obtained parental and administrative involvement in the project.

F. Planned or Accomplished Dissemination of Project Information, Materials and Procedures

1. A format for sharing project course materials, modules, etc. between participating universities and other agencies has been drafted and is in the process of being finalized. An unexpected withdrawal of project work-time of three months severely hampered the completion of all proposed modules. Dissemination plans also suffered accordingly as expected funds were no longer available.
2. Methods for communication among the universities and other agencies within the project consortium have been implemented as per the original proposal.
3. In 1983-86, project faculty participated in and/or conducted several workshops and presentations, etc. For example:
 - a. North Shores, San Diego Association for Retarded Citizens.
 - b. East County, San Diego Association of Retarded Citizens.
 - c. Arrow Center, San Diego Association for Retarded Citizens.
 - d. Madeline Sophies' Training Center.
 - e. Southern California Rehabilitation Training Consortium.
 - f. California Association of Post Secondary Education for the Disabled (CAPED).
 - g. Nevada State Council for Exceptional Children Conference.
 - h. The Association for Severely Handicapped (National).
 - i. San Diego Unified School District.

- j. California Council for Exceptional Children Conference (State).
 - k. California Association for Severely Handicapped (State).
 - l. Vocational Education/Special Needs Conference (State).
 - m. California Association of Work Experience Educators (State).
 - n. Sacramento City Unified School District.
 - o. Council for Learning Disabilities Conference (National).
 - p. Council for Exceptional Children Conference (National).
 - q. Northern California Vocational Education/Special Needs Conference (State).
4. Project faculty worked with the administrative steering committees of agencies relative to project activities and the vocational preparation of handicapped individuals. For example:
- a. San Diego Unified School District;
 - b. El Cajon Unified School District;
 - c. North County Task Force of Education;
 - d. Grossmont Unified School District;
 - e. San Diego Community College District;
 - f. Association for Retarded Citizens;
 - g. San Diego Regional Center;
 - h. Sacramento City Unified School District;
 - i. San Juan Unified School District;
 - j. Elk Grove Unified School District;
 - k. Grant Union High School District;
 - l. Yolo County Unified School District;
 - m. Sacramento County Unified School District;
 - n. Sacramento Private Industry Council;
 - o. California Community College Chancellors Office;
 - p. California State Department of Education;

q. Sacramento County Area Transition Team; and

r. Other terminated and on-going task forces.

Please see Appendix F for a partial listing of Advisory Committee Members.

IV. MANAGEMENT

- A. There were no changes in the management plan as specified in the original proposal.
- B. As per the original proposal, evaluating activities have been conducted. It is noted that the project was designed to implement changes based on evaluative data; this has taken place.

V. EVALUATION

A. Methodology and Criteria

Appendix A contains a complete summary of the evaluation plan included in the original proposal. This plan was evaluated to be comprehensive by the original review panels. Evaluation activities as per delineated in the project timelines have been implemented.

B. Summary of Data Collected

Initial data regarding evaluation activities, etc. has been collected. As set-forth in the original proposal and timeline, a summary of evaluation data was completed. However, initial reaction to the preservice modules and curricula have been positive; program modifications have been made based upon preliminary participant and further literature review.

C. Employers' Evaluation of Project Graduates' Proficiency

Preliminary reaction to the proficiency of project graduates has been most positive; employer support and advisory group comments have been strong. See Appendix E for sample employer reactions.

D. Effect of the Project on Persons Being Served

The effect of the project on persons being served by the project including underrepresented, minority, handicapped, and other persons can be assessed at this time in at least the following ways:

1. Project Years I-III emphasis at San Diego and San Francisco State Universities was on vocational training of individuals with severe handicaps. This population has traditionally been excluded from

functional training to prepare them for participation in heterogeneous work environments.

2. There were male and female graduate students participating in the project at the Universities who represent several cultural and ethnic backgrounds. These statistics are available upon request.
3. A sample of a typical student project may be found in Appendix E. The positive effects of the grant is evidenced in the concrete nature of that project report.

E. Modifications to Evaluation Plan

No modifications in the evaluation plan were needed. Our data leads us to conclude that the Project met its goals.

APPENDICES

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APPENDIX A

EVALUATION PLAN

The following evaluation plan will be ongoing throughout the three project years, its results will be reported in each annual report.

1. Program Competencies. By end of summer each grant year the co-directors will:
 - 1.1 List competencies from grant proposal.
 - 1.2 generate competencies from literature review and advisory board.
 - 1.3 Determine discrepancies between original (1.1) and current (1.2) competencies.
 - 1.4 Determine existing discrepancies after revised list of competencies (enabling objective 1.6) are made.
 - 1.5 Summarize 1.1 - 1.4 information in the final report.
2. Coursework and Practica Competencies. Prior to the second and third grant year, the co-directors will:
 - 2.1 Collect feedback on competencies from state and local advisory and curriculum committees.
 - 2.2 Obtain feedback on course and practica competencies from students.
 - 2.3 Summarize 2.1 and 2.2 information in final report.
3. Recruitment of Students. At the beginning of each grant year the co-directors will:
 - 3.1 Develop student acceptance criteria.
 - 3.2 Have advisory committee review acceptance criteria.
 - 3.3 Announce availability and acceptance criteria for student participation.
 - 3.4 Accept student applications.
 - 3.5 Review selection and rejection of students according to conformance with selection criteria.

- 3.5.1 Review selection of students with reference to ethnic, racial, disability, and gender criteria.
- 3.6 Review selection and rejection of stipend awards according to conformance with selection criteria.
 - 3.6.1 Review selection of stipend awards with reference to ethnic, racial, disability, and gender criteria.
- 4. Coursework/Practica Competencies of students. The co-directors will:
 - 4.1 Develop a competency checklist evaluation form prior to each Fall semester.
 - 4.2 Collect feedback from local advisory boards regarding checklists.
 - 4.3 Conduct midsemester competency checklist evaluations on each participating student.
 - 4.4 Conduct end of semester competencies checklist evaluation on each participating student.
 - 4.5 Evaluate course paper work products.
- 5. Communication and Consumer Impact. At the end of each project year the co-directors will:
 - 5.1 Have each program objective reviewed by state and local advisory committees of the participating IHE's, SDE and SEP Project Officer.
 - 5.2 Have external, formative and summative review of course/practica curriculum modules by consultants.
 - 5.3 Tally the number of IHE's and agencies that receive the curriculum modules. Obtain their feedback through a questionnaire instrument.
 - 5.4 Tally the number of students receiving training by number and percent of competencies achieved.
 - 5.5 Tally the number of school districts affected by training.
 - 5.6 Tally the number of handicapped students whose teachers or counselors receive training.

APPENDIX B

RESULTS AND BENEFITS EXPECTED

Status for Years I-III	Upon completion of the three-year grant, the following should have been achieved:
Achieved and exceeded	1. The development of a cadre of personnel (45-60 per IHE site) who are prepared to work with handicapped learners and have a working knowledge in the three cognate areas of special education, vocational education, and vocational rehabilitation, as it relates to their particular discipline.
Achieved	2. Personnel who participate in this pre-service preparation program will demonstrate a working knowledge of state-of-the-art practices in the vocational training and placement of individuals manifesting a wide range of handicapped conditions.
Achieved	3. Personnel who participate in this pre-service preparation program will demonstrate an awareness of local employment trends, emerging technologies and can utilize resources in both public and private sectors for handicapped learners.
Achieved	4. A field-based preservice program that stresses collaborative, intraeducational and interagency efforts in meeting the vocational needs of handicapped learners.
Achieved and on-going	5. Utilization of existing and/or new demonstration sites for practical experiences providing services to approximately 1,250 handicapped learners per IHE site.
Partially achieved (Withdrawal of funds negatively affected completion)	6. Development of vocational training materials that can be replicated by other IHE's and LEA's.

APPENDIX C

COMPETENCIES TO BE ACHIEVED BY STUDENT PARTICIPANTS

Upon completion of the preservice program, all participants will have achieved the following competencies when attempting to meet the vocational needs of handicapped learners:

1. Knowledge of Federal and State laws concerning vocational education, vocational rehabilitation, and special education.
2. An ability to recognize students with learning problems in regular classes.
3. Knowledge of differing capabilities of handicapped students relative to the severity of their disability.
4. An understanding and application of the team approach in instructional programming.
5. Defining and helping construct individualized educational plans.
6. Knowledge of disabling conditions and how these conditions can be attenuated by designing functional employment objectives.
7. Knowledge of how jobs can be modified in order to accommodate students with particular handicaps.
8. An ability to select, adapt, or develop appropriate instructional materials for use with handicapped students.
9. Displaying knowledge of several approaches to behavior management and counseling and integrates techniques with instructional programming.
10. Knowledge of agencies to assist handicapped students such as health and welfare services, etc.
11. Knowledge of career opportunities for the handicapped student.
12. Knowledge of job requirements in occupations applicable to handicapped.

13. Knowledge of suitable job placement for handicapped students.
14. Assisting in developing suitable job placement for handicapped students.
15. Knowledge of how to approach potential employers when trying to set up potential work experience sites.
16. Knowledge of job placement, supervision and maintenance techniques.
17. An ability to conduct job seeking skills groups which would include information about completion of applications and interviewing techniques.
18. An ability to conduct a job environment and skills analyses.
19. An ability to determine appropriate techniques for evaluating the performance of students with specific handicaps.
20. Knowledge of methods and procedures to identify needs and interests of handicapped students.
21. An ability to interpret reports of other professionals such as psychological evaluations, etc.
22. Assisting in a long-range plan for integrating the handicapped student into the vocational education program.
23. Assisting the handicapped student in viewing his/her assets and limitations realistically.
24. Assisting handicapped students in developing social, physical, and emotional security needed for obtaining and maintaining future employment.
25. Counseling parents/guardians of handicapped students regarding their child's vocational education/career plans.

APPENDIX D

SAMPLE PROJECT PARTICIPANTS FOR YEARS I, II, AND III AT CSUS

	<u>Special Educators</u>	<u>Vocational Rehabilitation Counselors</u>
Year I	9	6
Year II	9	6
Year III	14	6
	<u>Vocational Educators</u>	<u>Special Education-Related*</u>
Year I	6	1
Year II	6	3
Year III	1	2
	<u>Administrators</u>	<u>Social Workers</u>
Year I	2	0
Year II	1	1
Year III	1	1
	<u>Parents**</u>	<u>School Counselors</u>
Year I	2	1
Year II	3	0
Year III	3	0
	<u>JTPA</u>	
Year I	0	0
Year II	1	0
Year III	0	0

TOTAL	
Year I	25
Year II	27
Year III	28
<hr/> GRAND TOTAL <hr/>	
80	

- * Includes Special Education Job Developers, Home Instructors, Career Educators.
- * The totals are repeated in other categories as Parent Participants listed under their professions.

APPENDIX E

SAMPLES: EFFECT OF THE PROJECT ON PERSONS BEING SERVED



SAN DIEGO CITY SCHOOLS

SAN DIEGO CITY SCHOOLS
PROGRAMS FOR HANDICAPPED
3401 Clairemont Drive
San Diego, CA 92117

September 20, 1984

Patricia L. Patton, Ph.D.
Ian Pumpian, Ph.D.
Department of Special Education
College of Education
San Diego State University
San Diego, CA 92182

Dear Drs. Patton and Pumpian,

This letter is to express how pleased we are with the teachers who took your Course Work. As their supervisor, I can assure you these graduates are involved in exemplary program development. They have not only enhanced existing vocational training options within our Special Education Department, but are also among the leaders for developing new programs for our severely handicapped students. We are excited about your pre-service training and are looking forward to hiring more of your program graduates.

Sincerely,

A handwritten signature in cursive script that reads "Linda Macfarlane".

Linda Macfarlane,
Resource Specialist
Programs for Severely Handicapped
San Diego City Schools
Whittier Center

LM:mt

Educational Cultural Complex

4343 Ocean View Blvd., San Diego, CA 92113 (619) 230-2842 TDD 263-5300



Disabled Student Services

September 20, 1984

Ian Pumpien, Ph.D.
Assistant Professor, Department of Special Education
College of Education
San Diego State University
San Diego, CA 92182

Dear Dr. Pumpien,

I am writing to communicate my pleasure with the performance of our instructors who enrolled in your "Vocational Training for Severely Handicapped Adolescents and Adults" class last semester. In my supervision of these instructors, I have found that they display a much greater willingness to initiate and participate in work training programs with their students. They are demonstrating new competencies in training and evaluating adults in real work environments, and their enthusiasm and input have definitely made changes in our program. Through their initiative, we have implemented regular Task Force meetings to share information and brainstorm new ideas.

Thank you for providing us with this opportunity, which is already impacting our staff and students in a positive way.

Sincerely yours,

Anne Heller
Associate Dean
Disabled Student Services

AH:ib



SACRAMENTO COUNTY OFFICE OF EDUCATION

9738 LINCOLN VILLAGE DRIVE • SACRAMENTO, CALIFORNIA 95827 • (916) 366-2591

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Director, Vocational Education and
Regional Occupational Program

REVIEW OF FIRST YEAR
OF
OFFICE OCCUPATIONS:
DEVELOPMENTALLY DISADVANTAGED PROGRAM

Now that the first year of the Office Occupations: Developmentally Disadvantaged class has concluded, I present this assessment with observations.

The number of students during this year-long class averaged 17, remaining between 15 and 20.

The students, all adults and with a variety of disadvantages, were provided by Vocational Rehabilitation counselors, Alta Regional counselors and Warren A. McClaskey Adult Center.

The student disadvantages included emotional problems, blind, mental debilities, disabled arms and legs, heart problems and various combinations of these.

Students initially attended 5 weeks of daily classes, 6 hours per day at Palmiter Center (formerly Valle Vista) while studying clerical/office subjects.

Upon completion of daily classes, students began the practical acquisition of the clerical/office skills necessary to obtain an entry-level clerical position. They attended a community training site 4 days each week, 6 hours a day at a federal, state, city, county or private office under the

guidance of their training site supervisor and their ROP class instructor. Classroom instruction continued each Friday at Palmiter Center.

The selection of individual training sites was, to a large degree, dependent on the location of the student's residence and the availability of bus transportation. With few exceptions, all students used the RT bus system for transportation. Bus passes were provided by Vocational Rehabilitation counselors. In some cases excellent training sites could not be utilized because the sites were not accessible by RT bus. Training sites in most cases had to be "hand-picked" to match the individual's skills--as dictated in great part by the student's disadvantage--and the skills needed at potential training sites.

Training included office procedures, telephone skills, typing, filing, duplicating, messenger duties, mail procedures, office machines, preparation of job applications, job interview skills and test-taking skills. Particular emphasis was placed on developing skills such as initiative, cooperativeness, ability to follow directions, adaptation, accuracy, attendance and punctuality.

Students were permitted to remain in the program approximately one year. During the year, which started in early June, 1983, only one student was dropped from the program by the instructor because of inappropriate conduct or performance. Five students dropped for personal reasons not related to the program.

Fifteen students of the first class received graduation Proficiency Certificates.

BY AUGUST 14, 1984, 8 STUDENTS HAD BEEN EMPLOYED THROUGH THE PROGRAM AND AN ADDITIONAL 2 STUDENTS WILL COMMENCE EMPLOYMENT BY THE END OF SEPTEMBER--FOR A TOTAL OF 10 STUDENTS EMPLOYED

FROM THE FIRST CLASS. LOCATIONS WHERE THESE STUDENTS
RECEIVED EMPLOYMENT ARE:

MATHER AFB
MC CLELLAN AFB (2 STUDENTS)
STATE ATTORNEY GENERAL'S OFFICE
STATE WATER RESOURCES CONTROL BOARD
STATE WATER RESOURCES (2 STUDENTS)
STATE TOXIC SUBSTANCES CONTROL DIVISION
ASSOCIATED BENEFITS CONSULTANT (PRIVATE)
BIG BOY MARKET (PRIVATE)

This program is designed to meet the special needs of disadvantaged adult students, so individualized instruction and training are necessary.

Because training was not available locally, state allocated funds were utilized to send a blind student to Mountain View, California, to receive valuable specialized training in the OPTACON reading machine. The student subsequently has been hired as an Assistant Clerk with the State at her original training site.

The support and cooperation of the State Vocational Rehabilitation Counselors was and will continue to be of particular significance to the success of this program. Their professionalism and willingness to expend time and effort earnestly resulted in optimum employment prospects for their clients.

The importance of the site supervisors' need for patience and understanding of the special needs of these students cannot be over-emphasized. The site supervisors proved to be caring and concerned individuals--generous with their advice, assistance and support of their assigned students and of the ROP program.

The administration at all levels of ROP and the Sacramento County Office of Education was entirely supportive, cooperative and willing to provide whatever aid was necessary. Classroom materials, equipment and resources were expedited. I was recommended for, and was selected to attend

via federal grant, additional evening post-graduate training in relevant special education. I was permitted to attend seminars, and was selected for a week-long concentrated school in San Francisco for qualification as an instructor to teach blind individuals the OPTACON reading machine.

Success of the program in the first year, however, can be attributed for the most part to the students themselves. They were motivated, willing, industrious, hard-working and above all--patient. With perseverance and self-control, they were able to endure through many months--even when the prospect of obtaining employment appeared slight at best.

MEMBERS OF THIS CLASS HAVE DEMONSTRATED TO FUTURE CLASSES THAT SUCCESS IS ATTAINABLE WHEN YOU APPLY YOURSELF--EVEN IN THE FACE OF ADVERSITY.

I feel genuinely satisfied and rewarded that the goals and performance objectives of the first Office Occupations: Developmentally Disadvantaged class have been met. The individualized instructional experiences have enabled each trainee to gain clerical skills appropriate to his/her aptitudes and interests, and also have provided the resources to compete more successfully for entry-level employment.



Darrel W. McRorie
ROP Instructor
Office Occupations:
Developmentally Disadvantaged Program

APPENDIX F

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APPENDIX G

SAMPLE OF PROJECT IMPACT ON INSTITUTION: SFSU'S NEW MASTERS PROGRAM

Vocational Special Education Specialization

The Department of Special Education at San Francisco State University offers an innovative training program in the field of vocational special education. The program trains teachers and professionals from related fields in the methods of developing vocational education programs for special education students. The completion of the program leads to the earning of a Master of Arts degree in Special Education with a specialization in vocational special education. The program focuses upon the following competency areas:

- 1) Career Education
- 2) Legal and Administration
- 3) Assessment and Evaluation
- 4) Vocational Training
- 5) Microcomputers
- 6) Family Involvement
- 7) Transition from School and Job Placement

Field experiences are emphasized in the coursework. The program is transdisciplinary with a focus on cooperation among special and regular education teachers, administrators, paraprofessionals, parents, and related professionals. An emphasis is placed on cross-categorical instruction where a variety of handicapped students with learning, sensory, physical, and emotional impairments are prepared for the world of work. The training program prepares personnel for teaching and administrative positions in the vocational special education field.

Three types of students may apply for the M.A. program:

- 1) Students concurrently enrolled in one of the special education specialist credential programs (Learning Handicapped, Severely Handicapped, Hearing Impaired, Visually Impaired, Physically Handicapped)
- 2) Students having received a special education specialist credential in one of the above areas
- 3) Students with regular education teaching credentials.
- 4) Students with bachelor's degrees in related fields like psychology.

Special Interest Program

Persons wanting to learn and improve skills and knowledge in vocational special education may enroll in this program for a limited number of units if they do not wish to obtain a degree.

These persons may include regular and special education teachers, professionals from related disciplines, and parents. Undergraduates apply as "Undeclared Majors"; Graduates apply for "Unclassified Graduate Standing."

Requirements for a Master's Degree

The Master of Arts in Special Education with a specialization in Vocational Special Education is designed to provide skills in facilitating the work potential of exceptional children and youth. Master's degrees programs are individualized except for the inclusion of the following requirements:

DEPARTMENT CORE

CLASS		UNITS
ISED 797	Seminar in Educational Research	3
SPED 801	The Disabled in Family, School and Community	3
SPED 788	Legal Rights for Exceptional Persons	3

UPON ADVISEMENT, ONE OF THE FOLLOWING PLANS:

SPED 811	Field Study in Education of Exceptional Children	3
----------	--	---

OR

SPED 898	Master's Thesis	3
----------	-----------------	---

CORE EMPHASIS IN VOCATIONAL SPECIAL EDUCATION

CLASS		UNITS
SPED 616	Utilizing Microcomputers for Special Learners	3
SPED 661	Career Education for the Learning Handicapped in the Public Schools	3
SPED 805	Internship in Vocational Education for Special Needs Students	3
SPED 906	Educational Issues Related to the Adult Disabled Population	3
Upper Division or Graduate course approved by graduate major advisor		(6-9)
MASTER'S PROGRAM MINIMUM TOTAL		30-33

Minority and disabled students are encouraged to apply. A limited number of stipends are available for students enrolled in the program.

