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ABSTRACT

This manual was prepared by the Regional Rehabilitation Exchange (RRX) project to assist rehabilitation and independent living organizations and programs in submitting information to gain recognition as an exemplary program model for job placement services. The manual is intended for programs and organizations in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. RRX job placement services include any services that result specifically in the placement of persons with disabilities in competitive employment positions. Such services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disability. The manual provides information about the background and purposes of the RRX, identifies the scope of the RRX project, lists the prerequisites and criteria for validation, describes the RRX validation process, identifies 10 critical factors (program goals and objectives, target population, documentation and good recordkeeping, success rate, cost effectiveness, comprehensiveness, evaluation criteria, staffing patterns, transportability, and innovativeness) used in determining exemplary programs, provides information on completing the Information Request Form, and identifies implications for validated programs. A completed sample Information Request Form for job placement services is included. (CML)

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REGIONAL REHABILITATION EXCHANGE

VALIDATION MANUAL FOR EXEMPLARY PROGRAMS AND PRACTICES

JOB PLACEMENT SERVICES

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HOW TO USE THIS MANUAL

Purpose

The Regional Rehabilitation Exchange Project (RRX) has developed this manual for rehabilitation and independent living organizations and programs interested in gaining recognition as an exemplary program model in one of the RRX's designated service categories. These categories, identified by a project advisory council composed of rehabilitation and independent living policy makers, practitioners, and consumers, currently include:

- Job Placement Services,
- Transitional Services,
- Supported Employment Services, and
- Independent Living Services.

Definitions for each of these service categories are provided following this section of the manual.

Examples of organizations and programs eligible for exemplary status include:

- public or private community-based rehabilitation service providers
- independent living centers, independent living service providers, independent living programs
- school-based transitional programs
- vocational training programs

Exemplary status can greatly benefit both your program and other rehabilitation or independent living service providers. For your program, exemplary status can mean broader public awareness of your services, evidence of program effectiveness for continued or increased funding support, and links to other programs like yours. For other programs, it means greater access to models and information about "what works" in the field. The long-term result is expanded and improved services for persons with disabilities.

To be identified as an exemplary program model by the RRX, you must go through a validation process. This manual is designed to help you through the first, most critical, step in the process: completion of an RRX Information Request Form.

Manual Contents

This manual offers information about the:

- background and purposes of the RRX,
- service categories identified as priorities for validation of exemplary program models,
- validation process,
- prerequisites and criteria for validation,
- procedures for completing the Information Request Form, and
- implications for validated programs.

**Steps in
Completing
the IRF**

The manual includes a copy of a sample, completed Information Request Form (IRF) that you may use as a guide as you complete your own IRF.

1. **Read through this entire manual** before you begin to complete the IRF, to become familiar with the validation process, the terms used, and the information required.
2. **Look closely at the definitions of service categories** that follow this introductory section. Be sure that your program or activity fits the category you have in mind. You are free to apply for exemplary status in any appropriate category, even if it is different from the category for which you were originally nominated.

Notice that some service categories - for example, independent living and supported employment - require you to select and complete one or more information subcategories.

3. **Review the Information Request Form** and make a quick list of the kinds of information you will need to properly complete the form. Think about the possible sources you can tap for this information, for example:
 - files, records, and documentation systems,
 - budgets,
 - annual or other reports to funding sources,
 - grant applications, or
 - program staff.
4. **Go through the IRF again**, matching questions with information sources and identifying questions for which ready answers seem not to exist.
5. **Make a plan for obtaining or compiling any missing information** that is needed. For example, many programs do not track program service delivery costs as they apply to a specific client population. You may need to:
 - identify the relevant program costs (be sure to include costs for staff and overhead),
 - identify the number of clients served within a specific category of disability, and
 - calculate per-client costs to provide services within that category.
6. **Call the RRX if you don't understand** how to respond to a question, and/or if you need advice about how to collect missing information. One service the RRX can provide is to assist you in developing documentation systems and procedures that will help you to complete the validation process.
7. **Begin answering the questions contained in the IRF**, even though you may not have all the necessary information at hand. Once you begin, you may discover that you know more than you first thought. Again, if you have questions or problems, feel free to call the RRX.