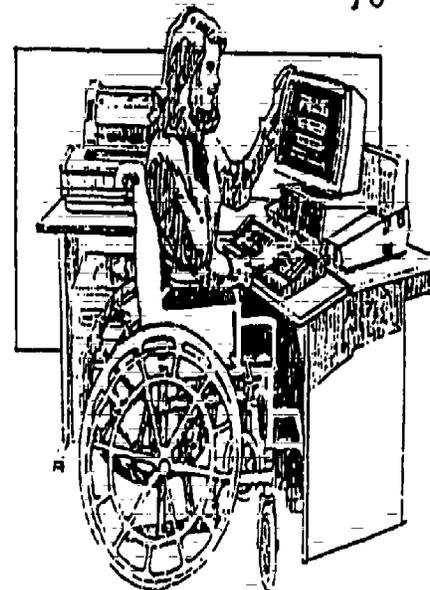
FOR MORE INFORMATION, PLEASE CONTACT:

Dr. Robert Gaylord-Ross, Coordinator

Dr. Vicki Casella

(415) 469-1161

Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132



APPENDIX H

GENERAL BIBLIOGRAPHICAL REFERENCES

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APPENDIX I

**PRESERVICE TRAINING MODULES; MEETING THE
VOCATIONAL NEEDS OF SPECIAL POPULATIONS**

PERSONNEL TRAINING MODULES:
STATE WIDE INTRAEDUCATIONAL AND INTERAGENCY APPROACH TO MEETING
THE VOCATIONAL NEEDS OF A WIDE-RANGE OF DISABLED LEARNERS

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MODULE 1: LAWS

MODULE 1

PERSONNEL TRAINING: FEDERAL AND CALIFORNIA
STATE MANDATES PERTAINING TO THE VOCATIONAL EDUCATION
OF HANDICAPPED YOUTH

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PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of federal and California state mandates (statutes and regulations) pertaining to the vocational education of handicapped students.

RATIONALE

It is imperative for trainees to be cognizant of the specific federal and California state mandates which address the vocational education of special need students. Knowledge of these statutes and regulations will allow trainees to fully utilize the services available for handicapped student's vocational education. Once a working knowledge of the enactment of and options afforded by these mandates are obtained, personnel who will provide vocational services can better meet the needs of handicapped students.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. report upon key federal mandates
2. report upon key state (California) mandates
3. relate federal and state (California) mandates to the trainee's specific area of training
4. relate the implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)
5. develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Report upon key federal mandates	Completion - oral group report including: a. Public Law (P.L.) 93-112, Sections 503, 504 b. P.L. 94-142 c. P.L. 94-482 d. P.L. 97-300 e. P.L. 98-199 f. P.L. 98-524, Title II-A, Title V	Group/Ins. critique (video-tape)
	Completion - written summary Objective exam	Written critique and grade/Ins. 90% or above
2. Report upon key state (California) mandates	Completion - oral group report including: a. Assembly Bill (A.B.) 817 b. A.B. 2652, Chapter 1334, Section 5.5 c. A.B. 3075 d. Senate Bill (S.B.) 1345, Chapter 201, Sections 13, 15, 23, 24, 25 e. S.B. 1870 f. S.B. 2058 g. California Administrative Code, Title 5, Section 3051.14	Group/Ins. critique (video-tape)
	Completion - written summary Objective exam	Written critique and grade/Ins. 90% or above
3. Relate federal and state (California) mandates to the trainee's specific area of training	Completion - oral group report including the Federal and California mandates from Objectives 1 and 2.	Group/Ins. critique (Video-tape)
	Completion - written summary	Written critique and grade/Ins.
4. Relate implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)	Completion - oral group report specifying implementation of mandates for local school district, county program, or vocational rehabilitation agency	Group/Ins. critique (video-tape)
	Completion - written summary	Written critique and grade/Ins.

Objective

5. Develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems

Procedure

Completion - oral group report summarizing Objectives 1-4 with modifications to improve implementation at the local level

Completion - written summary

Criteria

Group/Ins. critique (Video-tape)

Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Report upon key federal mandates
 - A. Handouts highlighting salient points of:
 - i. Vocational Rehabilitation Act of 1973 (P.L. 93-112, Sections 503 and 504)
 - ii. Education for all Handicapped Children Act of 1976 (P.L. 94-142)
 - iii. Vocational Education Amendments of 1976 (P.L. 94-482)
 - iv. Job Training Partnership Act of 1982 (P.L. 97-300)
 - v. Education of the Handicapped Act, Amendments of 1983 (P.L. 98-199)
 - vi. Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524, Titles II-Part A and V)
 - B. Instructor lecture clarifying federal mandates
 - C. Trainee grouping by area of expertise
 - D. Group research
 - E. Group oral reports, videotape, critique
 - F. Group submission of written report, critique and grade
 - G. Graded examination (written)
2. Objective 2: Report upon key state (California) mandates (in conjunction with Objective 1)
 - A. Handouts highlighting salient points of:
 - i. A.B. 817 (Papan)
 - ii. A.B. 2652 - Chapter 1334, Section 5.5 (Moore)
 - iii. A.B. 3075 (Papan)
 - iv. S.B. 1345 - Chapter 201, Sections 13, 15, 23, 24, 25 (Sieroty)
 - v. S.B. 1870 (Rodda)
 - vi. S.B. 2058 (Rains)
 - vii. California Administrative Code, Title V - Section 3051.14
 - B. Instructor lecture clarifying state (California) mandates
 - C. Trainee grouping as per Objective 1
 - D. Group research
 - E. Group oral reports, videotape, critique
 - F. Group submission of written report, critique and grade
 - G. Graded examination (written)
3. Objective 3: Relate Federal and state (California) mandates to the trainee's specific area of training*
 - A. Trainee grouping as per Objectives 1 and 2
 - B. Handouts from Objectives 1 and 2
 - C. Written reports from Objectives 1 and 2
 - D. Group identification of specific mandates/sections of mandates pertaining to their professional area
 - E. Group oral report, videotape, critique
 - F. Group submission of written report, critique and grade

* Objective 3 may be done in conjunction with Objectives 1 and 2; if so, eliminate Step C from Objective 3.

4. Objective 4: Relate implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)
 - A. Development of interview questions by trainees for agency representatives (see "C" below)
 - B. Handouts from below agency representatives
 - C. Panel presentation by representatives from:
 - i. Vocational Rehabilitation Counseling
 - ii. Vocational Education (Regional Occupational Center/Program, Industrial Education)
 - iii. Special Education-Secondary
 - iv. Adult Education
 - v. Post-Secondary Education
 - vi. Other Agencies (Goodwill, Purple Heart, Alta Regional Center, etc.)
 - D. Question/Answer session with representatives
 - E. Field trip to view sample agency programs (optional-suggest small group visitation per agency)
 - F. Grouping of trainees by agency interest
 - G. Group compilation of research, notes, etc.
 - H. Group oral reports, videotape, critique
 - I. Group submission of written report, critique
5. Objective 5: Develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems (in conjunction with Objective 5)
 - A. Instructor overviews Objective 4 - Items B thru E
 - B. Grouping of trainees as in Objective 4
 - C. Group synthesis of research, notes, etc.
 - D. Group development of possible modifications to existing agency implementations of mandates
 - E. Group oral reports, videotape, critique
 - F. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Report upon key federal mandates

Facilitating Activities/Alternatives

View filmstrip, "PL 94-142"
Instructor lecture-overview of key federal mandates
Videotape key governmental personnel-overview specific Public Laws
Order copies of complete Public Laws-class review and discussion
Panel of experts-presentation with question/answer session
VOICE printouts-identification of literature that discusses/reviews appropriate Public Laws-student report on materials
Media search of available movies, videos, etc.-overview appropriate Public Laws (VOICE, California Clearinghouse Depository, CEC, AVA)
Individual research report by trainees

Report upon key state (California) mandates

Instructor lecture-overview of state statutes and regulations
Videotape key state governmental personnel-overview specific Assembly and Senate Bills
Obtain brochures, booklets, etc.-overview of state mandates
Panel of experts-presentation with question/answer session
Order copies of relevant Assembly and Senate bills-class review and discussion
Trainee development of flow-charts outlining state mandates with salient points
Individual research report by trainees

Relate Federal and state (California) mandates to the trainees specific area of training

Panel of experts from representative areas-presentation with questions/answers
Videotape of experts from representative areas-discussion of topic
Trainee development of booklet/report detailing topic
Individual interviews by trainees of personnel from representative areas
Attend lecture

Objective

Relate implementation of federal and state (California) mandates to local agencies (vocational rehabilitation, local educational agencies, etc.)

Develop modifications of existing local agencies' implementation of federal and state (California) mandates to improve delivery systems

Facilitating Activities/Alternatives

Instructor lecture
Videotape of representative experts
Critique of agencies' implementation of policies

Interview personnel from representative areas

Report model agency implementation efforts

Compare and contrast local agencies' efforts to model agency programs

Instructor facilitation of discussion
Compare and contrast agencies' written policy for implementation to actual effort

Interview of personnel from representative areas for their suggested modifications

Individual report on modifications

REFERENCES AND RESOURCES

RESOURCES

California State Department of Education
Special Needs Division
721 Capitol Mall
Sacramento, CA 95814 916/445-4036

California State Department of Education
Vocational and Continuing Education Division
721 Capitol Mall
Sacramento, CA 95814 916/445-3314

California State Department of Employment Development
800 Capitol Mall
Sacramento, CA 95814 916/445-8008

California State Department of Rehabilitation
830 K St. Mall
Sacramento, CA 95814 916/322-3068

California State Division of Libraries
Library and Courts Building
Sacramento, CA 95814 916/322-4570

Special Education Resource Network
650 University Ave.
Room 201
Sacramento, CA 95825 916/921-0521

Vocational And Occupational Information Center for Educators
721 Capitol Mall - 4th Floor
Sacramento, CA 95814 916/445-0401

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Special Education Division, California State Department of Education. California special education programs: a composite of laws, education code-part 30 and other related laws. Sacramento, California: California State Department of Education, 1985.

U.S. Department of Labor. The Fair Labor Standards Act of 1938, as amended, part 520. Washington D.C.: U.S. Government Printing Office, 1980.

Vocational Education Amendments (P.L. 94-482, 12/October/1976).

Vocational Rehabilitation Act (P.L. 93-112, 26/September/1973).

Weintraub, F. & Ramirez, B. Progress in the education of the handicapped and analysis of P.L. 98-199. Reston, Virginia: ERIC Clearinghouse, 1985.

SUMMARY OF LAWS RELEVANT TO THE
VOCATIONAL EDUCATION OF HANDICAPPED YOUTH

Heather Kaney, Program Development Specialist
Special Education Resource Network
California State Department of Education

Legislative Background

The last few decades have witnessed a legislative movement to insure the rights of persons with disabilities as well as to provide for fullest possible participation in society. Highlighted below are the key federal and California legislative acts, and those sections that pertain to the successful transitioning of individuals with special needs from secondary education to the world of work and the community.¹

I. Special Education

A. Federal

- O PUBLIC LAW 94-142, THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975, requires that public schools provide free appropriate public education for students with disabilities between ages three and twenty-one. This includes special education, related services, regular education, and specially designed vocational education if needed. The Act requires cooperation between educational and other service agencies, including vocational education.

Vocational education is included in the definition of special education if it consists of specially designed instruction to meet the unique needs of a student with a disability. Public Law 94-142 defines vocational education as:

"...organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

¹Barbara L. Troolin, Minnesota Transition Resource Manual, White Bear Lake MN.: Minnesota Curriculum Services Center, 1985, pp. 12-20; Caryl Miller, Laws and Regulations: Career/Vocational Education for Handicapped Students, Orange County Department of Education, 1985, pp. 1-21; Project TIE, "Vocational Transition: A Priority for the 80's," Rehabilitation Research and Training Center, Virginia Commonwealth University, Richmond, Vol. 1, No. 1.

- PUBLIC LAW 98-199 (1983) contains amendments to The Education For All Handicapped Children Act. The law provides funding for secondary education and transition services for youth with disabilities between ages 12 and 21. It authorizes funding for research, training and demonstration in: 1) strategies and techniques for transition to independent living; 2) demonstration models emphasizing vocational, transitional, and job placement services; 3) provision of demographic studies on numbers and types of handicapping conditions of students and services required; 4) initiation of collaborative models between education agencies and adult service providers; 5) development of procedures for evaluation of programs in the area of transition.

B. California Education Code, Part 30

O Assessment - Chapter 4, Article 2, Section 56320(f)

The pupil is assessed in all areas related to the suspected disability including, where appropriate, career and vocational abilities and interests.

O Individualized Education Plan (IEP)

Vocational Component - Chapter 4, Article 3, Section 56345(b)

When appropriate, the individualized education program shall also include, but not be limited to, all of the following:

- o Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age.
- o Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age, who require differential proficiency standards pursuant to Section 51215.

O Resource Specialist Duties - Chapter 4, Article 4, Section 56362(a)

The resource specialist program shall provide, but not be limited to, all of the following:

- o Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

O Designated Instruction and Services - Chapter 4, Article 4, Section 56363(a)

These services may include, but are not limited to, the following:

- o Specially designed vocational education and career development.

II. Vocational Education and Career Development

A. Federal

- PUBLIC LAW 98-524, THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984 states that 10% of each State's formula grant allotment under Part A be used to provide vocational education to individuals with disabilities, as additional cost over regular vocational education expenditures.

Mandates that every student with disabilities and his/her parents be informed of vocational education opportunities available in school one year before such services are provided but no later than the beginning of ninth grade.

Emphasizes that students with disabilities must have equal access to vocational education services when appropriate, as indicated in the IEP. Services may include:

- vocational assessment
- special services with adapted curriculum to meet needs
- guidance counseling and career development
- staff and counseling services to facilitate transition

B. California

- SPECIALLY DESIGNED VOCATIONAL EDUCATION AND CAREER DEVELOPMENT CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, SECTION 3051.14

Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- Providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes
- Coordinating and modifying the regular vocational education program for an individual with exceptional needs
- Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community

- o Establishing work training programs within the school and community
- o Assisting in job placement
- o Instructing job trainers and employers as to the unique needs of the individuals
- o Maintaining regular scheduled contact with all work stations and job-site trainers
- o Coordinating services with the Department of Rehabilitation and other agencies as designated in the individualized education program

o **Work Experience**

o **General Information**

The California Administration Code (CAC), Title 5 for Work Experience Education (WEE) is being revised and will be adopted in the Spring or Summer of 1986. For the latest revised copy of the draft, contact John Iskra, Regional Coordinator of Vocational Education, State Department of Education, 1919 - 21st Street, Sacramento, CA 95814, (916) 445-6581.

o **Specially Designed Work Experience Program**

A specially designed program of work experience is one which is organized where students cannot participate in a work experience program designed for regular students. Project WorkAbility is an example of a specially designed program. (See Appendix A for a description of Project WorkAbility.)

III. Employment

A. Federal

- o **PUBLIC LAW 97-300, JOB TRAINING PARTNERSHIP ACT (JTPA) OF 1982** is a block grant, replacing the Comprehensive Employment and Training Act (CETA), through which states receive money for job training and disburse it through industrial/business councils in each service delivery area. The council reviews job market information and adds its own expertise to select and establish training programs for youth and other groups.

Much of the state's allocation is for local job training, support services, administration, and statewide coordination. Persons with disabilities are included in the "special needs group" as identified by the Governor's Job Training Council. These persons may receive the same job training services offered to any eligible participant of a job training program. Training services include remedial education, classroom instruction, vocational counseling, temporary work experience, on-the-job training, job upgrading and retraining, job search assistance and job placement. (JTPA funds are designated for direct training services, not income support.)

Local private industry councils (PICs) decide what special groups to serve. One-third of the PIC members are from business and industry. Funds allocated from the Governor's Job Training Council are partly on recommendations by local PICs and partly on labor market information gathered about the area. Since the program's focus is to increase the role of private business and industry in the training and employment of youth with disabilities, this partnership bridges the public and private sector.

- O TARGETED JOBS TAX CREDIT (TJTC) is an elective Federal income tax credit that can be applied to the wages private employers pay to certain groups of employees. The targeted groups include Supplemental Security Income (SSI) recipients, general assistance recipients, persons with disabilities referred by state vocational rehabilitation or Veterans Administration programs, 18 to 24 year-olds from economically disadvantaged families, economically disadvantaged Vietnam veterans, young adults education program, economically-disadvantaged ex-offenders, recipients of Aid to Families with Dependent Children (AFDC) and participants in the Work Incentive (WIN) program, involuntary terminated CETA employees hired before January 1, 1983, and economically disadvantaged 16 and 17 year old new summer youth employees.

Eligibility determination and certifications in California are completed by the State Employment Development Department. This program has provided incentives for employers to hire disabled workers.

Note: This credit was offered through Dec 31, 1985. Federal and State legislation is pending to extend TJTC beyond that date.

- PUBLIC LAW 98-527, THE DEVELOPMENTAL DISABILITIES ACT OF 1984 adds "employment related" activities as a new priority service to administering agency of developmental disabilities fund. Drops non-vocational social developmental services as a priority service. This Act defines and strongly encourage supported employment services.
- SOCIAL SECURITY ACT: SECTIONS 1619a AND 161b (effective through 6/30/87; legislation has been introduced to extend these provisions indefinitely) - 1619a authorizes cash benefits to be paid to working social security beneficiaries as long as their earnings are below the federal break even point. 1619b authorizes the continuation of medical coverage to social security recipients with earnings exceeding the break even point if recipients continue to qualify for benefits. Allows for a 15-month re-entitlement period following the 9-month trial period for SSI and SSI beneficiaries if recipient loses a job due to his/her disability.

IV. Rehabilitation/Habilitation

A. Federal

- PUBLIC LAW 93-112, THE REHABILITATION ACT OF 1973, INCLUDING SECTION 504, authorizes federal support for training mentally and physically handicapped persons and placing them into employment. "Handicapped individual" is defined as an individual who 1) "has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment; and 2) can reasonably be expected to benefit from vocational rehabilitation services provided."

Part of the Act authorizes grants to designated vocational rehabilitation agencies to provide services such as counseling, referral, training, placement. State agencies are directed to give priority to serving "those individuals with the most severe handicaps." For each individual served, an individualized written rehabilitation program (IWRP) is designed by a counselor, the individual with a disability, and the parent.

Section 504 has been described as a "bill of rights" for persons with disabilities, since it prohibits discrimination on the basis of a handicap in any private or public program that receives federal funds.

B. California

○ LANTERMAN DEVELOPMENTAL DISABILITIES SERVICES ACT OF 1983

○ Habilitation

This Act provides the vehicle to assure certain rights and monitor program results for persons with developmental disabilities to include, for the purpose of this document, "a right to habilitation services" and a right to social interaction and participation in community activities. [Chapter 1, Section 4502(a) (f)]

"Habilitation Services" are those community-based activities that are of appreciably longer duration than vocational rehabilitation services. Habilitation services are available for those individuals who are so severely disabled that they do not presently have a potential for competitive employment. Habilitation services prepare developmentally disabled adults for sheltered, competitive employment, or vocational rehabilitation services, and/or to maintain them at their highest level of vocational functioning or independent living.

Habilitation services are purchased by a Regional Center with Habilitation Service Program funds from community-based work activity or sheltered workshop programs. Skills are developed in the areas of independent living, socialization, basic education, and vocational education.

○ REHABILITATION FACILITIES AND SHELTERED WORKSHOPS CALIFORNIA ADMINISTRATIVE CODE, TITLE 9, CHAPTER 3, ARTICLE 9

- A rehabilitation facility is an organization and physical facility, publicly, privately, or cooperatively sponsored, in which a program of integrated and coordinated services is offered. These services are provided for developmental, social/emotional and vocational restoration or personal adjustment of adults and minors with disabilities. The range of services may include, but not be limited to placement, training, education, sheltered or extended employment and evaluation. A rehabilitation facility shall include, but not be limited to a sheltered workshop component, activity center, state/county institutions and other facilities which provide work skills development programs.

o A sheltered workshop is that component of a work-oriented rehabilitation facility with a controlled working environment and individual vocational goals which utilizes work experience and related services for assisting handicapped persons to progress toward normal living and productive vocational status.

o VOCATIONAL REHABILITATION CALIFORNIA
ADMINISTRATIVE CODE, TITLE 9, CHAPTER 3, ARTICLE 9

o State Department of Rehabilitation

Services are provided as funds are available, on an individual basis, with each person receiving the particular services he or she is found to need as indicated in the client's Individual Written Rehabilitation Plan (IWRP).

MODULE 2: RESOURCES

MODULE 2

PERSONNEL TRAINING: RESOURCES, ORGANIZATIONS, AND CONTACTS PERTAINING TO VOCATIONAL SPECIAL NEEDS

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The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/in-service personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied appropriate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of the organizational and personnel groups that pertain to the vocational education of special needs students.

RATIONALE

Services and personnel for students with special needs and their families are provided and/or supported by a myriad of agencies and organizations. Resource networking is a key to the success of trainees in this field. Trainees must develop a knowledge base of the organizational structures relating to transition.

OBJECTIVES

As the following relates to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. describe the major resource system structures
2. relate specific resources to the trainee's field
3. identify sample resources in vocational education, special education and vocational rehabilitation
4. identify resource information management systems

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe resource systems that they currently use
2. identify personnel/contracts they currently use
3. define personal philosophy related to the knowledge of resources in the vocational education of special needs students

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Describe major resource system structures	Completion - individual written pretest including resources from the federal and state levels	Written critique and grade/Ins.
	Objective post-exam - on organizations (see Service Guide handout at end of Module 2) Obtain copies of new resource brochures	90% or above Informal monitoring/Ins.
2. Relate specific resources to trainee's field	Completion - oral group report including the Federal and California resources	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
3. Identify sample resources in vocational education, special education, and vocational rehabilitation	Completion - panel presentation by representatives from federal, state, and local resources	Group/Ins. critique
	Objective multiple choice exam	90% or above
	Completion - written summary	Written critique and grade/Ins.
4. Identify resource info. mgt. systems	Completion individual written summary including:	Written critique and grade
	a. curriculum data banks	
	b. professional organizations	
	c. consumer advocacy groups	
	Identify management systems trainee's employer currently use	Informal monitoring/Ins.
	Completion - group oral report on an information mgt. system	Group critique/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Describe major resource system structures
 - A. Instructor lecture on resource structures
 - B. Graded individual written pre and post-test of resources
 - C. Handout - "Resource Guide"
 - D. Handouts - overviewing selected resources
 - E. Trainees obtain brochures of newly identified resources
2. Objective 2: Relate specific resources to trainee's field
 - A. Trainee grouping by area of expertise
 - B. Handouts from Objective 1
 - C. Group research of specific resources pertaining to their professional area
 - D. Group oral reports and critique
 - E. Group submission of written report, critique, and grade
 - F. Graded examination (written)
3. Objective 3: Identify sample resources in vocational education, special education, and vocational rehabilitation
 - A. Handouts from Objective 1
 - B. Development of interview questions by trainees for resource agency representatives (see #3D below)
 - C. Handouts from resource agency representatives
 - D. Panel presentation with representatives from:
 1. Special Education Resource Network
 2. Vocational Education Resource System
 3. Rehabilitation Region IX
 - E. Question/answer session with representatives
 - F. Group submission of written summary and critique
4. Objective 4: Identify resource information management systems
 - A. Handouts from Objectives 1, 2, and 3
 - B. Written reports from Objectives 1, 2, and 3
 - C. Individual research
 - D. Individual written summary, critique, and grade covering:
 1. VOICE
 2. JAN
 3. SPECIALNET
 4. Four others of their own selection
 - E. Group oral reports on selected information management systems

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Describe major resource system structures

Relate specific resources to trainee's field

Identify sample resources in vocational education, special education, and vocational rehabilitation

Facilitating Activities/Alternatives

Handout - "Resource Guide"

Trainees obtain brochures of resources

Instructor lecture - overview of key resource structures

Instructor critique of the complexity of resource systems

Obtain brochures, booklets, consultant list, etc.

Instructor lecture - overview

Group research of professional resources

Trainee development of booklet/report detailing topic

Individual research report

Panel of experts

Field trips and report out

Panel of experts from representative areas - presentation with questions/answers

Videotape of experts

Individual interviews by trainees of personnel from representative areas

Instructor lecture - overview of resources

Media search

Individual research by trainees

Obtain brochures, booklets, etc. detailing resource

Critique of resource effectiveness

REFERENCES AND RESOURCE GUIDE

**A Guide to Special Vocational Education-Related
Resources Serving Youth with Disabilities
Nationally and in the State of California**

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Common Acronyms

CAWEE (see California Association of Work Experience Educators)

DR (see Department of Rehabilitation)

EDD (see Employment Development Department)

ICSM (see California State Department of Education, Special Education Division, Special Education Resource Network)

JTPA (see Employment Development Department or California State Department of Education, Employment Preparation Division)

NARIC (see National Rehabilitation Information Center)

OSHA (see Industrial Relations Department)

Regional Centers (see Developmental Services Department)

REHABDATA (see National Rehabilitation Information Center)

SERN (see California State Department of Education, Special Education Division)

TASH (see The Association for Persons with Severe Handicaps)

TGTC - Targetted Jobs Tax Credits (see California Employment Development Department)

VERS (see California State Department of Education, Vocational Education Division)

VOICE (see California State Department of Education, Vocational Education Division)

WORKABILITY (see California State Department of Education, Employment Preparation Division)

Community

Advocacy Organizations

A. Consumer

Disability Rights Education and Defense Fund
2032 San Pablo Avenue
Berkeley, CA 94702 (415) 644-2555

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910 (301) 587-1788 (VOICE/TTY)

National Federation of the Blind, Western Region
44114 N. 30th Street, West
Lancaster, CA 93534 (805) 258-4411, ext. 35

People First International, Inc.
P.O. Box 12642
Salem, OR 97309 (503) 362-0336

Protection and Advocacy, Inc.
2131 Capitol Avenue
Sacramento, CA 95816 (916) 447-3324

Western Center on Law and Poverty
449 Broadway Avenue
El Centro, CA 92243 (714) 353-0220

B. Parent

California Society for Autistic Children
3913 Calgary Avenue
San Diego, CA 92122 (619) 453-7484

California Special Education Network
112 Spruce Road
Fairfax, CA 94930 (415) 459-6587

Down Syndrome Parents Group, Inc.
11549 Doran Avenue
Northridge, CA 91326 (213) 366-3199

Federation for Children with Exceptional Needs
312 Stuart Street
Boston, MA 02116 (617) 482-2915

National Association for Retarded Citizens
"Job Development Workshop for Parent Volunteers"
1701 W. Charleston, Suite 650
Las Vegas, NV 89102 (702) 384-5988

National Society for Children and Adults with Autism
Sacramento Chapter (NSAC)
4325 Frizell Avenue
Sacramento, CA 95842 (916) 338-3833

Parent Educational Advocacy Training Center
228 South Pitt Street, Suite 300
Alexandria, VA 22314 (703) 836-2953
TDD (703) 836-3026

The Parents' Graduation Alliance
135 Education
University of Oregon
Eugene, OR 97403 (503) 686-5311

Special Education Community Advisory Committee Network of California
13161 Cherry Street
Westminster, CA 92683 (714) 893-6478

Team of Advocates for Special Kids (Parents)
1800 East LaVeta
Orange, CA 92666 (714) 771-6542/43

C. Personnel

Academy of Pediatrics
2825 Acacia Road
Walnut Creek, CA 94595 (415) 934-3183

American Association of Workers for the Blind, Northern CA Chapter
Peninsula Center for the Blind
2435 Taber Place
Palo Alto, CA 94303 (415) 858-0202

The Association for Persons with Severe Handicaps
7010 Roosevelt Way, N.E.
Seattle, WA 98115 (206) 523-8446

Association of Mexican-American Educators
P.O. Box 54428
Terminal Annex
Los Angeles, CA 90054-0428 (213) 625-6335

California Alliance for Physical Therapists/Occupational Therapists
40571 Ives Court
Fremont, CA 94538 (415) 651-8607

California Association of Adult Day Services
c/o Cal. Arf.
1121 L Street, Suite 410
Sacramento, CA 95814 (916) 441-5844

California Association of Bilingual Educators
926 J Street, #1207
Sacramento, CA 95814

California Association of Health Careers Educators

California Association of Postsecondary Educators of the Disabled
c/o Martha Kanter, Monterey Peninsula College
980 Fremont Blvd.
Monterey, CA 93940 (408) 646-4070

California Association of Program Specialists
790 Woodside Lane, #1
Sacramento, CA 95825 (916) 927-4628

California Association of Regional Occupational Centers/Programs

California Association of Resource Specialists
6060 Kenneth Avenue
Carmichael, CA 95608 (916) 944-0880

California Association of School Psychologists and Psychometrists
23032 Samuel Street, #18
Torrance, CA 90505

California Association of School Social Workers
P.O. Box 664
San Bruno, CA 94066 (415) 322-1908

California Association of Teachers of the Hearing Impaired
3580 Louis Road
Palo Alto, CA 94303 (415) 494-6935

California Association of Vocational Education National Priority
Populations
c/o Dr. Thomas Lopez
Peter Lassen Annex
5022 58th Street
Sacramento, CA 95820 (916) 454-8273

California Association of Work Experience Educators
Newsletter: c/o Palo Alto High School
50 Embarcadero
Palo Alto, CA 94301 (415) 855-8186

California Business Education Association

California Home Economics Association

California Industrial Education Association

California School Nurses Association
925 L Street, Suite 850
Sacramento, CA 95814 (916) 443-1611

California Speech-Language-Hearing Association
2631 Capitol Avenue
Sacramento, CA 95816 (916) 442-3555

California State Federation Council for Exceptional Children
P.O. Box 1074
Huntington Beach, CA 92647-1074 (714) 962-1356 ext. 264

Employment and Training Association of California

Home Economics Teachers Association

National Registry of Interpreters for the Deaf

814 Thayer Avenue

Silver Spring, MD 10910 (301) 588-2406 (Voice/TTY)

Psychologist Advocacy Group

422 Cabrillo

Davis, CA 95616

Special Education Task Force

California School Boards Association

6595 San Harordo

Buena Park, CA 90620 (213) 922-1737

State Hispanic Council for Hispanics with Developmental Disabilities

P.O. Box 7127

East Los Angeles Station

Los Angeles, CA 90022

D. Associations

Alexander Graham Bell Association for the Deaf

3417 Volta Place, N.W.

Washington, D.C. 20007 (202) 337-5220 (VOICE/TTY)

American Council for the Blind

1010 Vermont Avenue, N.W., Suite #1100

Washington, D.C. 20005 (800) 424-8666

American Council of the Blind of California

5565 Florence Terrace

Oakland, CA 94611 (415) 841-0170

Association for Deaf/Blind

Southwest Regional Deaf/Blind Center

721 Capitol Mall, Room 621

P.O. Box 94244-2720

Sacramento, CA 94244-2720 (916) 445-0402

Association for Severe Disorders of Language

4290 Mount Avane Court

San Diego, CA 92111 (619) 565-7308

Better Hearing Institute

Hearing Helpline

5021 "B" Bachlich Road

Annandale, VA 22003 (800) 424-8576

California Association for Retarded Citizens
14140 K Street
Sacramento, CA 95814 (916) 441-3322

California Association of Rehabilitation Facilities
1121 L Street, Suite #410
Sacramento, CA 95814 (916) 441-5844

California Association of the Physically Handicapped
4953 Jumano Avenue
San Diego, CA 92117 (619) 276-4897

California Coalition of Hispanic Organizations
P.O. Box 160084
Sacramento, CA

California State Advisory Council on Vocational Education
1900 S Street
Sacramento, CA 95814 (916) 445-0698

Epilepsy Information Line
University of Washington
(800) 426-0660

National Center for Stuttering
200 E. 33rd Street
New York, NY 10016 (800) 221-2483

National Crisis Center for the Deaf
Attn: Medical Information and Referral Service
Blue Ridge Poison Center
P.O. Box 484 Medical Center
University of Virginia
Charlottesville, VA 22908 (800) 446-9876

National Down Syndrome Society Information Line
(800) 221-4602

National Federation for the Blind, Western Region
4114 N. 30th Street, West
Lancaster, CA 93534

National Health Information Center for Educational Media
P.O. Box 40130
Albuquerque, NM 87196 (800) 421-8711

National Rehabilitation Association
633 South Washington Street
Alexandria, VA 22314 (703) 836-0850

Rehabilitation International USA
20 W. 40th Street
New York, NY 10018 (212) 869-9907

Spina Bifida Association
343 South Dearborn Street, Suite #310
Chicago, IL 60604 (800) 621-3141

United Cerebral Palsy Association - California
Advocacy Services
1507 21st Street, Suite #109
Sacramento, CA (916) 448-4504

Government Agencies

Federal

Federal Department of Labor
Regional Office
450 Golden Gate Avenue
P.O. Box 36017
San Francisco, CA 94102 (415) 556-3423

Federal Office of Civil Rights in Education
Region IX
1275 Market Street, 14th Floor
San Francisco, CA 94103 (415) 556-9894

U.S. Department of Education
Office of Special Education and Rehabilitative Services
Washington, D.C. 20202 (202) 732-1112

Western Regional Resource Center
College of Education
Eugene, OR 97403-1215 (503) 686-5641

State

A. Developmental Disabilities

California State Council on Developmental Disabilities
1507 21st Street, Room #320
Sacramento, CA 95814 (916) 322-8481

California State Department of Developmental Services
1600 Ninth Street
Sacramento, CA 95814 (916) 322-8154

California State Organization of Area Boards
1507 21st Street, Room #321
Sacramento, CA 95814 (916) 323-0750

Organization of Area Boards on Developmental Disabilities
1507 21st Street
Sacramento, CA 95814 (916) 323-0750

B. Education

California Community Colleges
Chancellor's Office
Specially Funded Programs
1107 Ninth Street
Sacramento, CA 95814 (916) 324-8592

California State Department of Education
Adult, Alternative, and Continuing Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 322-6368

California State Department of Education
The Clearinghouse Depository for Handicapped Students
721 Capitol Mall (Mail)
1025 P Street (Parcel Post)
Sacramento, CA 95814 (916) 445-1290

California State Department of Education
Employment Preparation Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 322-5050

California State Department of Education
Instructional Support and Bilingual Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 445-7492

California State Department of Education
Special Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 323-4768

California State Department of Education
Vocational Education Division
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 445-3314

Special Education Resource Network
Resource Service Center
650 University Avenue, Suite #201
Sacramento, CA 95825 (916) 921-0521

Vocational and Occupational Information Center for Educators (VOICE)
721 Capitol Mall
P.O. Box 94272
Sacramento, CA 94244-2720 (916) 445-0402

Vocational Educators Resource System
California Institute on Human Services
Sonoma State University
Rohnert Park, CA 94928 (707) 664-2416

C. Health

California State Department of Health Services
744 P Street
Sacramento, CA 95814 (916) 445-4171

D. Mental Health

California State Department of Mental Health
1600 9th Street
Sacramento, CA 95814 (916) 323-8241

E. Rehabilitation

California State Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814 (916) 322-3068

F. Social Services

California State Department of Social Services
744 P Street
Sacramento, CA 95814 (916) 445-4500

G. Employment

California Conservation Corps
1530 Capitol Avenue
Sacramento, CA 95814 (916) 445-8183

California State Department of Employment Development
800 Capitol Mall
Sacramento, CA 95814 (916) 445-8008

California State Department of Industrial Relations
2422 Arden Way
Sacramento, CA 95825 (800) 652-1476

California State Labor Commissioner
Labor Standards and Enforcement
2422 Arden Way, #50
Sacramento, CA 95825 (916) 920-6116

Governor's Committee on Employment of the Handicapped
800 Capitol Mall (EDD)
Sacramento, CA 95814 (916) 323-2545

Information Centers

American Council on Rural Special Education
Western Washington University
Bellingham, WA 98225 (206) 676-3576

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206 (502) 895-2405

Assistive Device Resource Center
Missouri LINC

Clearinghouse on the Handicapped
Office of Information and Resources for the Handicapped
Office of Special Education and Rehabilitative Services
U.S. Department of Education, Room 3106
Switzer Building
Washington, D.C. 20202 (202) 245-0080

Disability Information Center
University of Southern Maine
246 Deering Avenue
Portland, ME 04102

ERIC Clearinghouse of Information Resources
School of Education
Syracuse, NY 13210 (315) 423-3640

ERIC Clearinghouse on Adult Career and Vocational Education
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210 (800) 848-4815

Gallaudet College Press
Division of Public Services
Kendall Green
7th and Florida Avenue, NE
Washington, D.C. 20002 (202) 651-5591 (VOICE/TTY)

Handicapped Learner Materials Distribution Center
Audio-Visual Center
Indiana University
Bloomington, IN 47405

Higher Education and the Handicapped Resource Center
P.O. Box 1492
Washington, D.C. 20013 (202) 833-4707 (VOICE/TTY)

Human Resource Center
I.U. Willets Road
Albertson, NY 11507 (516) 747-5400

Information Center for Individuals with Disabilities
20 Park Plaza, Room #330
Boston, MA 02116 (617) 727-5540

Institute for Information Studies
200 Little Falls Street
Falls Church, VA 22046 (703) 533-0383

Instructional Materials Center for Handicapped Children
Indiana Department of Public Instruction
"Special Educators' Guide to Exemplary Curricula"
P.O. Box 100, Butler University
Indianapolis, IN 46208 (317) 927-0397

Job Accomodation Network for Employers
West Virginia University
P.O. Box 468
Morgantown, West Virginia 26505 (800) 526-7234

Library of Congress, National Library Service for the Blind and Physically
Handicapped
Washington, D.C. 20452 (202) 287-5100

Mainstream, Inc.
1200 15th Street, N.W.
Washington, D.C. 20005

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210 (800) 848-4815

National Information Center for the Handicapped Children and Youth
Mail Stop 2305, U.S. Department of Education
Washington, D.C. 20202

National Institute for Handicapped Research
Mail Stop 2305
Office of Special Education and Rehabilitation Services
Department of Education
Washington, D.C. 20202 (202) 245-0595

National Institute of Neurological and Communication Disorders and Stroke
Building 31, Room #8A 06
National Institute of Health
Bethesda, MD 20205 (301) 496-5751

National Rehabilitation Information Center
(funded by the) Department of Education-National Institute of Handicapped
Research
Catholic University of America
4407 8th Street, N.E.
Washington, D.C. 20017 (202) 635-5822

National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623 (716) 475-6748 (VOICE/TTY)

Pennsylvania Resources and Information Center for Special Education
200 Anderson Road
King of Prussia, PA 19406

Recording for the Blind, Inc.
215 E. 58th Street
New York, NY 10022 (212) 751-0860

Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure
Barriers
George Washington University
1828 L Street, N.W., Suite #704
Washington, D.C. 20036

Rehabfilm, International Rehabilitation Film Review Library
20 West 40th Street
New York, NY 10018

Sex Information and Educational Council
New York University
51 West 4th Street, Room #53
New York, NY 10003 (212) 673-3850

SpecialNet Electronic Communications Board
National Association of State Special Education Directors
2021 K Street, N.W., Suite #315
Washington, D.C. 20006 (202) 296-1800

Promising Practices

Federally Funded Grants

A. Transition

Career Assessment and Training Center
Whittier Union High School District
9401 S. Painter Avenue
Whittier, CA 90605 (213) 698-8121

A Cooperative Model
Santa Barbara High School District
723 E. Cota Street
Santa Barbara, CA 93103 (805) 963-4331

The Employment Retention Program
Richmond Unified School District
3038 Simas Avenue
Pinole, CA 94564 (415) 234-3825

North Bay Developmental Disability Service
790 Sonoma Avenue
Santa Rosa, CA 95404 (707) 528-6161

Occupational Therapy Student Training for High School Based
Independent Living Skills Development
University of Southern California
Department of Occupational Therapy
12535 Erickson Avenue
Downey, CA 90242 (213) 922-7205

Preparation of Career Education Specialists in Special Education
San Jose State University Foundation
One Washington Square
San Jose, CA 95192 (408) 277-3681

Preparation to Assist the Handicapped Toward Productive Employment
San Jose State University Foundation
One Washington Square
San Jose, CA 95192 (408) 277-3681

Project Independence
California State University, Fresno
Fresno, CA 93740 (209) 2237

PROJECT TEAM WORK
American Institute for Research
P.O. Box 1113
Palo Alto, CA 94302 (415) 3550

Project Work
San Diego State University
6505 Alvarado
San Diego, CA 92182 (619) 229-2462

Rehabilitation Services - Severely Disabled, Supported Work
California Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814 (916) 323-4347

Transition Project
Community College Chancellor's Office, Special Services
1107 9th Street
Sacramento, CA 95814 (916) 324-8592

Transition Project
Stockton Unified School District, Special Education
701 North Madison
Stockton, CA 95202 (209) 944-4034

B. Other*

* OSERS Funded - Division of Personnel Preparation

Project Interdependence - To Assist Handicapped Toward Productive
Employment
California State Department of Education
Special Education Division
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720 (916) 323-4784

Nominated Exemplary Practices*

* Regional Rehabilitation Network Region IX
Nominated Exemplary Innovations/Promising
Practices September 1985

Aid-Employment
P.O. Box 5003 (L-452)
Livermore, CA 94550 (415) 423-2907

Community Rehabilitation Training Center
1030 E. Cypress
Covina, CA 91724 (818) 966-4438

Eden Express
799 B Street
Hayward, CA 94543 (415) 886-8765

La Puente Work Evaluation Program
Valley Vocational Center
14234 East Valley Blvd.
La Puente, CA 91746 (818) 968-0595

Los Angeles Unified School District Pilot Program
Vocational Education for the Handicapped
644 West 17th Street
Los Angeles, CA 90015 (213) 742-7562

Project 2000
Exceptional Children's Foundation
3750 W. Martin Luther King, Jr. Blvd.
Los Angeles, CA 90008 (213) 290-2000

Project WorkAbility
California State Department of Education
Employment Preparation Division
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720 (916) 324-3643

Sacramento Vocational Services
6950 21st Avenue
Sacramento, CA 95820 (916) 381-1300

San Gabriel Valley Area Transition Program
California Department of Rehabilitation
150 South Los Robles, 7th Floor
Pasadena, CA 91101 (818) 304-8300

Torrance High School/Department of Rehabilitation Cooperative Project
Los Angeles Coastal District
California Department of Rehabilitation
8929 S. Sepulveda Blvd., Suite #300
Los Angeles, CA 90045 (213) 649-1710

Work Training Program
5650 Shoup Avenue
Woodland Hills, CA 91367 (818) 999-5080

MODULE 3: SOCIAL SECURITY SERVICES

MODULE 3

PERSONNEL TRAINING: SOCIAL SECURITY ADMINISTRATION SERVICES FOR THE EMPLOYED/DISABLED

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

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PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will identify Social Security Administration programs and regulations pertaining to the vocational needs of handicapped students.

RATIONALE

Knowledge of the incentives/disincentives to work inherent in the application of Social Security Administration regulations is a necessity for trainees. Trainees will learn to assist handicapped students in maintaining needed and appropriate Social Security benefits while being employed; the myth of disincentives for employment, as it relates to Social Security, will be dispelled.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. identify the application process to Social Security
2. identify key Social Security and related programs/regulations
3. identify the local implementation of Social Security programs
4. identify key personnel in the local Social Security

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped pupils
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Identify the application process to Social Security	Completion - oral group report outlining the steps in applying for Social Security assistance/ programs	Group/Ins. critique (videotape)
	Completion - written summary with flow-chart of application process	Written critique and grade/Ins.
2. Identify key Social Security and related programs/regulations	Completion - oral group report including: a. Supplemental Security Income (SSI) b. Medi-Cal and In-Home Support Services (IHSS) c. Trial Work Period (TWP) d. P.L. 98-460 i. Section 1619 (a) ii. Section 1619 (b) e. Impairment-Related Work Expenses (IRWE) f. Extended Period of Eligibility (EPE) g. Plan for Achieving Self-Support (PASS) h. Substantial Gainful Activity (SGA)	Group/Ins. critique (Videotape)
	Completion - written summary Objective exam	Written critique and grade/Ins. 90% or above
3. Identify the local implementation of Social Security programs/regulations	Completion - oral group report specifying implementation at local level of: a. Supplemental Security Income (SSI) b. Medi-Cal and In-Home Support Services (IHSS) c. Trial Work Period (TWP) d. P.L. 98-460 i. Section 1619 (a) ii. Section 1619 (b) e. Impairment-Related Work Expenses (IRWE) f. Extended Period of Eligibility (EPE) g. Plan for Achieving Self-Support (PASS)	Group/Ins. critique (Videotape)

Objective

Procedure

Criteria

	h: Substantial Gainful Activity (SGA) Completion - Written summary	Written critique grade/Ins.
4. Identify key personnel in the local Social Security Administration	Completion - oral group report specifying local Social Security administrators, caseworkers, public relation personnel, etc. who implement programs/regulations concerning the handicapped Completion - written summary	Group/Ins. critique (Videotape) Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Identify the application process to Social Security
 - A. Handouts including:
 - i. "How to Apply for a Social Security Number Card (1984)"
 - ii. "Applying for a Social Security Number - January 1983 Edition (1983)
 - iii. other applicable handouts
 - B. Instructor lecture clarifying application process
 - C. Trainee simulation of application process (Optional)
 - D. Trainee grouping by area of expertise, interest, logistics (see Objectives 2, 3, and 4)
 - E. Group oral report, videotape, critique
 - F. Group submission of written report (including flow-chart of application process), critique and grade
2. Objective 2: Identify key Social Security and related programs/regulations
 - A. Handouts highlighting salient points of:
 - i. Supplemental Security Income (SSI)
 - ii. Medi-Cal and In-Home Support Services (IHSS)
 - iii. Trial Work Period (TWP)
 - iv. Social Security Disability Benefits Reform Act of 1984 (P.L. 98-460, Sections 1619 (a) and (b))
 - v. Impairment-Related Work Expenses (IRWE)
 - vi. Extended Period of Eligibility (EPE)
 - vii. Plan for Achieving Self-Support (PASS)
 - viii. Substantial Gainful Activity (SGA)
 - B. Instructor lecture clarifying programs
 - C. Videotape presentation: "Incentives to Work" (1985)
 - D. Trainee grouping by area of expertise, interest, logistics (see Objective 1, 3, and 4)
 - E. Group research
 - F. Group oral reports, videotape, critique
 - G. Group submission of written report, critique, and grade
 - H. Graded examination (written)
3. Objective 3: Identify the local implementation of Social Security programs/regulations
 - A. Trainee grouping as per Objectives 1 and 2
 - B. Handouts from Objectives 1 and 2
 - C. Written reports from Objectives 1 and 2 for review
 - D. Development of interview questions by trainees for Social Security representative(s)
 - E. Additional handouts from Social Security representative(s)
 - F. Presentation by Social Security representative(s) covering the topics of Objective 2A and 4
 - G. Question/answer session with representative(s)
 - H. Group compilation of research, handouts, notes, etc.
 - I. Group oral reports summarizing above, videotape, critique
 - J. Group submission of written report, critique

4. Objective 4: Identify key personnel in the local Social Security Administration

- A. Instructor review of Objectives 1, 2, and 3
- B. Grouping of trainees as per Objectives 1, 2, and 3
- C. Group synthesis of research, handouts, notes, etc. from Objectives 1, 2, and 3
- D. Development of interview questions by trainees for Social Security representative(s) (Coordinate with Objective 3D)
- E. Presentation by Social Security representative(s) (Coordinate with Objective 3F)
- F. Question/answer session with representative(s) (Coordinate with Objective 3G)
- G. Telephone interview with identified key personnel (Coordinate with Objectives 4D-F)
- H. Group oral reports, videotape, critique
- I. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Identify the application process to Social Security

Facilitating Activities/Alternatives

Trainees visit local Social Security Administration office - obtain pertinent fliers, brochures
Interview Social Security Administration caseworkers as to application process in general
Interview Social Security Administration caseworkers as to application process for programs/regulations appropriate for handicapped individuals
Panel of experts - presentation with question/answer session
Individual research report by trainees
Videotape development by trainees offering step-by-step approach to application process

Identify key social security and related programs/regulations

Trainee development of booklet/report detailing topic
Individual interviews by trainees of personnel from representative areas
Instructor lecture/overview of key programs/regulations
Individual research report by trainees
Videotape of experts discussing various key programs/regulations
Videotape by trainees offering overviews of key programs/regulations (may combine with "application process" tape)

Identify the local implementation of Social Security programs/regulations

Instructor lecture/overview
Videotape of Social Security representative(s)
Trainee critique, constructive criticism of agencies implementation efforts
Report on model Social Security Office's implementation efforts
Individual research reports
Interview Social Security Administration caseworkers for their input, constructive criticisms for improving implementation efforts

Objective

Identify key personnel in the local Social Security Administration

Facilitating Activities/Alternatives

Instructor lecture/overview
Videotape of key personnel describing processes, programs, etc. and how to receive the full benefits required
Individual personal interviews by trainees of key personnel to obtain information on fully-using Social Security services
Individual research report

REFERENCES AND RESOURCES

RESOURCES

California State Department of Rehabilitation
830 K St. Mall
Sacramento, CA 95814 916/322-3068

Douglas Martin, Ph.D.
c/o Human Services Department
Community and Social Services
4153 Overland Ave.
Culver City, CA 90230 213/202-5864

Local Social Security Administration Office

State of California, Governor's Committee for
Employment of the Handicapped
800 Capitol Mall
Sacramento, CA 95874 916/323-2545

REFERENCES

Bowe, F.G. Handicapping America. New York: Harper and Row, 1978.

Education Subcommittee of the California Governor's Committee for Employment of the Handicapped. Disincentives to employment: fact or myth? - employment and SSI payments. Sacramento, California: State of California, Governor's Committee for Employment of the Handicapped, 1985.

Martin, D. and Gorski, R. A law you can live with. Forum, September 1980.

Miller, P. Social security act, section 1619 alert. Sacramento, California: State of California, Governor's Committee for Employment of the Handicapped, 1985.

Schuermann, A.C. and Hommertzhaim, D.L. An update of economic disincentives to vocational rehabilitation. Wichita State Rehabilitation Engineering Technical Brief, Spring 1979.

Social Security Administration and Rehabilitation Services Administration. 1980 disability amendments: a training aid for vocational rehabilitation counselors. Washington, D.C.: Social Security Administration, March 1981, SSA Pub. No. 64-015.

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**MODULE 4: JOB TRAINING PARTNERSHIP ACT
(JTPA)**

MODULE 4

PERSONNEL TRAINING: JOB TRAINING PARTNERSHIP ACT (JTPA) AND SPECIAL NEED INDIVIDUALS

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The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

Trainees utilizing this module will become aware of issues relating to the provision of the Job Training Partnership Act (JTPA), Public Law 97-300, services for special needs students/clients.

RATIONALE

The increased awareness and involvement of advocates in local JTPA/PIC (Private Industry Council) implementation will improve the quality and quantity of services available to special needs individuals. It is critical for trainees to learn how P.L. 97-300 works at the local level and how to influence decisions that affect local services. How resources are spent and what segment of "those in need" will receive services is a crucial issue in the effective implementation of the law. Trainees, as eventual advocates, can make a difference in assisting special needs individuals in becoming self-sufficient through effective use of JTPA/PIC programs.

OBJECTIVES

Trainees utilizing this module will:

1. identify JTPA legislation
2. indicate knowledge of the monitoring of the local PIC and its JTPA implementation plan
3. identify the eligibility and certification process of the local PIC
4. identify additional resources available through JTPA

PREREQUISITES

Teacher trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Identify JTPA Legislation	Completion = individual written summary including: <ol style="list-style-type: none"> a. P.L. 97-300 b. Overview = class handouts c. Other Literature review = JTPA Objective exam = on law/terms (see Glossary of Terms following this module). Attendance at specified local PIC meeting Obtain copy/summary of local PIC plan for implementing JTPA = discussion	Written critique and grade/Ins. 90% or above Informal monitoring/Ins. Informal monitoring/Ins.
2. Indicate knowledge of the monitoring of the local PIC and its JTPA implementation plan	Small group implementation of Tindall's (1984) steps for utilizing JTPA: <ol style="list-style-type: none"> a. identify PIC chair and locally elected officials who influence PIC membership b. identify articulate advocate who is knowledgeable about the needs of handicapped youth and the needs of the handicapped community c. send a letter to the chief Locally Elected Official (LEO) nominating the selected advocate(s) to the PIC d. encourage key community leaders to send letters to chief LEO supporting the above advocate e. at election time, encourage handicapped community to support LEO candidates who will work for the needs of handicapped youth 	Informal monitoring/Ins.

Objective

Procedure

Criteria

3. Identify the eligibility and certification process of the local PIC

Completion - oral report on above activities
Completion - written summary of the above activities
Attendance at specified local PIC meeting

Group Critique/Ins.
Written critique and grade/Ins.
Informal monitoring/Ins.

Small group completion: written summary of local PIC training plan to include responses to the below:

- a. does plan specify target population to be served?
- b. does plan specify percentage of handicapped individuals to be served?
- c. what kind of training and employment activities are directed at handicapped persons?
- d. are there limitations on various programs which inhibit the participation of handicapped persons?
- e. what support services are available to handicapped participants?
- f. have performance standards been used to restrict handicapped participation?
- g. has the state and local PIC adopted "family-of-one" definition to determine eligibility for handicapped persons?
- h. has the ten percent window been used to serve handicapped persons?

Written critique and grade/Ins.

Completion - oral report on above activities
Completion - written group summary on the above

Group Critique/Ins.
Written Critique and grade/Ins.

Objective

4. Identify additional resources available through JTPA

Procedure

Attendance at specified local PIC meetings

Completion: small group written summary of support services available through JTPA/other agencies coordinating with local PIC to include, but not limited to:

- a. child care services
- b. counseling
- c. transportation
- d. financial support

Completion: small group written summary of interagency agreements established with local PIC

Completion: group oral report on the above activities

Criteria

Informal monitoring/Ins.

Written critique and grade/Ins.

Written critique and grade/Ins.

Group critique/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Identify JTPA legislation
 - A. Handout summarizing P.L. 97-300
 - B. Handouts - overviewing impact/implementation of JTPA in terms of serving handicapped individuals.
 - C. Instructor lecture on above topics, pertinent terms (see Glossary of Terms) and other relevant literature.
 - D. Graded examination (written) - may be combined with examination from "Federal and California Mandates" module.
2. Objective 2: Indicate knowledge of the monitoring of the local Private Industry Council (PIC) and its JTPA implementation plan.
 - A. Obtain dates of Local PIC meetings - request permission to bring trainees on specified date
 - B. Handout (if possible) summarizing local PIC plan to implement JTPA mandates - class discussion
 - C. Small group chosen to implement Tindall's (1984) steps for utilizing JTPA:
 - i. identify PIC chair and locally elected officials who influence PIC membership
 - ii. identify an articulate advocate who is knowledgeable about the needs of handicapped youth and the needs of the handicapped community
 - iii. send a letter to the chief Locally Elected Official (LEO) nominating the selected advocate to the PIC
 - iv. encourage key community leaders to send letters to the chief LEO supporting the above advocate
 - v. at PIC election time, encourage handicapped community to support LEO candidates who will work for the needs of handicapped youth
3. Objective 3: Identify the eligibility and certification process of the local PIC
 - A. Trainees attend local PIC meeting (see Objective 2.A)
 - B. Trainees review handouts/class discussion notes (see Objective 2.B)
 - C. Small group chosen to review local PIC training plan to include responses to:
 - i. Does plan specify target populations to be served?
 - ii. Does plan specify percentage of handicapped individuals to be served?
 - iii. What kind of training and employment activities are directed at handicapped persons?
 - iv. Are there limitations on various programs which inhibit the participation of handicapped persons?
 - v. What support services are available to handicapped participants?
 - vi. Have performance standards been used to restrict handicapped participation?
 - vii. Has California and the local PIC adopted the "family-of-one" definition to determine eligibility for handicapped persons?
 - viii. Has the ten percent window been used to serve handicapped persons?

- D. Written summary of efforts/results
 - E. Informal group report to other trainees on their findings
4. Objective 4: Identify additional resources available through JTPA
- A. Trainees attend local PIC meeting (see Objective 2.A)
 - B. Small group chosen to review support services available through JTPA/other agencies coordinating with local PIC to include, but not limited to:
 - i. child care services
 - ii. counseling
 - iii. transportation
 - iv. financial support
 - D. Same group reviews interagency agreements established with local PIC
 - E. Written summary of efforts/results
 - F. Informal group report to other trainees on their findings

LEARNING ACTIVITIES AND ALTERNATIVES

<u>Objective</u>	<u>Facilitating Activities/Alternatives</u>
Identify JTPA legislation	Presentation by JTPA/PIC representative Order complete copy of P.L. 97-300 for thorough student analysis Phone interviews by trainees of key local PIC members regarding JTPA legislation Library Computer Search - identification of literature that discusses/reviews P.L. 97-300 (ERIC, Journals) VOICE search - media/curriculum pertaining to JTPA Individual research projects by trainees on JTPA legislation
Indicate knowledge of the monitoring of the local PIC and its JTPA implementation plan	Videotape local PIC meeting - classroom analysis Individual review by trainees of pertinent literature/media produced by JTPA for public consumption Panel of JTPA experts/local PIC members - discussion of topic - presentation with questions/answers Instructor lecture - overview of JTPA implementation at local level Guest expert - overview of JTPA implementation at local level Individual research report by trainees on JTPA implementation at local level Development by trainees of media report overviewing efforts to implement Tindall's (1984) steps for utilizing JTPA written examination
Identify the eligibility and certification process of the local PIC	Panel presentation - discussion of topic by local PIC members/consumers with question/answer session Individual research report by trainees Presentation by local PIC representative Individual consumer interviews by trainees Attend instructor lecture on topic Videotape of local PIC members simulating eligibility and certification process Written examination

Objective

Identify additional resources available through JTPA

Facilitating Activities/Alternatives

Panel presentation - discussion of topic by local PIC members/other agency representatives

Instructor Lecture - overview of topic at local level

Local PIC representative presentation

Individual research report by trainees

Videotape by trainees simulating other resources available through JTPA

Written examination

REFERENCES AND RESOURCES

RESOURCES

Job Training Partnership Office
Employment Development Department
721 Capitol Mall
Sacramento, CA 95814
Technical Assistance 916/323-3806

Sacramento Employment and Training Agency
1510 "J" Street
Sacramento, CA 95814
Public Information Officer
916/449-1300
Documents
916/449-1340

Vocational and Occupational Information Center for Educators (VOICE)
721 Capitol Mall
Sacramento, CA 95814 916/445-0401

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GLOSSARY OF TERMS*

Administrative Entity: The agency or department designated to administer a job training plan.

Aid to Families with Dependent Children (AFDC): A federal and state funded welfare program which provides cash payments to needy children and their caretakers in families where one or both parents are absent from the home, dead, or physically or mentally incapacitated.

Child Care Services: Care by an adult other than parents for some part of each day, while parents work, are in training, or are otherwise engaged.

Community-Based Organization: A private nonprofit organization which is representative of the community or significant segments of the community and attempts to address the needs of the community.

Comprehensive Employment and Training Act (CETA): A federal program enacted in 1973 and replaced by JTPA which provided funding for programs and services for the unemployed, those persons whose lack of skills make them underemployed, and economically disadvantaged youth and adults.

Economic Development Agencies: Governmental agencies including local planning and zoning commissions or boards, community development agencies and other local agencies, and institutions responsible for regulations promoting or assisting in local economic development.

Economically Disadvantaged: An individual who: (A) receives, or is a member of a family which receives, cash welfare payments under a federal, state, or local welfare program; (B) has, or is a member of a family which has, received a total family income for the six-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and welfare payments) which, in relation to family size, was not in excess of the higher of (1) the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or (2) 70 percent of the lower living standard income level; (C) is receiving food stamps pursuant to the Food Stamp Act of 1977; (D) is a foster child on behalf of whom state or local government payments are made; or (E) in cases permitted by regulations of the Secretary, is an adult handicapped individual whose own income meets the requirements of clause (A) or (B), but who is a member of a family whose income does not meet such requirements.

Governor: The chief executive of any state.

Handicapped Individual: Any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment.

Institution of Higher Education: Any institution of higher education as that term is defined in section 120 (a) of the Higher Education Act of 1965.

* Source: The JTPA Monitoring Guide, Children's Defense Fund, and many of the definitions are taken from the JTPA statute, P.L. 97-300, 29 U.S.C. 1501, et seq.

Job Training Partnership Act (JTPA): A federal program enacted by Congress in October 1982 as a vehicle for providing youth and adults who are disadvantaged with skills that they need to obtain regular self-supporting employment.

Labor Market Area: An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such areas shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

Local Educational Agency (LEA): An agency as defined in section 195 (10) of the Vocational Education Act of 1963.

Low Income Level: Means \$7,000 with respect to income in 1969, and for any later year means that amount which bears the same relationship to \$7,000 as the Consumer Price Index for that year bears to the Consumer Price Index for 1969, rounded to the nearest \$1,000.

Lower Living Standard Income Level: That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent "lower living family budget" issued by the Secretary.

Offender: Any adult or juvenile who is or has been subject to any stage of the criminal justice process for whom services under this Act may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Public Assistance: Federal, state, or local government cash payments for which eligibility is determined by needs or income test. Includes but not limited to AFDC.

Private Industry Council (PIC): The management and oversight structure for the local job training services composed of representatives from the community within a service delivery area.

Private Sector: The state job training councils and private industry councils, persons who are owners, chief executives, or chief operating officers of private for-profit employers and non-governmental employers, such as health and educational institutions or other executives of such employers who have substantial management or policy responsibility.

Postsecondary Institution: An institution of higher education as that term is defined in section 481 (a) (1) of the Higher Education Act of 1965.

Secretary: The Secretary of Labor.

Service Delivery Area (SDA): A unit of general local government or consortium of local governments which will deliver job training services.

State: Any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and the Trust Territory of the Pacific Islands.

State Educational Agency (SEA): An agency as defined in section 195 (11) of the Vocational Education Act of 1963.

State Job Training Coordinating Council (State Council): The management and oversight structure for the state job training services which advises the Governor.

Supportive Services: Services which are necessary to enable an individual eligible for training under this Act, but who cannot afford to pay for such services, to participate in a training program funded under this Act. Such supportive services may include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance.

Title XX: Part of the 1974 amendments to the Social Security Act designed to provide funds for an array of social services, including child care to be administered directly by states. Title XX was amended in 1981 and became the Title XX Social Services Block Grant.

Unemployed Individuals: Individuals who are without jobs and who want and are available for work. The determination of whether individuals are without jobs shall be made in accordance with the criteria used by the bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

Unit of General Local Government: Any general purpose political subdivision of a state which has the power to levy taxes and spend funds, as well as general corporate and police powers.

Vocational Education: Education that emphasizes practical training in a skill or trade to be pursued as a career.

MODULE 5: MICROCOMPUTERS

MODULE 5

**PERSONNEL TRAINING:
COMPUTERS AND SPECIAL LEARNERS**

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The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

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Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate ability to utilize appropriate computer software, hardware and assistive/adaptive devices with special learners.

RATIONALE

Computers are increasingly becoming a common fixture in the educational environment. These tools have potential to provide an educational enhancement for the regular student, however, for the special learner, microcomputers can help provide independence and the ability to perform educational and personal tasks that are otherwise impossible. In order to insure the same educational/vocational/personal opportunities for special students, educators must become familiar with the technology and its use with this population.

OBJECTIVES

1. The trainee will develop and conduct Computer Skills Assessment Inventory on a multiply handicapped student
2. The trainee will select appropriate education/communication software for a student with multiple handicaps
3. The trainee will demonstrate general knowledge of specialized equipment/software for all disability areas
4. The trainee will demonstrate a working knowledge of specialized equipment for multiply handicapped students
5. The trainee will demonstrate a working knowledge of personalized computer component systems
6. The trainee will apply skill and knowledge of equipment in relation to information obtained from Computer Skills Assessment Inventory with handicapped student(s) in an educational environment
7. The trainee will demonstrate skill and knowledge in providing technical assistance to direct service/care givers in: assessment, selection and acquisition of hardware and software, development of rationale for inclusion in educational plan, training and communication strategies, and facilitation of continuation of implementation
8. The trainee will demonstrate knowledge of existing local, regional and national resources for assessment and service delivery for multiply handicapped students
9. The trainee will demonstrate knowledge of existing local, regional and national resources for funding of assessment, equipment and training for multiply handicapped students

PREREQUISITES

Trainees will be required to demonstrate ability to:

1. operate a computer
2. evaluate academic skill level of a handicapped student
3. evaluate physical abilities of a handicapped student
4. evaluate commercially available educational software
5. develop appropriate educational curriculum goals and instructional material(s) for a handicapped student

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Develop Computer Skills Assessment Inventory on multiply handicapped students	Instructor observes using checklist	95% reliable
	Videotape Critique Completion = skills report	95% reliable
2. Conduct Computer Skills Assessment Inventory (CSAI)	Instructor evaluation using checklist on developed CSAI	Instructor grade P/F
	Instructor observes Instructor evaluation-generated report	P/F P/F
3. Select appropriate educational/communication software	Complete review	Instructor evaluation = 80%
	Complete matrix	Instructor/group evaluation = P/F
	Complete report	Videotape Critique = 80%
4. Display general knowledge of personalized computer component systems	Attendance	13/15 weeks
	Complete report	Instructor evaluation = 80%
5. Demonstrate general knowledge of specialized equipment for a specific disability area	Attendance	13/15 weeks
	Complete instructional modules	P/F
	Demonstrate competencies to instructor	Instructor evaluation = 90%

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
6. Apply skill and knowledge of equipment in relation to CSAI with student in educational environment	Complete checklist on equipment	Instructor evaluation - 90%
	Presentation of matrix	Instructor/group evaluation - 80%
	Presentation of initial implementation	Instructor/group evaluation - 90%
	Assess results using checklist	Instructor/group evaluation - P/F
	Presentation to group	Instructor/group evaluation
7. Demonstrate skill and knowledge in providing technical assistance	Complete case report	Instructor/team evaluation - 90%
	Report plan for assistance	Instructor/team/group evaluation
	Evaluate plan using checklist	Instructor/team/group evaluation
	Complete report	Instructor/team evaluation
8. Demonstrate knowledge of existing local, regional, and national resources for assessment and service delivery	Conduct follow-up	Instructor/team evaluation
	Complete library research	P/F
	Complete resource file	P/F
	Complete resource network	P/F
9. Demonstrate knowledge of existing local, regional and national resources for funding of assessment, equipment & training	Complete library research	P/F
	Complete resource file	P/F
	Complete resource network	P/F

CONTENT OUTLINE

1. Objective 1: Develop Computer Skills Assessment Inventory (CSAI)
 - A. Introduction to terminology
 - B. Explanation of observational techniques
 - C. Presentation of case examples
2. Objective 2: Select appropriate education/communication software
 - A. Introduction to evaluation criteria
 - B. Group critique of content of software
 - C. Group discussion of case examples
 - D. Hands-on experience with software
 - E. Presentation of techniques for writing of instructional guidelines
 - F. Observation of software users
 - G. Presentation of reports to group
 - H. Trainee generated response to presentation
3. Objective 3: Demonstrate general knowledge of specialized equipment/software for all disability areas
 - A. Introduction to equipment
 - B. Introduction to software
 - C. Observations of special learners
 - D. Group evaluation of computer use by special learners
 - E. Group evaluation of software use by special learners
 - F. Group evaluation of special learner using CSAI
 - G. Group discussion of participation on evaluation team
 - H. Presentation of report to group
 - I. Trainee generated response to presentations
4. Objective 4: Demonstrate a working knowledge of specialized equipment for multiply handicapped students
 - A. Introduction to specialized equipment
 - B. Hands-on experience with available equipment
 - C. Group discussion of selection of equipment for individual example cases
 - D. Completion of instructional modules
 - E. Demonstration of competency on modules
 - F. Completion of equipment use with selected student
 - G. Presentation of report and videotape to group
 - H. Trainee generated response to report/tape
5. Objective 5: Demonstrate a working knowledge of personalized computer component systems
 - A. Introduction to personalized computer component systems
 - B. Observation of users of individualized systems
 - C. Completion of component selection for use with selected student
 - D. Completion of written report
 - E. Present report to group
 - F. Trainee generated response to presentation

6. Objective 6: Apply skill and knowledge of equipment in relation to information obtained from CSAI with student(s) in educational environments
 - A. Complete checklist
 - B. Complete curricular area matrix
 - C. Complete implementation of equipment with students
 - D. Complete assessment of equipment use
 - E. Complete implementation of needed modifications
 - F. Complete report and video tape
 - G. Present report and tape to group
 - H. Trainee generated response to report/tape
7. Objective 7: Demonstrate skill and knowledge in providing technical assistance to direct service/caregivers in assessment, equipment selection, training and continuation of implementation
 - A. Introduction to methods for provision of technical assistance and planning techniques
 - B. Group discussion of specific example cases
 - C. Introduction to implementation and evaluation procedures
 - D. Introduction to systems and methods for provision of follow-up
 - E. Presentation of developed plan to instructor, team and group
 - F. Group generated response to report
8. Objective 8: Demonstrate knowledge of existing local, regional and national resources for assessment and service delivery
 - A. Introduction to service delivery models
 - B. Introduction to assessment models
 - C. Complete library research
 - D. Develop resource file
 - E. Develop resource network
 - F. Report findings to instructor
9. Objective 9: Demonstrate knowledge of existing local, regional and national resources for funding of assessment, equipment, and training for multiply handicapped students
 - A. Introduction to service delivery models with relation to funding
 - B. Introduction to sources for funding
 - C. Complete library research
 - D. Develop resource file
 - E. Develop resource network
 - F. Report findings to instructor

LEARNING ACTIVITIES AND ALTERNATIVES

<u>Objective</u>	<u>Facilitating Activities/Alternatives</u>
Participant will develop Computer Skills Assessment Inventory on multiply handicapped student	Attend lecture List characteristics of handicapping conditions Complete observation checklist Present findings to class Group process for identifying problem areas Group process for exploring alternatives Develop skills/problem/alternative matrix Conduct CSAI with one student Complete checklist/present to class Modify CSAI as necessary Conduct CSAI with another student Report results
Select appropriate education/communication software for a student with multiple handicaps	Attend lecture Read selected articles Group discussion of important criteria Select criteria for multiply handicapped Develop software evaluation checklist Evaluate software/complete checklist Use selected software with multiply handicapped student Write report/guidelines/present to class
Demonstrate knowledge of specialized equipment/software for all disability areas	Write descriptions of equipment Write descriptions of software Identify equipment for use Identify software for use Visit classrooms for special learners View videotapes of special learners Class evaluation of computer use by special learners Group evaluation of software Evaluate special learner using CSAI with class members Write report/present to class
Demonstrate working knowledge of specialized equipment	Attend lecture/demonstration Pass off competency checklist Complete instructional modules for use of specialized equipment Select equipment for specific student with multiple handicaps Utilize equipment with student Submit written report/videotape Present experience to class Group feedback on report/tape

Objective

Demonstrate working knowledge of personalized computer component systems

Apply skill and knowledge of equipment in relation to information from CSAI with handicapped student(s) in an educational environment

Demonstrate skill and knowledge in providing technical assistance to direct service/care providers

Demonstrate knowledge of existing local, regional, and national resources for funding of assessment, equipment and training for multiply handicapped students

Facilitating Activities/Alternatives

Attend lecture/demonstration
Select equipment for selected student
Complete written report
Visit classrooms for multiply handicapped students using individualized systems

Complete evaluation checklist
Complete curricular area matrix
Implement equipment with student
Assess results of equipment use by student
Modify selected equipment/software if needed
Complete case report/videotape
Class presentation/group feedback

Write plan for instruction/assistance
Implement plan
Evaluate plan
Modify plan
Write report of implementation
Class presentation
Write report of follow-up action

Complete library research/card file
Complete resource/date file
Complete written report
Complete resource network
Class presentation

REFERENCES AND RESOURCES

Specialized equipment

Adaptive firmware card
Echo Speech Synthesizer
EPS Extended Keyboard
Unicorn Keyboard
Instructional module for visually handicapped
Koala Graphics Pad
Adaptive switches/input devices
Selected software

Behrman, M.M. Handbook of microcomputers in special education. Reston, Virginia: Council for Exceptional Children, 1984.

Bender, M., Richmond, L.J. & Pinson-Milburn, N. Careers, computers, and the handicapped. Austin, Texas: Pro-Ed, 1985.

Budoff, M. Microcomputers in special education: an introduction. Boston: Little, Brown, & Company, 1985.

Center for Special Education Technology Information Exchange (1-800/345-TECH)

LINC Associates. The specialware directory: a guide to software for special education - 2nd edition. Columbus, OH: LINC Associates, Inc., 1986.

McWilliams, P. Personal computers and the disabled. Garden City, New York: Doubleday and Company, 1984.

Selected articles/readings.

SERN. Microcomputers for special education administrators: MicroAdmin project. Sacramento, CA: Special Education Resource Network, 1986.

Tindall, L.W., & Gugerty, J.J. Effective microcomputer assisted instruction for the vocational education of special needs students. Madison, WI: Vocational Studies Center, 1983.

Trace Center International Software/Hardware Registry - University of Wisconsin-Stout

**MODULE 6: COMPUTER-BASED VOCATIONAL
GUIDANCE SYSTEMS**

MODULE 6

PERSONNEL TRAINING: COMPUTER-BASED VOCATIONAL GUIDANCE SYSTEMS FOR SPECIAL LEARNERS

Dr. Robert Gaylord-Ross, Project Director
Dr. Vicki Casella, Associate Professor
Alice Wershing, Research Associate
San Francisco State University

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate ability to use computer directed/assisted vocational guidance systems to assist handicapped students in identifying vocational interest areas.

RATIONALE

There is an abundance of recently developed computer based vocational guidance systems which allow students the opportunity to explore various aspects of vocational alternatives as they relate to personal interests and/or skills. Trainees need to become aware of the various computer based guidance systems and to develop familiarity with selected programs. Trainees need to develop the skills necessary to integrate the use of computer based vocational guidance systems into the assessment process as these systems provide a more objective and inclusive approach to conducting an ecological assessment of communities.

OBJECTIVES

The trainee will demonstrate ability:

1. to operate computer
2. to access specific computer based vocational guidance systems
3. to analyze content of computer based vocational guidance systems
4. to assess special learner in terms of applicability of given computer based vocational guidance systems
5. to identify necessary modifications in the computer based vocational guidance system for special learners
6. to facilitate use of computer based vocational guidance system by special learner
7. to evaluate effectiveness of use of computer based vocational guidance system
8. to use collected data to:
 - a. assist special learner in exploration of personal attributes, to include - values, skills, and preferences
 - b. assist special learner in exploration of prevocational/vocational training environment, to include - educational requirements, educational/training alternatives, educational opportunities, and restrictions influencing educational/training choices

- c. assist special learner in exploration of vocational environment, to include - vocational alternatives, vocational opportunities, vocational requirements, and restrictions influencing vocational choices
9. to utilize collected data on career areas to develop instructional materials, specific courses or units of study and/or learning laboratories for students with special needs

PREREQUISITES

Trainees will be required to demonstrate ability to:

1. define personal philosophy related to vocational education in a curriculum
2. describe the scope and sequence of a vocational education process
3. conduct an educational assessment of special learners
4. develop curriculum materials for instruction of special learners
5. compile a comprehensive report of assessment results and instructional plans for special learners

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. To operate computer	Teacher checklist Direct observation	95%
2. Access specific computer based vocational guidance systems	Completion of teacher developed assignment with 2 or more systems	90% or above
	Direct observation using teacher checklist	90% or above
3. Analyze content of computer based vocational guidance systems	Completion of written outline for 1 or more systems	85% or above
4. To assess special learner in terms of applicability of given computer based vocational guidance systems	Completion of educational assessment of two students	Observation/Instructor
	Completion-evaluation form to determine applicability of system for learners	Written critique and grade/Instructor
5. Determine needed modifications in the computer based vocational guidance system for special learners	Completion-written summary of educational assessment results and applicability of system for student(s)	Group/Instructor Critique
	Completion - written summary of modifications of content for at least 2 different students with different special needs	Critique/grade/Instructor
6. To facilitate use of computer based vocational guidance systems for special learners	Completion-written plans for content modifications with 2 different students (or for a class)	Group/Instructor Critique
	Completion of assessment of physical capabilities	Critique/Instructor
	Completion-assistive/adaptive device module	Critique/grade instruction

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
7. To evaluate effectiveness of use of computer based vocational guidance systems	Complete case study with at least one student with special needs	Group critique Grade/Instructor
8. To use collected data to:	Complete case study with at least one student with special needs	
a. assist special learner in exploration of personal attributes		Video-tape critique/ Group/Instructor
b. assist special learner in exploration of prevocational/vocational training environments		Video-tape critique/ Group/Instructor
c. assist special learner in exploration of vocational environments		Written critique/ by Instructor
9. Utilize collected data to set up instructional materials, specific courses and/or learning laboratories	Completed course outline for at least 2 career areas	Critique/Group/ Instructor
	Completed list of instructional materials for use in course	Critique/group/ Instructor
	Design of learning laboratory	Critique/Instructor
	Completed instructional objectives for mastery of course material	Critique/Instructor

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: To operate computer
 - A. Demonstration of computer operation
 - B. Explanation of procedures
 - C. Hands on experience with computer
2. Objective 2: Access specific computer based vocational guidance systems
 - A. Introduction to systems through lecture material
 - B. Demonstration of systems
 - C. Hands on experience with systems
 - D. Exploration of trainee's personal values using systems
3. Objective 3: Analyze content of computer based vocational guidance systems
 - A. Group critique of content of computer based vocational guidance systems
 - B. Group sharing of student generated suggested modifications
 - C. Group critique of content of computer based vocational guidance systems and existing vocational guidance curricula
4. Objective 4: To assess special learner in terms of applicability of given computer based vocational guidance systems
 - A. Introduction to assessment procedures for determining applicability
 - B. Group discussion of applicability for students given case example
 - C. Presentation of completed case study assessment results to group
 - D. Trainee generated response to presented results
 - E. Trainee generated suggestions/evaluation of assessment results pertaining to applicability for special learners
5. Objective 5: To identify necessary modifications in the computer based vocational guidance system for special learners
 - A. Introduction to modifications in instructional procedures
 - B. Group discussion of case examples and appropriate modifications
 - C. Group sharing of trainee generated suggestions for appropriate modifications
 - D. Presentation of completed case study to group
 - E. Teacher generated responses to completed case studies
6. Objective 6: To facilitate use of computer based vocational guidance systems for special learners
 - A. Introduction to commercially available devices to facilitate use of computer based vocational guidance systems for special learners
 - B. Hands on experience with available devices
 - C. Group discussion of selection of devices for individual example cases
 - D. Trainee generated discussion of suggested devices for individual example cases
 - E. Presentation of use of devices within completed case study to group
 - F. Trainee generated responses to devices presented within completed case study
 - G. Trainee generated suggestions/evaluations regarding devices presented within completed case study

7. Objective 7: To evaluate effectiveness of use of computer based vocational guidance systems
 - A. Introduction to criteria to use in evaluating effectiveness of use of computer based vocational guidance systems
 - B. Group discussion of example cases and evaluation of effectiveness of computer based vocational guidance systems
8. Objective 8: To use collected data to assist special learner in exploration of a) personal attributes, b) prevocational vocational training environments, and c) vocational environments
 - A. Presentation of completed case studies to group
 - B. Trainee generated response to presentation of collected data
 - C. Trainee generated suggestions/evaluations pertaining to collected data
9. Objective 9: Utilize collected data to set up instructional materials, specific courses and/or learning laboratories
 - A. Introduction to instructional materials for use according to subject areas
 - B. Introduction to design of learning laboratories
 - C. Introduction to resources for use in designing courses and learning laboratories according to subject areas
 - D. Presentation of completed case study results of data related to design of specific courses, learning laboratories and/or choices of materials for instruction
 - E. Trainee generated responses to presentation
 - F. Trainee generated suggestions/evaluation of use of collected data and decisions made in the design of courses, learning laboratories and/or choice of materials for instruction

LEARNING ACTIVITIES AND ALTERNATIVES

OBJECTIVE

FACILITATING ACTIVITIES/ALTERNATIVES

To operate computer

Attend demonstration
View videotapes "How to Operate the Apple II"
Peer tutoring
Hands-on experience
Run software "Know Your Apple"
Critique selected readings

Access specific computer based vocational guidance systems

Attend demonstration
Attend lecture
Run system (self evaluation)
Run system (student evaluation)
Visit program utilizing systems
Critique selected readings

Analyze content of computer based vocational guidance systems

View systems
Discuss content (peer/professional)
Write critique
Explore modifications (group)
Research development of systems
Attend presentation by developers
Interview developers
Attend presentation by vocational guidance professionals
Critique selected readings

To assess special learner in terms of applicability of given computer vocational guidance systems

Attend lecture - assessment procedures
Attend presentation (vocational based evaluator)
View assessment procedures (on-site)
Research assessment principles
Explore modifications for special learners
Critique peer presentations
Discuss presentations/principles (group)
View multimedia presentations on assessment
View multimedia presentations on modifications for assessment
Complete vocational assessment on special learner
Write report on vocation assessment
Present results of assessment to class
Modify procedures as applicable
Critique selected readings

OBJECTIVE

To identify necessary modifications in computer based vocational systems for special learners

To facilitate use of computer based vocational guidance for special learners

To evaluate effectiveness of use of computer based vocational guidance systems

To use collected data to assist special learner in exploration of personal attributes, pre-vocational/vocational training environments, and vocational environments

FACILITATING ACTIVITIES/ALTERNATIVES

Research modifications for special learners

Attend lecture

Attend demonstration

Design modifications to system based on student data

Discuss modifications with peers

Present modifications to professionals

Apply use of modifications to content

Critique selected readings

Attend lecture

Attend demonstrations

Visit programs utilizing assistive/adaptive devices

Assess student for use of devices

Complete independent study modules to learn operation of equipment

Discuss modifications with peers

Attend presentation by developers

Interview existing users

Visit job sites and discuss use with employers

Employ assistive/adaptive devices with special learner

Critique selected readings

Attend lecture

Compare traditional vocational guidance results to computer based results

Write report on given special learner including comparison of results

Interview special learner as to preference

Attend presentation (developers)

Attend presentation (users)

Visit sites using computer systems

Visit sites using traditional systems

Critique selected readings

Conduct complete case study on special learner

Compile report on case study

Present report to peers

Critique report presentations

Incorporate appropriate suggested modifications

Present results to special learner

Facilitate exploration of options with special learner

Report results of presentation

Critique selected readings

OBJECTIVE

Utilize collected data to set up instructional materials, specific courses, and/or learning laboratory

FACILITATING ACTIVITIES/ALTERNATIVES

Attend lecture (materials)
Attend demonstration
Visit operating programs
Explore curriculum: available materials
Explore curriculum: teacher-made materials
Design set of materials to complement a given curriculum
Prepare annotated materials listing including critique, use, applicability
Design learning laboratory including physical set up, materials, and philosophy of design
Complete course outline for career areas including objectives, materials, philosophy, sequence, and implementation strategies
Present student-prepared designs to peers
Implement designs with special learners
Critique selected readings

REFERENCES AND RESOURCES

Software

Know Your Apple
Apple Presents Apple
SIGI
Eureka!
Discover
MESA
The Learning System
Career Program
Survival Math
Work series (Weiser Educational Inc.)

Texts

- Budoff, M., et al. Microcomputers in special education: An introduction to instructional applications. Boston: Little, Brown, & Co., 1985.
- Behrman, M.M. Handbook of microcomputers in special education. Reston, VA: Council for Exceptional Children, 1984.
- McWilliams, P. Personal computers and the disabled. Garden City, New York: no pub., 1984.
- Hagen, D. Microcomputer resource book for special education. Reston, Virginia: Council for Exceptional Children, 1984.
- Brolin, D. Vocational preparation of persons with handicaps (Second edition). Columbus, Ohio: Charles E. Merrill Publishing Company, 1982.
- Tindall & Gugerty. Effective microcomputer assisted instruction for the vocational education of special needs students. (ERIC ED 244 061).
- Wieser Educational Software: Stressing Basic Skills.
- Bender, M., Richmond, L.J., & Pinson-Milburn, N. Careers, computing and the handicapped. Austin, Texas: ProEd, 1985.

MODULE 7: FUNDING

MODULE 7

PERSONNEL TRAINING: FUNDING RESOURCES FOR SPECIAL NEED INDIVIDUALS

Patricia Dougan, Program Development Specialist
Special Education Resource Network
California State Department of Education

Dr. Bruce A. Ostertag, Associate Professor
Project Coordinator, California State
University-Sacramento

Debra Ackerman, Research Associate
California State University-Sacramento

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

Trainees utilizing this module will become aware of funding resources related to the provision of services for special needs students/clients.

RATIONALE

Special vocational education and vocational rehabilitation program funding and on-the-job training funding is critical to the transition of special needs students. Knowledge of the funding sources and resources will allow trainees to obtain and fully utilize what is available to benefit students/clients.

OBJECTIVES

1. Identify key federal funding sources and resources
2. Identify key state (California) funding sources and resources
3. Relate federal and state (California) funding sources and resources to the trainee's specific area of training.
4. Relate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)
5. Develop modifications of existing agencies' implementation of federal and state (California) funding sources to improve delivery systems

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

Objective

Procedure

Criteria

4. Debatte implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)

Completion - oral group report summarizing Objectives 1-3 with modifications to improve funding at the local level

Group/Ins. critique

Completion - written summary

Written critique and grade/Ins.

5. Deveioop modifications of existing local agencies' implementation of federal and state (California) funding sources to improve delivery systems

Completion - oral group report summarizing Objectives 1-4 with modifications to improve implementation at the local level

Group/Ins. critique (Video-tape)

Completion - written summary

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Identify key federal funding sources and resources
 - A. Handouts highlighting salient points of:
 - i. Carl Perkins Act of 1984 (P.L. 98-524, Title II - Part A and Title V)
 - ii. Education for all Children Acts of 1976 and 1983 (P.L. 94-142 and P.L. 98-199)
 - iii. Vocational Rehabilitation Act of 1973 (P.L. 93-112)
 - iv. Targetted Jobs Tax Credits
 - v. Federal Department of Labor Subminimum Wage Certificates
 - vi. National Association for Retarded Citizens - On-the-Job Training Program (NARC-OJT)
 - vii. Job Training Partnership Act (JTPA, P.L. 97-300)
 - viii. Appendices A, B, and C
 - B. Instructor lecture clarifying sources and resources of federal funds
 - C. Trainee grouping by area of expertise
 - D. Group research
 - E. Group oral reports, videotape, critique
 - F. Group submission of written report, critique, and grade
 - G. Graded examination (written)
 2. Objective 2: Identify key state (California) funding sources and resources (in conjunction with Objective 1).
 - A. Handouts outlining salient points of:
 - i. Workability I & II
 - ii. Special Education Funding Mechanisms
 - iii. California Supported Work Grants
 - iv. Vocational Education Division Request for Bids (RFBs)
 - v. Philanthropic
 - vi. Appendices A, B, and C
 - B. Instructor lecture clarifying key state (California) funding sources and resources
 - C. Trainee grouping as per Objective 1
 - D. Group research
 - E. Group oral reports, videotape, critique
 - F. Group submission of written report, critique and grade
 - G. Graded examination (written)
 3. Objective 3: Relate federal and state (California) funding sources and resources to the trainee's specific area of training*
 - A. Trainee grouping as per Objectives 1 and 2
 - B. Handouts from Objectives 1 and 2
 - C. Written reports from Objectives 1 and 2
 - D. Group identification of specific criteria of funding sources and resources pertaining to their professional area
 - E. Group oral report, videotape, critique
 - F. Group submission of written report, critique and grade
- * Objective 3 may be done in conjunction with Objectives 1 and 2; if so, eliminate Step C from Objective 3.

4. Objective 4: Relate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)

- A. Development of interview questions by trainees for program and agency representatives (see "C" below)
- B. Handouts from below program and agency representatives
- C. Panel presentation by recipients and representatives of:
 - i. Job Training Partnership Act
 - ii. WorkAbility Project (include Supported Work)
 - iii. Federal Transition grant local awardee
 - iv. Targetted Jobs Tax Credit, Subminimum Wage Certificate, NARC-OJT program (one employer that has used all three programs)
 - v. Local special education director
 - vi. Local vocational education director
- D. Question/answer session with representatives
- E. Grouping of trainees by program and agency funding interest
- F. Group compilation of research, notes, etc.
- G. Group oral reports, videotape, critique
- H. Group submission of written report, critique

5. Objective 5: Develop modifications of existing agencies' implementation of federal and state (California) funding sources to improve delivery systems (in conjunction with Objective 4)

- A. Instructor overviews Objective 4 - Items B-D
- B. Groupings of trainees as in Objective 4
- C. Group synthesis of research, notes, etc.
- D. Group development of possible modifications to existing agency implementation of funding sources
- E. Group oral reports, videotape, critique
- F. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

<u>Objective</u>	<u>Facilitating Activities/Alternatives</u>
Identify key federal funding sources and resources	Instructor lecture - overview of key funding sources and resources Field trips to funding agencies Individual research report by trainees Panel of experts - presentation with question/answer session Trainees compile funding applications
Identify key state (California) funding sources and resources	Instructor lecture - overview of state funding sources and resources Obtain information sheets, applications, etc. - overview of state funding Panel of experts - presentation with question/answer session Trainee development of flow charts with relevant funding sources Individual research report by trainees
Relate federal and state (California) funding sources and resources to the trainee's specific area of training	Panel of experts from representative areas - presentation with questions/answers Trainee development/report detailing topic Individual interviews by trainees of personnel from representative areas Attend lecture
Relate implementation of federal and state (California) funding sources and resources to local agencies (vocational rehabilitation, local educational agencies, etc.)	Instructor lecture Critique of agencies' implementation of funding resources Interview personnel from representative areas Report model agency implementation efforts Compare and contrast local agencies' efforts to model agency programs
Develop modifications of existing agencies' implementation of federal and state (California) funding sources and resources to improve delivery systems	Instructor facilitation of instruction Compare and contrast agencies' funding sources Interview personnel from representative areas for their suggested modifications Individual reports Compile grantsmanship consultant list

REFERENCES AND RESOURCES

Resources

I. On-going Sources of Federal and State Program Funds

A. Adult Programs

Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814
(916) 323-0383

Contact person: Jim Kay, Chief Community Resources Development Section

Grants available to expand existing services for clients of the Department of Rehabilitation to provide comprehensive programs in independent living to individuals with severe handicaps.

State Council on Developmental Disabilities
1507 21st Street, Room 320
Sacramento, CA 95814
(916) 322-8481

Contact person: James Shorter, Executive Director

Grants available to provide new program start-up funds. Serves programs for adults with developmental disabilities.

Department of Developmental Services
1600 9th Street
Sacramento, CA 95814
(916) 323-7804

Contact person: Rita Leftridge, Community Program Specialist II

Grants available, Program Development Funds, to initiate new programs that are consistent with approved priorities for program development in the state plan.

Rehabilitation Services Administration
U.S. Department of Education
330 C Street, S.W.
Washington, D.C. 20201
(202) 245-8492

Contact person: Robert Humphrey, Commissioner

Sponsors grants and contracts to study, develop, and disseminate new and innovative methods of rehabilitating persons with severe disabilities.

Office of Special Education
U.S. Department of Education
Washington, D.C. 20201
(202)

B. Secondary School Programs

State Department of Education
721 Capitol Mall - 4th Floor
Sacramento, CA 95814
(916) 323-3481

Contact person: Constance Gipson, Vocational Education Gender Equity Consultant

Grants available, RFB, Request for Bid, to initiate, supplement, or expand programs.

Office of Special Education
U.S. Department of Education
Washington, D.C. 20201
(202) 732-1112

Sponsors school to work transition grant cycles under the authorization of P.L. 98-199 for Youth with Mild and Severe Handicapping conditions.

Job Training Partnership Act
State Department of Education
Employment Preparation Unit
721 Capitol Mall
P.O. Box 94472
Sacramento, CA 94244-2720
(916) 322-5050
Contact person: Gerald Kimmel

JTPA is a cooperative venture for the unemployed between private industry and government.

COD/Career Opportunities Development Program
801 Capitol Mall - Station 54
Sacramento, CA 95814
(916) 445-1901
Contact person: Loy Kubik

Resource for individual client on-the-job training funds.

NARC/National Association for Retarded Citizens
On-The-Job Training Project (OJT)
1701 West Charleston, Suite 650
Las Vegas, Nevada 89102
(702) 384-5988
Contact person: Joseph J. Mendes, Regional Director

Funds available for on-the-job training of youth and adults with developmental disabilities. They work with private business as well as government employers.

Targeted Jobs Tax Credits
California Employment Development Department
(916) 445-1952

This federal on-the-job stipend program for employers was discontinued January of 1986 but legislation to revive it looks positive.

C. For Both Adult and Secondary Programs

Project WorkAbility I and II
California State Department of Education
Employment Preparation Unit
Sacramento, CA
(916) 324-3643
Contact person: Gail Zittel, Project Director

Grants available for prevocational and on-the-job training programs for special education and disadvantaged youth and adults, emphasis on worker stipends.

Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814
(916) 323-0383
Contact person: Keith Foster, Supported Work Project Director

Grants available to day training activity centers and school sites in supported work.

II. California Funding Resource Centers

The following libraries and organizations maintain funding collections. All are open to the public free of charge, and some offer training programs in addition to the research materials.

California Community Foundation
1151 West Sixth Street
Los Angeles, CA 90017
(213) 413-4719

California Governor's Committee For Employment of the Handicapped
800 Capitol Mall
Sacramento, CA 95814
(916) 323-2545

California State Library
914 Capitol Mall, Room #309
Sacramento, CA 95814
(916) 322-4570

Central Sierra Arts Council
229 South Shepherd Street
Sonora, CA 95370
(209) 532-2787

Community Trust of Santa Clara County
3003 Moorpark Avenue
San Jose, Ca 95128
(408) 985-2882

Dole Foundation
Employment Program Grants for Persons with Disabilities
100 Indiana Avenue, NW Suite 311
Washington, D.C. 20001

Grantmanship Center
1031 South Grand Avenue
Los Angeles, CA 90015
(213) 749-4721

Inyo County Library
301 West Line
Bishop, CA 93514
(619) 872-8091

Monterey Peninsula Foundation
420 Pacific Street
Monterey, CA 93940
(408) 375-9712

North Coast Opportunities
101 West Church Street
Ukiah, CA 95482
(707) 462-1954

Orange County Community Development Council
1440 East First Street, 4th Floor
Santa Ana, CA 92701
(714) 547-6801

Peninsula Community Foundation
1204 Burlingame Avenue
Burlingame, CA 94011-0627
(415) 342-2505

Riverside Public Library
3581 7th Street
Riverside, CA 92501
(714) 787-7201

SAGE/State Agency Grantspeople Exchange
Ramona Building
1011 6th Street, Suite 300
Sacramento, CA 95814
(916) 322-0369

San Diego Community Foundation
625 Broadway, Suite 1105
San Diego, CA 92101
(619) 239-8815

Santa Barbara Public Library
40 East Anapamu
Santa Barbara, CA 93102
(805) 962-7653

SERN/Special Education Resource Network
650 University Ave., Room #201
Sacramento, CA 95825
(916) 921-0521

The Foundation Center
312 Sutter Street
San Francisco, CA 94108
(415) 397-0902

VOICE/Vocational and Occupational Information Center For Educators
721 Capitol Mall
Sacramento, CA 95814
(916) 322-0369

References

Catalog of California State Grants Assistance. Available at State Library.

Catalog of Federal Domestic Assistance. Superintendent of Documents,
Washington, D.C. 20402.

Federal Funding Guide. Government Information Services, 1611 North Kent St. -
Suite 508, Arlington, VA 22209. (703) 528-1082.

Federal Register. Available from Department of Health and Human Services,
Region IX, 50 United Nations Plaza, San Francisco, CA 94102. Contact
Richard J. Silva, Regional Program Director.
* Subscription prices \$300.00 yr./\$150.00 6 mo. subscription.

Government Assistance Almanac; the guide to all Federal programs available to
the American public, by Robert Dumouchel, Grantsmanship Center, P.O. Box
15836, Los Angeles, CA 90015. \$19.95 plus \$1.20 California tax.

Guide to California Foundations, prepared by Shelley Barclay. Available from
Northern California Grantmakers, 334 Kearny Street, San Francisco, CA
94108. \$15.00 plus \$2.00 tax and postage, prepaid.

Handicapped Funding Directory, Burton Eckstein. Research Grant Guides, P.O.
Box 357, Oceanside, N.Y. 11572.

National Data Book, by The Foundation Center, 79 5th Avenue, New York, New York, 10003. Two volumes for \$55.00 (total).

National Directory of Corporate Charity: California Edition, compiled by Sam Sternberg. Available from Regional Young Adult Project, 330 Ellis Street Room 506, San Francisco, CA 94102. \$14.95 plus \$2.00 shipping and sales tax for California residents.

Plain Talk About Grants; A Basic Handbook, Bob Geller. Available from Department of Rehabilitation, 830 K Street Mall, Sacramento, CA 95814. (916) 445-2432.

Promising Programs Which Use Job Training Partnership Act Funds For the Vocational Education, Training and Employment of Handicapped Youth, Lloyd W. Tindall et al. Available from VOICE (916) 445-0401, ask for Item #07807.

Small Change From Big Bucks: A Report and Recommendations on Bay Area Foundations and Social Change, edited by Herb Allen and Sam Sternberg. Available from Regional Young Adult Project, 330 Ellis Street, Room 506, San Francisco, CA 94102. Make check payable to: Regional Young Adult Project. \$3.00 plus \$1.50 postage.

Sourcebook for Employers and Disabled Job Seekers, Directory. Governor's Committee for Employment of the Handicapped, 800 Capitol Mall, Sacramento, CA 95814. (916) 323-2545.

The Foundation Directory. Available at the State Library.

The Grantsmanship Center Training Program. The Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015.

Where The Money's At: How to Reach Over 500 California Grant-Making Foundations, edited by Patricia Blair Tobey with Irving R. Warner as contributing editor. Available from Irving R. Warner, 3235 Berry Drive, Studio City, CA 91604. \$17.00.

Whole Non-Profit Catalog. Available from Grantsmanship Center, 1031 South Grand Avenue, Post Office Box 15072, Los Angeles, CA 90015.

MODULE 8: PLANNING FOR CHANGE

MODULE 8

PERSONNEL TRAINING: UTILIZING A SYSTEMS ANALYSIS
IN PLANNING FOR CHANGE

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The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate the ability to apply systems theory in describing the problems of organizational change.

RATIONALE

Trainees will utilize the resources of special education, vocational education, and rehabilitation in order to accelerate the career development and maturity of their clients. In many cases, trainees will be asking institutions and their personnel to function in new ways - to change. While many change models focus on staff development as the primary vehicle for change, there may be a number of additional factors critical to effecting any given change. Trainees need to be able to describe and to assess organizational systems with respect to objectives which constitute a call for change. A systems assessment will help trainees plan comprehensively for change; it will help them see all factors which may support or hinder their drive toward change; it will help them identify system components or interfaces that need to be acted upon before change can go forward; it will help them decide in the final analysis if change is feasible.

OBJECTIVES

The trainee will demonstrate the ability to:

1. describe systems theory as it applies to organizations facing change
2. describe a system as it relates to a specific objective for change
3. assess a system with respect to its ability to support a specific change
4. prescribe interventions specific to the system which will enhance the probability for change
5. use systems theory in critiquing a failed change effort

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the significant components of public and private service agencies (schools, rehabilitation agencies)
2. write an objective
3. create appropriate objectives for change in public or private agencies

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Describe systems theory as it pertains to organizations facing change	Completion - examination with multiple choice and short answer items	Written critique and grade/Ins. 80% or above
2. Describe a system as it relates to a specific objective for change	Completion - oral group report describing appropriate system components and interfaces as they relate to a specific objective for change Completion - written summary in chart form	Group/Ins. critique Group/Ins. critique Written critique and grade/Ins.
3. Assess a system with respect to its ability to support a specific change	Completion - oral group report identifying and discussing system strengths and weaknesses in supporting a specific objective for change Completion - written summary	Group/Ins. critique Written critique and grade/Ins.
4. Prescribe interventions specific to the system which will enhance the probability for change	Completion - oral group report describing where and how to act on the system in order to support a specific objective for change Completion - written summary	Group/Ins. critique Written critique and grade/Ins.
5. Use systems theory in critiquing a failed change effort	Completion - oral group report describing a failed change effort in terms of systems theory; report includes objective for change, systems analysis, assessment, and prescribed interventions Completion - written summary	Group/Ins. critique Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of activities as presented to the trainees:

- I. Objective 1: Describe systems theory as it pertains to organizations facing change
 - A. Handouts highlighting salient points of:
 - 1. Systems theory as a model of personal growth, development, and change
 - 2. Systems theory as a model of organizational growth, development, and change
 - B. Instructor lecture clarifying systems theory
 - C. Group discussion and check for understanding
 - D. Graded examination (written)
- II. Objective 2: Describe a system as it relates to a specific objective for change
 - A. Instructor review of procedure for:
 - 1. Selecting an objective for change
 - 2. Stating an objective for change
 - 3. Describing a system
 - B. Trainee grouping across areas of expertise
 - C. Group selection of objective
 - D. Group research vis a vis system bearing upon objective
 - E. Group oral reports and critique
 - F. Group submission of written summary in chart form, critique and grade
- III. Objective 3: Assess a system with respect to its ability to support a specific change
 - A. Instructor review of procedure for systems assessment
 - B. Same trainee groupings as per Objective 2
 - C. Using objective and system description generated as per Objective 2, group research vis a vis an assessment of the system
 - D. Group oral reports and critique
 - E. Group submission of written summary, critique, and grade
- IV. Objective 4: Prescribe interventions specific to the system which will enhance the probability for change
 - A. Using examples of change efforts, total group brainstorming of intervention strategies
 - B. Instructor summary and review of principles for system intervention
 - C. Same trainee groupings as per Objectives 2,3
 - D. Using objective, system description and assessment generated as per Objectives 2 & 3, group research vis a vis interventions specific to the system which will enhance the probability for change
 - E. Group oral reports and critique
 - F. Group submission of written summary, critique, and grade

- V. Objective 5: Use system theory in critiquing a failed change effort
 - A. Handouts providing detailed history of several failed change efforts within a variety of public and private human service agencies
 - B. Trainee grouping across areas of expertise
 - C. Group selection of topic - failed change efforts from handouts or example from experience of group member
 - D. Group research vis a vis application of systems theory to failed change effort
 - E. Group oral reports and critique
 - F. Group submission of written summary, critique, and grade

LEARNING ACTIVITIES AND ALTERNATIVES

<u>Objective</u>	<u>Facilitating Activities/Alternatives</u>
Describe systems theory as it pertains to organizations facing change	Instructor lecture - overview of systems theory Group discussion and check for understanding Search for literature discussing/reviewing systems theory and its implications Individual or group research reports
Describe a system as it relates to a specific objective for change	Instructor lecture - how to describe a system Search for literature demonstrating systems analysis in business, social work, mental health, or human services Group reports and discussion Trainee development of charts illustrating specific systems Interviews by trainees of personnel from representative areas - gather data regarding system components and interfaces
Assess a system with respect to its ability to support a specific change	Instructor lecture - how to assess a system Search for literature demonstrating use of systems assessment in business, social work, mental health, or human services Group reports and discussion Interview personnel from representative areas - gather data for assessment
Prescribe interventions specific to the system which will enhance the probability for change	Group brainstorm and discussion of intervention strategies Instructor summary and review Search for literature demonstrating use of systems theory to effect change Group reports and discussion Trainee development of charts illustrating change efforts and impact within specific systems Interviews of personnel from representative areas - gather data on intervention strategies and impact of strategies

Objective

Use systems theory in critiquing a failed change effort

Facilitating Activities/Alternatives

Group reports and discussion
Trainee development of charts illustrating change efforts, reasons for failure, suggestions for remedial action
Critique of agencies' implementation of change efforts
Individual or group reports on model change efforts
Panel from representative areas - the problems and challenge of change
Instructor facilitation of discussion

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Objective

Procedure

Criteria

5. Apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment

Present assessment results; present inventory results; present initial implementation results; assess results; presentation in-class video; complete case study

Written critique and grade/Ins.
90% or above

6. Demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup and supervision

Present plan; evaluate plan using checklist/criteria; complete timeline projections; evaluate followup efforts

Written critique and grade/Ins.
90% or above

7. Demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments

Plan for assistance/followup; maintenance of device; evaluate plan; complete report of implementation efforts

Written critique and grade/Ins.
90% or above

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant.

1. Objective 1: Demonstrate a working knowledge of theoretical concepts related to community vocational training, supported employment, and transition from school to work environments
 - A. Introduction to terminology and concepts
 - B. Presentation of programming examples
2. Objective 2: Develop and conduct a comprehensive assessment of the physical abilities of an individual student to include: positioning needs, independent living skills, mobility and task specific skills
 - A. Introduction to assessment techniques
 - B. Group participation in clinic activities
 - C. Group discussion of client case examples
 - D. Hands on experience with clients
 - E. Presentation of techniques for writing results
3. Objective 3: Demonstrate general knowledge of available equipment/adaptive devices/technology for all disability areas related to vocational training and employment environments
 - A. Introduction to equipment
 - B. Introduction to devices
 - C. Observations of individuals
 - D. Evaluation of device usage by individuals
4. Objective 4: Conduct an inventory of community job sites to identify training objectives and adaptation needs for a student with multiple handicaps
 - A. introduction to ecological inventory techniques
 - B. Inventory of (teacher trainee) individual community
 - C. Inventory of client community for vocational training options
 - D. Presentation of inventory results to group
 - E. Group evaluation of inventories
 - F. Identification of adaptations
 - G. Group evaluation of identified adaptations
5. Objective 5: Apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment
 - A. Introduction to training strategies for vocational settings
 - B. Complete assessment of individual
 - C. Complete identification of needed adaptations
 - D. Complete implementation plan
 - E. Acquire adaptations
 - F. Implement training with individuals
 - G. Complete assessment of adaptations
 - H. Complete case study
 - I. Presentation of videotape to group
 - J. Group evaluation

6. Objective 6: Demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup, and supervision
 - A. Introduction to methods for technical assistance
 - B. Introduction to implementation and evaluation procedures
 - C. Introduction to systems models and methods for providing followup
 - D. Presentation of developed plan to group
 - E. Group evaluation of plans

7. Objective 7: Demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments
 - A. Introduction to service delivery models (funding, therapy, engineering)
 - B. Introduction to resources
 - C. Development of resource files
 - D. Completion of individual resource file in conjunction with case study
 - E. Class presentation

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Demonstrate a working knowledge of theoretical concepts related to community vocational training, supported employment, and transition from school to work environments

Develop and conduct a comprehensive assessment of the physical abilities of an individual student to include: positioning needs, independent living skills, mobility and task specific skills

Demonstrate general knowledge of available equipment/adaptive devices/technology for all disability areas related to vocational training and employment environments

Conduct an inventory of community job sites to identify training objectives and adaptation needs for a student with multiple handicaps

Apply skill and knowledge of devices, equipment, technology in relation to information obtained from the physical capabilities assessment and community inventory with handicapped student(s) in a vocational training and/or supported employment environment

Facilitating Activities/Alternatives

Attend lecture
Visit community vocational training programs

Attend lecture
Attend clinic led by ot/pt
Visit Independent Living Center
Attend demonstrations on industrial engineering techniques
Visit Rehabilitation Engineering Centers (Sacramento/Stanford)
Complete competencies in positioning & handling

Write descriptions of equipment
Identify equipment for use by job type
Observe equipment usage in vocational setting
View videotapes/slide presentations (Kansas, NY)
Write report
Class presentations

Attend lecture
Complete inventory for self
Complete inventory for client
Present results
Evaluate results for use in case examples
Identify adaptations for environments

Attend lecture
Assess individual
Identify adaptations
Acquire adaptations/devise longitudinal plan
Present implementation plans
Write case report
Present videotape

Objective

Demonstrate skill and knowledge in designing and implementing a comprehensive, longitudinal vocational plan for student(s) with physical and/or sensory impairments to address: training strategies, selection, maintenance, and acquisition of needed job modifications; identification of resources for future maintenance/revision of job modifications; plans for transition, followup, and supervision

Demonstrate knowledge of existing local, regional, and national resources for designing job modifications, funding the acquisition of devices/modifications, and developing vocational training programs for students with physical and/or sensory impairments

Facilitating Activities/Alternatives

Attend lecture
View videotapes
Present plan to client team
Present plan to class

Attend lectures by varying professionals
Compile resource file in groups
Compile client specific file
Present files to groups

RESOURCES AND REFERENCES

Resources

Selected catalogs on devices/hardware/electronics

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**MODULE 15: COMMUNITY BUSINESS
INVENTORIES**

MODULE 15

**PERSONNEL TRAINING: COMMUNITY BUSINESS INVENTORY;
A PROCESS FOR DELINEATING AND PRIORITIZING
BUSINESS ENVIRONMENTS**

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Occupational Skills Training
San Diego Community College

The completion of this module was funded in part by a personnel training grant from the Office of Special Education Programs, U.S. Department of Education. The grant is a consortium effort in Vocational Special Education among three institutes of higher education: California State University, Sacramento (Bruce A. Ostertag, Project Coordinator and Director), San Francisco State University (Robert Gaylord-Ross, Project Director), and San Diego State University (Ian Pumpian, Project Director).

PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The participant will demonstrate the ability to conduct a community business inventory (CBI) and use the CBI to prioritize community businesses for training and placement purposes.

RATIONALE

A community business inventory is a procedure that can be utilized for securing important information about business environments within a geographic area. It is important for the participant to learn how to conduct a CBI in order to determine available and appropriate environments for training and placement purposes.

OBJECTIVES

The participant will be required to demonstrate the ability to:

1. generate a nonexhaustive organized list of business environments by conducting a CBI
2. prioritize environments delineated on the CBI for training and placement purposes

PREREQUISITES

The participant will be required to demonstrate the ability to:

1. compare and contrast an employment site, volunteer site, and a training site
2. develop and define the functions of a vocational task force

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Generate a nonexhaustive list of current and subsequent business environments by conducting a CBI	Review CBI forms (see attachment)	Ins./Grade
	Completion - oral group report including: a. job market analysis b. interview of vocational task force representative c. other	Group/Ins. Critique
	Completion - written CBI form	Ins./Grade
2. Prioritize environments, delineated on the CBI, for training and placement purposes	Completion - student/parent interview including: a. past vocational experience b. future preferences c. expressed student/parent interests d. observed student interests/skills e. other	Written critique/Grade
	Completion - priority checklist of at least five business environments including: a. student/parent/guardian interests b. travel time c. transportation options d. type of business e. accessibility f. integration opportunities g. other	Ins./Grade
	Direct observation of two business environments	Informal monitoring

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant.

1. Objective 1: Generate a nonexhaustive list of community business environments by conducting a CBI
 - A. Investigate community business options
 1. Contact vocational task force representatives of local school districts and adult service agencies
 - a. evaluate data base of local business opportunities by identifying existing vocational programs in your local area
 - b. interview for possible business expansion opportunities
 - i. list expansion opportunities (name, address, and designated contact person)
 - B. Inventory local community business opportunities
 1. Identify businesses via transportation options
 - a. city transit
 - b. walking
 - c. car
 - d. other
 2. Identify personal business contacts
 - a. parents/guardians/family members
 - b. district/agency personnel
 - c. spouse
 - d. friends
 - e. business organizations
 - f. other
2. Objective 2: Prioritize environments, delineated on the CBI, for placement and training purposes
 - A. Determine need for sites (i.e. training students or employing workers)
 - B. Evaluate community business opportunities
 1. Determine proximity of community businesses to students' home and/or program site
 - a. travel time and distance from program and home environment
 - b. availability of transportation options
 2. Organize by:
 - a. business type (e.g. hotel/motel, restaurants, hospitals, etc.)
 - b. business chains (e.g. McDonald's, Vons, etc.)
 - c. similarities/unique characteristics (e.g. production work, custodial work, stock room work, etc.)
 - d. other
 3. Inventory business accommodations
 - a. natural proportion (ratio of currently employed nondisabled individuals to disabled individuals in the job site)
 - b. availability of work space which would promote interactions with others
 - c. physical accessibility of environment
 - d. other opportunities for interactions with non-disabled individuals
 - e. other

4. Assess student/parent/guardian preferences
 - a. past job experience
 - b. student's abilities
 - c. student's learning needs
 - d. list student preferences
 - e. list family preferences
 - f. proximity to home
 - g. type of transportation used
 - h. other
5. Other

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Generate a nonexhaustive list of current and subsequent business environments by conducting a CBI

Prioritize environments, using the CBI, for training and placement purposes

Facilitating Activities/Alternatives

Instructor lecture - overview of CBI strategies

Guest lecture - review samples of CBI forms

Guest lecture - job market analysis

Practicum - assisting completion of a CBI

Listing of community businesses on a specified bus route

Listing of community businesses within a five mile walking radius of the program

Other

Instructor lecture - overview of strategies to prioritize community business environments

Guest lecture - task force representative discussing strategies for prioritizing community business environments

Review literature on prioritization of community businesses for training and placement purposes

Participate in conducting a client/family preference interview

Other

RESOURCES AND REFERENCES

Resources

Dr. Ian Pumpian
Project Work (619) 229-2462
Director (619) 286-7698
San Diego State University

Holly Shepard
Project Work (619) 286-7698
Transition Coordinator (619) 229-2462
San Diego Unified Schools
Teacher

Elizabeth West
Program Manager, Occupational Skills (619) 584-6544
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References

- Brown, L., Albright, K.Z., Solner, A.V., Shiraga, B., Rogan, P., York, J., & Van Deventer, P. (1986). "Madison Strategies for Evaluating the Vocational Mileau of a Worker with Severe Intellectual Disabilities". Unpublished manuscript, University of Wisconsin.
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- Falvey, M., Ferrara-Parrish, P., Johnson, F., Pumpian, I., Schroeder, J., & Brown, L. (1980). Curricular strategies for generating comprehensive, longitudinal and chronological age appropriate functional individual vocational plans for severely handicapped adolescents and young adults. In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder, & L. Gruenwald (Eds.), Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescents and Young Adult Severely Handicapped Students, Vol. 9. Madison, WI: Madison Metropolitan School District.
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- Sitlington, P., & Easterday, J. (1985). "Conducting a Labor Market Trend Analysis: Process and Results". In P. Sitlington & J. Easterday (Eds.), Community-Based Model for Public-School Exit and Transition to Employment. University of Indiana and the Center for Innovation in Teaching the Handicapped.
- Wehman, P. (1981). Competitive Employment: New Horizons for Severely Disabled Individuals. Paul Brookes Publishing Co., Baltimore.

A Sample Community Business Inventory (CBI)
Within a One Mile Walking Radius of
Midway Adult Education Campus

RESTAURANTS

Fast Food:

Mc Donald's
Taco Bell
Arby's
Jack in the Box
Other

Sit Down:

Denny's
Spanky's
Bob's Big Boy
Boll Weevil's
Florentino's
J.H. Higby's
Pizza Hut
Godfather's Pizza
Carrow's
Garcia's
Black Angus
Mandarin House
Yet Wah's
The Crystal Butterfly and Pasty Cafe
Other

DONUT HOUSES

Winchell's
Yum Yum Donuts
Other

STORES

Grocery:

Ralph's
Von's
Safeway
Other

Convenience:

Seven Eleven
Other

Department:

Mervyn's
Target
Other

Drug Store:

Sav-on
Other

Video:

Wherehouse
Video Library
Tower Video
Other

Record:

Tower Records
Wherehouse
Other

Pet:

Petco
Other

Hardware:

Dixieline
Handyman
Other

Book:

B. Dalton Bookseller
Crown Books

Miscellaneous:

Pic N' Save
Sport's Arena Swap Meet
Aaron Brother's

BANKS

Bank of America
Security Pacific
Bank of Southern California
California First Bank
First Commerical Bank
San Diego Trust and Savings
Other

CAR DEALERS

Alan Johnson Porshe Audi
Peck Buick-AMC-Jeep-Renault
Sports Arena Dodge
Bay City Imports
T K Motors
Other

CAR WASH

Genie Car Wash
The Point Loma Car Salon
Body Beautiful Car Wash
Other

POST OFFICE
Main Office

LAUNDRIES
Pac Services Dry Cleaners
Fluff and Fold
Coin-Op Laundromat
Other

THEATRES
Loma Theatre
Sports Arena 6
UA Glasshouse Movie 6

MILITARY BASES
Marine Camp Recruit Department (MCRD)
Naval Training Center (NTC)

BOWLING ALLEYS
Frontier Lanes

FITNESS CENTERS
Family Fitness Center
Sports Arena Racquetball Club

MOTELS/HOTELS
Sport's Arena Travelodge
E-Z 8 Motels
Bayside Motor Inn
Other

HOSPITALS/CLINICS/MEDICAL OFFICES
Sharp Cabrillo
Kaiser Permanente
County Mental Health

FLORISTS
Windy's
Janz at Rosecrans
Roxane's Flowers
Other

HAIR DESIGN
Kenneth of London
Kiku Hair Design
Supercuts
Other

PHOTOGRAPHY
One Hour Photo
Deans
Other

OTHER

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**MODULE 16: NEGOTIATING WORK
TRAINING STATIONS**

MODULE 16

**PERSONNEL TRAINING: NEGOTIATING
WORK TRAINING STATIONS WITH EMPLOYERS**

Holly Shepard, Transition Coordinator
Project Work/San Diego Unified Schools

Dr. Ian Pumpian, Associate Professor
Director - Project Work
San Diego State University

Elizabeth West, Program Manager
Occupational Skills Training
San Diego Community College

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Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The participant will demonstrate the ability to negotiate a community based work training station with an employer.

RATIONALE

There are many school programs that utilize community based work training stations as an extension of their classrooms. Due to this increase, it is important that participants develop and implement strategies to negotiate work training stations with employers. Such strategies include the ability to present oneself in a professional and business-like manner, effectively communicate program needs and aspirations, and successfully respond to potential employer's questions and concerns.

OBJECTIVES

The participant will be required to demonstrate the ability to:

1. delineate and implement the necessary steps involved in negotiating a work training station
2. participate in a negotiation with an employer to develop a work training site

PREREQUISITES

The participant will be required to demonstrate the ability to:

1. define the functions of a vocational task force
2. articulate the difference between an employment site, volunteer site, and training site
3. articulate philosophy regarding vocational training and placement in integrated job environments
4. conduct and prioritize a Community Business Inventory (CBI) for training and placement purposes

EVALUATING PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Delineate and implement the necessary steps involved in negotiating a work training station	Develop written plan to organize steps involved in planning a work training station negotiation with an employer	Written critique/Grade
	Direct observation of vocational task force a. contact team selection b. delegation of roles/activities c. other	Informal monitoring
	Interview vocational task force contact team participant	Informal monitoring
	Completion - written summary of school district's liability policies regarding work training programs	Ins./Grade
	Completion - oral group report including: a. preparation steps for negotiation of work training site b. functions of each member of contact team c. other	Group/Ins. Critique
2. Participate in a negotiation with an employer to develop a work training site	Review organizational steps of an employer negotiation meeting	Ins./Grade
	Completion - group roleplay a. setting up the initial meeting by phone or walk in b. negotiating a work training station with an employer c. other	Group/Ins. Critique

Objective

Procedure

Criteria

Completion - written example of a follow-up letter to employer

Ins./Grade

Completion - active participation in an employer meeting for the purposes of negotiating a work training site

Informal monitoring

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the participant:

1. Objective 1: Delineate and implement the necessary preparatory steps involved in negotiating a work training station
 - A. Preparation
 1. Meet with vocational task force
 - a. review why particular business was chosen
 - b. determine if staff member has knowledge of particular business environment
 - c. determine if staff person has affiliation with business
 - i. interview staff person
 2. If possible, visit site (incognito)
 - a. observe types of jobs performed
 - b. note busy/slow business hours
 - c. other
 3. Determine scheduling priorities and parameters for job training station
 - a. optimal days/hours for students/program
 - b. number of student workers that can utilize the training station and still maintain a natural proportion (ratio of currently employed nondisabled workers to disabled workers in the business environment)
 - c. other
 4. Organize program media
 - a. portfolio of photos, news clippings, etc.
 - b. brief slide/video presentation
 - c. other
 5. Review school district liability policies
 - a. school work training program guidelines and procedures
 6. Designate an employer contact team (three or less persons)
 - a. identify an administrator (or designee)
 - b. identify a direct service provider (e.g. a teacher who may eventually be a trainer at the site)
 - c. identify additional (optional) contact team members
 - i. individual who has experience with previous job contacts (e.g. university personnel)
 - ii. individual who has knowledge of the business environment (e.g. staff person who has had past experience with the business or similar business)
 7. Arrange the initial employer contact meeting
 - a. determine appropriate business/employer contact
 - i. owner
 - ii. manager
 - iii. head administrator
 - iv. other participants/contacts
 - a). head busperson at a restaurant
 - b). department supervisor at a hospital
 - c). other
 - b. identify method of initial employer contact
 - i. phone contact with secretary
 - ii. walk in

- iii. by letter
- iv. other

2. Objective 2: Conduct an actual negotiation with an employer to develop a work training site
 - A. The Pitch (selling the program)
 1. Demonstrate public relation skills
 2. Effectively present yourself/selves
 3. Stay on topic
 4. Respond to employer questions and/or concerns
 5. Stipulate program response to obstacles, problems, concerns, etc.
 6. Other
 - B. Pre-meeting Organization
 1. Understanding of each contact person's role in the meeting
 2. Acknowledgement of person who scheduled meeting (e.g. the secretary)
 3. Professional representation while in the reception area (i.e. be observant of what you say, how you say it, etc.)
 4. Other
 - C. Introductions
 1. Present yourself in a positive manner
 2. Initiate handshake between employer and other business site participants
 3. Introduce self by name and job title
 4. Offer each employer/business site participant a business card
 5. Other
 - D. Beginning the Meeting ("the icebreaker")
 1. State your purpose
 - a. share information about the school program
 - b. share information on ways businesses are being used by school training programs
 - c. other
 - E. Define the population of individuals represented
 1. Identify program
 - a. number of individuals served
 - b. diversity of strengths, skills, and limitations
 - c. program focus and objectives
 - d. student goals and objectives
 - e. other
 - F. Provide brief historical review of curriculum
 1. Past program limitations
 2. Overview of program changes
 - a. quality of education
 - b. functionality
 - c. community based training
 - d. age appropriate curriculum
 - e. diversity of interests, skills and challenges represented
 - f. principle of partial participation
 - g. adaptations on-the-job
 - i. job routine (e.g. responsible for a portion of a job routine)
 - ii. job sequence (e.g. vary the sequence)
 - iii. job description (e.g. job sharing)
 - iv. equipment (e.g. written or photographic job sequence card, electrical head switch, etc.)

- v. other
 - h. other
 - 3. Future implications
 - a. increased public awareness
 - b. student benefits
 - c. state/federal benefits
 - d. other
- G. The Proposition
 - 1. Share examples of other business training sites
 - a. district programs
 - b. out of district programs
 - c. state/national programs
 - d. other
 - 2. Explain existing/future program operation policies
 - a. teacher/trainer to accompany student worker(s), unless otherwise stipulated
 - b. teacher/trainer responsible for direct supervision of student worker(s)
 - i. quality control
 - ii. documentation of student worker progress and needs
 - iii. ongoing communication with designated business contact person
 - iv. promoting employer/co-worker/student interactions
 - v. other
 - c. start small - then expand areas and responsibilities, and training schedules
 - d. enhancement (vs. hinderance) to business commitment/philosophy
 - e. other
 - 3. Discuss liability policies
 - a. explain Education Code State Law
 - i. description/parameters of a training program; e.g. California Education Code State Law stipulates that:
 - a). school staff responsible for observation of student workers
 - b). school staff responsible for writing individualized objectives for each student worker participant
 - c). non-displacement policy for nonhandicapped workers (i.e. no employee will be fired, or new employee not hired, due to training program operation)
 - d). if unpaid training: school district is considered the employer
 - i). responsible for workman's compensation insurance
 - ii). responsible for additional personal liability issues
 - b. describe/share examples of letters of agreement
 - i. examples drafted by lawyers of businesses
 - ii. examples drafted by school districts
 - c. other
 - 4. Share contact team's knowledge of business
 - a. general information about type of job options (e.g. restaurant jobs usually include bussing, dishwashing, food service, etc.; theatre jobs may include ticket taking, managing the snack bar, cleaning the empty theaters, etc.)
 - b. specific information about particular business site

- i. hours of operation
 - ii. observed job responsibilities
 - iii. observed job routines
 - iv. busy/slow times of operation
 - v. other
- 5. State your program needs ("The proposal")
 - a. type of work
 - b. days per week
 - c. hours per day
 - d. integrated work space
 - e. meaningful work (jobs that need to be performed)
 - f. consistent work (dependability that there will be work for the workers to do)
 - g. uniforms, time card, etc.
 - h. designated contact person from business
 - i. other
- 6. Obtain information about business from employer/business site participant
 - a. unique characteristics of business
 - b. jobs done on a regular basis
 - c. low level entry positions
 - d. present training opportunities
 - e. possible training options in the future
 - f. other
- 7. Exemplify
 - a. draw an analogy of how the program might run using examples (given the information presented)
- 8. Review
 - a. briefly re-state the training program proposal
 - b. illicit employer's input
 - c. propose tentative plan to proceed
 - i. state renegotiation procedures (e.g. any changes in training program would be proposed first)
 - d. reiterate specific program needs (refer to Section G-5)
 - e. emphasize success(es) of such programs
 - i. list participating businesses
 - ii. offer business participant's references
 - iii. offer examples of statements business participants have said in support of the program
- 9. Questions and Answers
 - a. allow employer/business site participants to voice their concerns, questions and/or areas requiring further clarification
 - b. respond to employer reaction to program
 - i. provide further clarification
 - ii. present information which will further promote program acceptance
- 10. Next steps
 - a. determine necessary follow-up meeting(s)
 - i. potential person(s) responsible for tentative training areas within the business
 - a). arrange start up date
 - b). arrange days/hours of program operation
 - c). determine operation policies within each business department

- b. offer to participate in any further business meetings (e.g. if the employer needs to talk to others in the business)
 - c. inservicing business staff
 - i. determine how the employer wants program presented to staff
 - a). formal presentation
 - b). informal presentation
 - c). other
 - d. clarify any necessary paperwork to be completed
 - i. stipulate agency responsibilities
 - a). person(s) responsible for completion of paperwork
11. Arrange for time to conduct environmental inventory to gather pertinent information for school training program implementation
 - a. delineation of jobs possible for training program participation
 - b. analysis of skills required to complete job task/activities within specific
 12. Request tour of business
 13. Meeting Closure
 - a. thank employer/business site participants for their time (and support of program, if appropriate)
 - b. voice enthusiasm for future program involvement
 - c. initiate handshake
 14. Follow-up contact
 - a. send business letter
 - i. thank employer/business site participants for their time
 - ii. restate school training proposal and tentative agreed upon plan

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Delineate and implement the necessary steps involved in negotiating a work training station

Participate in negotiation with an employer to develop a work training site

Facilitating Activities/Alternatives

- Participate in a vocational task force meeting for the purpose of planning the negotiation of a work training station
- Instructor lecture - strategies for planning/organizing a work training station
- Readings - negotiation of work training stations, legal parameters for non-paid training
- Review Education Code State Law - school work training program policies
- Guest lecture - school district's employer contact team to present strategies used to negotiate work training site
- Guest lecture - employer panel to present pros and cons of participating in a work training program
- Attend local/state conference
- Interview contact team participant to discuss strategies used in setting up the initial employer contact meeting
- Review examples of letters of agreement between employers and school districts
- Review samples of program media used in employer contact meetings
- Roleplay a mock employer negotiation with other class participants
- Instructor lecture - strategies for negotiating a work training station with employer(s)
- Observation of local work training programs
- Interview employer presently involved in work training program
- Attend employer recognition meeting for participation in work training program
- Attend employer contact meeting with school district contact team

RESOURCES AND REFERENCES

Resources

Dr. Ian Pumpian
Project Work (619) 286-7698
Director (619) 229-2462
San Diego State University

Holly Shepard
Project Work (619) 286-7698
Transition Coordinator (619) 229-2462
San Diego Unified Schools
Teacher

Elizabeth West
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San Diego Community College
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References

- Pumpian, I., Lewis, L., & Engel, T. (1986). "Distinguishing a trainee/employer relationship from an employee/employer relationship". Unpublished manuscript, San Diego State University, San Diego.
- Pumpian, I., Shepard, H., & West, E. (1986). "Strategies negotiating job training stations with employers". Unpublished manuscript, San Diego State University, San Diego.
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**MODULE 17: MODEL VOCATIONAL
SPECIAL NEEDS PROGRAMS**

MODULE 17

**PERSONNEL TRAINING: MODEL VOCATIONAL
SPECIAL NEEDS PROGRAMS**

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This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator

COMPETENCY

The trainee will demonstrate a working knowledge of the components, characteristics and quality indicators of model Vocational Special Needs Programs.

RATIONALE

Research has lacked the critical need for the development of a formal program model to insure the successful transition of special needs students from school to work. In addition, there is strong evidence that a model or system should be adopted and implemented at the state and local levels, and throughout and among the critical service delivery systems and key stakeholders. Knowledge of steps to establish a model will allow trainees to fully utilize the school and community services available for handicapped students special vocational education and training.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. report upon key quality program indicators
2. report upon the major four programmatic components of a transition special vocational model
3. develop a programmatic model for special vocational transition
4. relate the implementation of model components and quality program indicators in local agencies

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

<u>Objective</u>	<u>Procedure</u>	<u>Criteria</u>
1. Report upon key quality program indicators	Completion - written report on quality indicators grouped by function (use Attachment A) Objective exam	Written critique and grade/Ins. 90% or average 90% or above
2. Report upon the four major programmatic components of a model	Completion - oral group report by job - alike including regular adapted, special and individualized (use Attachment B) Completion - written summary Objective exam	Group/Ins. critique Written critique and grade/Ins. 90% or above
3. Develop a Programmatic Model for Special Vocational Transition	Small group implementation of critical factors in developing a conceptual model (use Attachment C) a. Identify three examples of agencies, personnel, procedures, processes and policies appropriate to five factors (use Attachment C) b. Do so for each trainee job - alike group Completion - oral report on above activities Completion - written summary of the above activities	Informal monitoring/Ins. Group critique/Ins. Written critique and grade/Ins.
4. Relate the implementation of model components and quality program indicators in local agencies	Small group completion, written summary of a local model special vocational program from one of the job - alike schools/agencies to include responses to the items below: a. Does the model satisfy the five factors of measurability, timeliness, specificity, compatibility, and flexibility?	Written critique and grade/Ins.

Objective

Procedure

Criteria

b. What Quality Program Indicators from Attachment A does the model have? Doesn't it have?

c. Relate the programming options from Charts II, III & IV (Attachment B) to the school or agency being examined

Completion - oral report on above activities

Completion - written group summary on the above

Group critique/Ins.

Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Report upon key quality program indicators
 - A. Attachment A, "Promising Quality Program Indicators for Public School Transition of Students with Exceptional Needs" - class discussion
 - B. Instructor lecture on quality indicators and relevant literature. See Bibliography, Attachment E
 - C. Graded examination/written
2. Objective 2: Report upon the four major programmatic components of a model
 - A. Attachment B, "Major Programmatic Components of a Transition Model for Students with Mild and Severe Disabilities" - class discussion
 - B. Small groups, by job - alike, discuss the four types of programs in a special vocational model
 - C. Small group written summary
 - D. Graded examination (written)
3. Objective 3: Develop a programmatic model for special vocational transition
 - A. Attachment C, "Critical Factors Impacting Conceptual Models of the Transition Process"
 - B. Small groups develop their own model based on the critical factors
 - C. Written summary of efforts/results
 - D. Informal oral report to other trainees of their model including, but not limited to:
 1. Three examples of agencies, personnel, procedures, processes and policies appropriate to the five factors
 2. Include examples from each job - like group in the model or models
4. Objective 4: Relate the implementation of model components and quality program indicators in local agencies
 - A. Small group work to investigate a local model that includes the following items:
 1. Does this model the five factors in Attachment C?
 2. From Attachment A, list what program indicators the local model had and didn't have
 3. Describe the local model in terms of the types of programming options available in Charts II, III, and IV from Attachment B
 4. Group oral and written reports, critique
 5. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective

Report upon key quality program indicators

Report upon the four major programmatic components of a model

Develop a programmatic model for special vocational transition

Relate the implementation of model components and quality program indicators in local agencies

Facilitating Activities/Alternatives

Individual research projects by trainees on quality program indicators

Instructor lecture

Panel of experts - presentation with question/answer session

Instructor lecture - overview of four major components

Individual research report by trainees

Instructor lecture

Individual review by trainees of pertinent information

Individual interviews by trainees of personnel from representative areas

Critique of agencies' implementation of policies

Compare and contrast agencies' implementation and potential implementation

Interview of agency personnel for their point of view

Instructor lecture

Individual report

ATTACHMENT A

Promising Quality Program Indicators for Public School Transition of Students with Exceptional Needs

by
Patricia Dougan
January 1986

1. Individualization of instruction;
2. Least restrictive environment training;
3. Community based programming;
4. Critical functioning skill training when developmental skill training is no longer appropriate;
5. Student/employer contracts for change;
6. Significant other interview;
7. Age appropriate activities;
8. Consideration of student ability;
9. Sequencing of activities;
10. Preschool -12+, transition component in IEP's;
11. IEP team members are inserviced to focus on the result, i.e. transition from school to work;
12. Academics and career education are not separate curricula;
13. Special education staff know curriculum modification, learning strategy and classroom management techniques; regular educators are coached by special educators in those strategies;
14. Local and state interagency agreements are evaluated against criteria stated therein;
15. Students have a written resume showing a volunteer and three paid position employment history at school graduation;
16. Work adjustment training is essential to the job placement;
17. Special education students utilize regular education resources in integrated settings, including: work experience education, the career center, career days, counseling, vocational education classes, clubs and ROP/C;

18. Transition advocacy training is available for parents, by parents;
19. There is a two and five year, post-school employment follow-up of students by school administration that is public shared in local newspapers;
20. Vocational interest assessment begins in junior high;
21. Parents of preschool and elementary-aged children receive information and training that emphasizes home responsibility and work ethic training for their child;
22. Parent seminars on with SSI/SSDI and Medical;
23. Program goals, objectives and results are well documented;
24. Business and community support of the local special education transition goals for students in the form of funds, job sites and participation on curriculum planning groups;
25. Incentives for employers to open up student training sites and to hire students;
26. Clear, specific planning;
27. Schools and programs are successfully marketed in their local community;
28. Ongoing, statewide program evaluation;
29. Unsubsidized employment;
30. Emphasis on a variety of student work experience;
31. Local and statewide inservice training opportunities are promoted for key stakeholders;
32. Transition programs are fiscally sound;
33. Schools adopt a functional skills approach to determining secondary special education curricula;
34. Individual transition plans are required for each student at least six years prior to graduation;
35. There is an articulated and strong partnership within departments and between state divisions, agencies and organizations to support local planning;
36. Research is sponsored that evaluates the impact of quality indicators and their correlation to transition success for students;

37. Model program dissemination and replication are financially supported by the State Department;
38. Quality programs aren't financially orphaned;
39. There exists a continuum of least restrictive vocational services in the school and community;
40. Services are provided in a heterogeneous normal environment with chronological age-appropriate peers;
41. There is a local, written articulated transition service model for educational programming and coordination;
42. The majority of occupational training is done in integrated, community settings;
43. Parent/professional partnership training is available;
44. Cross-discipline and cross-agency inservice training is available based on a local personnel development needs assessment;
45. A person(s) or an inter-disciplinary/agency committee is assigned to oversee local programs and provide support;
46. Written guidelines are provided to resolve conflicts resulting from differing mandates and differing interpretations of federal and/or state laws;
47. There is a clear philosophy that vocational education is essential for special needs students to transition from school to work;
48. The local program has a person(s) that is responsible for monitoring and advocating for the program;
49. A written outline of program options, curriculum options, and support services available in the district;
50. Voids in program and curriculum options are annually assessed and strategies are implemented to fill those voids;
51. Personnel are identified who will be involved in all components of the transition effort;
52. Inservice topics are appropriate to the personnel involved;
53. Inservice presenters are appropriate for the topics involved;
54. District transition implementation plan;
55. Follow-up and coaching is available to personnel;
56. Secondary special educators have secondary, not elementary, preservice training backgrounds.

ATTACHMENT B

Major Programmatic Components of a Transition Model for Students with Mild and Severe Disabilities

Best Practices

Transition is a process that results in an outcome, a productive and quality life following school or agency services. School services are made up of a broad array of programmatic alternatives that may or may not be coordinated and may or may not be available to all students, irregardless of their ability. Transition is a framework of equally accessible learning interventions for students. Based on ongoing-assessment, students take advantage of learning opportunities that lead them to this outcome of transition, a productive and quality life. Simply, transition is "school to work". Students with special needs are integrated into occupational learning experiences and instructional settings at levels which are compatible with each students' ability. The level of integration can be grouped into four vocational alternatives: regular, adapted, special and individualized vocational education programs. The types of delivery systems and best practices used to assist students with special needs succeed in transition are summarized in the following charts:

Chart I	Types of School Delivery Systems
Chart II	Regular Programming
Chart III	Adapted Programming
Chart IV	Special and Individualized Programming

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CHART I

Major Programmatic Components of a Transition Model
for Students with Mild and Severe Disabilities

Best Practices: Types of School Delivery Systems

ELEMENTARY

JUNIOR HIGH

HIGH SCHOOL

<p>Basic skill development</p> <p>Critical skills training</p> <p>Mediated learning experiences</p> <p>Career education</p>	<ol style="list-style-type: none"> 1. Same 2. Same 3. Same 4. Same 5. Vocational interest assessment 6. Exploratory work experiences 	<p>BASIC SKILL AND EMPLOYABILITY TRAINING TO DEVELOP:</p> <ol style="list-style-type: none"> 1. Basic skill development 2. Critical skills training 3. Mediated learning experiences 4. Career education 5. Secondary learning strategies 6. Personal skills, attitudes, and values 7. Communication and computational skills 8. Employability skills - job readiness 9. Broad occupational skills in exploratory work experience 10. Foundation for career planning and lifelong learning skills 11. Social skills (with non-handicapped peers) <p>VOCATIONAL EDUCATION CURRICULUM TO DEVELOP:</p> <ol style="list-style-type: none"> 1. Same 2. Same 3. Specific occupational skills (in three clusters) 4. Job market skills 5. How to get a job, how to keep a job, and how to leave a job skills 6. Vocational or general experience in three job clusters that are in integrated community settings
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CHART II

REGULAR PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Regular Vocational Program	<p>Students receive instruction in the same classroom/laboratory as their non-handicapped peers and are expected to achieve the same basic minimum performance standards.</p> <p>Target population: students with special needs (typically the physically disabled) who can participate in a particular regular program with no or very minor modifications.</p>	<p>Specialized vocational counseling and placement services must be available to all handicapped program participants. (P.L. 98-524, The Carl Perkins Act).</p>	<p>Graduation followed by employment, post-school vocational training or college.</p>

Transition Without Special Services

These students essentially find their own employment. They get jobs through their families, neighbors, or someone they know in the community. Vocational Education teaches skills and resources, e.g. job-seeking and interviewing skills. Vocational Education is designed to be responsive to the needs of the community labor market and is an excellent source of employees for the various community employers. Vocational and/or special educators may act as Career/Vocational counselors or Transition Specialists. (This is OSERS - the federal Office of Special Education and Rehabilitation Services, definition of "Transition Without Special Services").

NOTE

Charts II, III, and IV are adapted from "A Mainstreaming Continuum for Vocational Education", Claire Olson Szoke and Sharon Vest, To Serve Those Who Are Handicapped, revised edition, Springfield, Illinois: Illinois Office of Education, Department of Adult, Vocational, and Technical Education, 1975 and "Implications for Inservice Training for Vocational Education Teacher Educators in Facilitating the Transition from School to Work", Dr. Lynda West's speech at The National Network Conference held in New Orleans, November 28-29, 1984. Dr. West is the Director of Missouri LINC.

CHART III

ADAPTED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
<p>Adapted Vocational Program</p>	<p>Instruction is altered to accommodate disabled students who could not otherwise be placed in the program.</p> <p>Students receive instruction in the same classroom/laboratory as their non-handicapped peers and are expected to achieve the same basic minimum standards.</p> <p>Target population: physically or mentally handicapped students who can participate in a regular vocational program if specialized services are provided.</p>	<p>Special equipment: specially designed work tables, hand instead of foot levers or vice versa, visual instead of audio warning signals, special safety equipment.</p> <p>Special instructional materials: i.e. brailled large print materials; written instead of taped materials or vice versa; audio-visual materials; simplified step-by-step materials.</p> <p>Special support staff: i.e. special education resource instructors, interpreters, direct readers, instructor aides.</p> <p>Specially trained vocational teacher and/or team teaching by vocational and special education personnel.</p>	<p>Graduation followed by employment or post-secondary vocational training in schools or agencies.</p>

Flexibility in scheduling: extended time to complete course, division of course into modules with flexibility as to number of modules completed.

Special student grouping as in Cooperative/Learning.

Transition with Time-Limited Services

OSERS (Office of Special Education and Rehabilitation Services) has identified "Time Limited Services", such as vocational education, vocational rehabilitation, postsecondary vocational education, and other job-training programs, as temporary services that lead to employment. These services are characterized by taking a longer amount of time than regular programming and rarely end in employment following graduation. Additional training is usually needed but eventually, support services can be withdrawn.

CHART IV

SPECIAL AND INDIVIDUALIZED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
<p>Special Vocational Program</p>	<p>Students receive instruction in a special class setting. Instruction may be provided in a class limited to individuals with a specific primary disability (e.g. mental retardation, severe emotional disturbance, hearing impairment) or the class may serve a heterogeneous group of students with similar needs.</p> <p>Expected performance standards will typically differ from what is required of students in a regular program (i.e. differential standards).</p> <p>Target Population: mentally or physically handicapped persons whose disability precludes integration into a regular vocational program.</p>	<p>Services described under adapted vocational education (see Chart III).</p> <p>Specialized curriculum design that emphasizes easily completed task components and entry-level job skills.</p> <p>Courses should be taught by vocational teachers with special preparation in instructing the handicapped or by a team teaching approach utilizing both vocational and special education personnel.</p>	<p>Job entry level skills in supported employment.</p> <p>Prerequisite skills needed for entry into post-school training programs.</p> <p>Introductory skills training designed to provide prerequisite skills for entry into a regular vocational education sequence.</p>

CHART IV

SPECIAL AND INDIVIDUALIZED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
<p>Special Vocational Program</p>	<p>Students receive instruction in a special class setting. Instruction may be provided in a class limited to individuals with a specific primary disability (e.g. mental retardation, severe emotional disturbance, hearing impairment) or the class may serve a heterogeneous group of students with similar needs.</p> <p>Expected performance standards will typically differ from what is required of students in a regular program (i.e. differential standards).</p> <p>Target Population: mentally or physically handicapped persons whose disability precludes integration into a regular vocational program.</p>	<p>Services described under adapted vocational education (see Chart III).</p> <p>Specialized curriculum design that emphasizes easily completed task components and entry-level job skills.</p> <p>Courses should be taught by vocational teachers with special preparation in instructing the handicapped or by a team teaching approach utilizing both vocational and special education personnel.</p>	<p>Job entry level skills in supported employment.</p> <p>Prerequisite skills needed for entry into post-school training programs.</p> <p>Introductory skills training designed to provide prerequisite skills for entry into a regular vocational education sequence.</p>

	Training is usually of a semi-skilled nature (custodial training, nurse's aides, etc.).		
Individualized Special Vocational Program	<p>Students receive instruction in an extensively individualized setting, i.e. laboratory setting.</p> <p>Expected performance standards will typically differ from those required of students in a regular program.</p> <p>Target Population: special needs persons in situations where special class placement is not feasible (e.g. low prevalence of handicapping condition and/or specialized vocational needs of the individual student).</p>	<p>Services described under Special Vocational Program (see above).</p> <p>Flexible modular scheduling approach whereby a special needs student participates in a regular vocational course for only a limited number of instructional modules.</p>	Services described under Special Vocational Program (see above).

aka: Transition With Ongoing Services

OSERS has defined "Transition with Ongoing Services" as for youth and adults who need ongoing support in getting and keeping employment. Generally these students have severe disabilities and supported work or sheltered employment sites are needed. Social and residential ongoing, support systems are needed during this person's lifetime.

Attachment C

Critical Factors Impacting Conceptual Models of the Transition Process

Similar Groups of Transition Model Characteristics/Issues

Critical Factors	Measurability	Timeiness	Specificity	Compatibility	Flexibility
Specific Factors	Measurable, revisable transition policies	Effective identification and assessment of special needs students	Appropriate assignment of duties to specific personnel	Intra- and inter-institutional focus on transition processes	Adaptability and flexibility of staff and curricula
	Model must accommodate needs of individual local education agencies.	On-going efforts to identify and provide appropriate services.	Capable of measuring a student's progress.	Mutual understanding of goals, procedures, and languages of different agencies.	

A categorization of critical factors impacting conceptual models of the transition process.

ed from "The Transition of Special Needs Learners into Postsecondary Vocational Education", p. 44.

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- * MISSOURI: Vocational Education for Special Needs Students (5)

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- * CALIFORNIA: The Technological Employment Project (6)
- * MINNESOTA: St. Paul Area Technical Vocational Institute (6)
- * MISSOURI: Vocational Practice for Handicapped Students (7)
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- * CALIFORNIA: Computerized Employer/Vocational System (7)
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- * KANSAS: Vocational Education in Technological Areas for the Severely Handicapped (10)
- * FLORIDA: Secondary Pre-Vocational/Academic Program (10)
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- * VERMONT: Training-Based Interagency Approach to Comprehensive Vocational Sp Educ (11)
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- * MASSACHUSETTS: Vocational Project for Deaf-Blind Youth (2)
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- * OREGON: Model Vocational Project for Deaf-Blind Youth (16)
- * CONNECTICUT: Vocational Work Experience Program for the Mentally Retarded (17)
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- * WISCONSIN: Enrolling Handicapped Students in JTPA Programs (31)
- * OREGON: Community-Based Vocational Training for Severely Handicapped Youth (31)
- * TEXAS: Adopt-A-School Program (32)

- * WYOMING: School-Community Training Program (32)
- * MINNESOTA: Project SERVE: Special Education Rehabilitation Vocational Education (33)
- * OREGON: Portland State Model of Community-Based Vocational Training (33)
- * WISCONSIN: Madison Public Schools Community Training Program (33)
- * NEVADA: Lincoln County High School (34)
- * NEVADA: Reno High School (34)

THE INDEPENDENT LIVING COLLECTION

- * CALIFORNIA: Project SAIL (Systems Adaptation for Integrated Living) (page 1)
- * TEXAS: The Rural Independent Living Research Utilization Project (1)
- * KANSAS: Enhancement of Independent Living Services (1)
- * CALIFORNIA: Center for Independent Living (1)
- * COLORADO: Holistic Approaches to Independent Living (2)

- * CALIFORNIA: Over-21 (2)
- * WASHINGTON: Community Liaison Instructional Program (2)
- * MINNESOTA: Portland Secondary Center (3)
- * OREGON: Research and Training Center in Mental Retardation (3)
- * MINNESOTA: Community-Based Independent Living Skills Program (3)

- * NEW YORK: Secondary Individualized Learning Center (4)
- * WASHINGTON: National Rural Independent Living Project (4)
- * FLORIDA: Rural Center for Independent Living (4)
- * KANSAS: Curriculum Development for Secondary Handicapped Deaf-Blind (5)
- * NEW YORK: Human Resources Center Program for Independent Living (5)

- * OREGON: The Neighborhood Living Project (5)
- * TEXAS: Community-Based Work and Independent Training for Deaf-Blind Adolescents (6)
- * OHIO: Independent Living Program (6)
- * OREGON: Community Training Center (7)

THE ADJUDICATED, INCARCERATED, CORRECTIONS COLLECTION

- * ARIZONA: Network of Corrections and Special Education Leadership Personnel (page 1)
- * OREGON: Training Providers of Court Adjudicated Handicapped Youth (1)
- * ILLINOIS: Model Master's Program with a Concentration in Correctional Education (1)

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ATTACHMENT E

VOCATIONAL SPECIAL NEEDS MODEL PROGRAM

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