**For More
Information**

If you have questions or need more information about pursuing the program validation process or gaining recognition as an exemplary program, contact:

**Regional Rehabilitation Exchange
Southwest Education Development Laboratory
211 East Seventh Street
Austin, Texas 78701-3281
(512) 476-6861 (Voice/TDD)**

BACKGROUND AND PURPOSES OF THE RRX PROJECT

The Regional Rehabilitation Exchange (RRX) Project was initiated in March 1983, when it first received funding from the National Institute on Disability and Rehabilitation Research (NIDRR), at that time called the National Institute of Handicapped Research (NIHR). The RRX surveys the rehabilitation and independent living community for programs and practices that demonstrate and can document especially effective service delivery to persons with disabilities and can serve as models for other agencies and organizations. Using a detailed, uniform evaluation procedure that includes peer review, the RRX validates rehabilitation and independent living programs that are especially effective and recognizes them formally as exemplars. These exemplary program models generally demonstrate a high success rate, surpass established performance standards, show significant and stable results, are cost-effective, and include adaptable or transportable components.

One of NIDRR's goals is to promote the widespread use of proven, effective programs and practices among rehabilitation and independent living professionals. To address this goal, the RRX publishes and disseminates an annual *Catalog of Exemplary Programs and Practices* that contains individual summaries describing each program receiving exemplary designation. The *Catalog* is provided to a wide audience of rehabilitation and independent living administrators, practitioners, and consumers interested in learning about the exemplary program models. In some instances, the RRX can broker and provide in-depth technical assistance to agencies or organizations interested in adopting or adapting an exemplary program model.

By identifying exemplary program models, informing the rehabilitation and independent living community about their operations and outcomes, and supporting organizations interested in implementing exemplary program model components, the RRX hopes ultimately to contribute to the continued improvement in services provided to persons with disabilities.

SCOPE OF THE RRX PROJECT

The RRX generally concentrates on identifying exemplary program models from the five states in Rehabilitation Services Administration (RSA) Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Although the project is confined to providing technical assistance only to agencies and organizations within this region, the project's Peer Review Advisory Council (PRAC) may at times identify exemplary program models from other parts of the country. Out-of-region exemplars are identified to supplement existing in-region models available to offer technical assistance.

The four service area categories, or "core areas", in which programs are reviewed and identified as exemplary, currently include:

- Job Placement Services,
- Transitional Services,
- Supported Employment Services, and
- Independent Living Services.

Definitions of these service categories are provided below.

- **JOB PLACEMENT SERVICES** include any services that result specifically in the placement of persons with disabilities in competitive employment positions. Such services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disability. "Competitive employment positions" refers to employment positions that are available in the community and that could be filled by any qualified applicant, with or without a disability.
- **TRANSITIONAL SERVICES** include any short-term training activities and/or related services that promote the transition of persons with disabilities to competitive working life. Training activities are designed to provide clients with a specific set of skills that can be used to secure and maintain competitive employment positions. "Short-term" refers to a period usually not more than 12-18 months; however, the critical factor is not a specific time period but the fact that, at some point, the client possesses the skills to work competitively and independently, without any ongoing, special services provided after job placement. Transitional Services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disabilities. Such services may be offered through secondary or post-secondary schools or community-based programs and facilities for adult clients.
- **SUPPORTED EMPLOYMENT SERVICES** are designed to enable clients with severe disabilities to secure and maintain employment. Such services generally provide training, placement, and ongoing, long-term support that is necessary for clients to continue employment. These programs, then, do not lead to unassisted competitive employment; they are designed for persons with disabilities so severe that they are not eligible for traditional vocational rehabilitation services. Within this category, exemplary program models may focus on one or more of the following specific elements of supported employment services:
 - innovative, creative funding arrangements,
 - services for specific disability groups, and/or
 - characteristics of effective job coaching.
- **INDEPENDENT LIVING SERVICES** include a broad range of services designed to improve the quality of life for persons with severe disabilities via organizations and programs that are controlled by the consumers of those services themselves. Such services may include: (1) housing, (2) transportation/mobility, (3) living skills, (4) counseling, (5) community integration, and/or (6) employment-related services. Each of these areas is described below.

Housing services may include information and referral services; assistance with financial arrangements; provision of accessible housing; skills development focused on home safety, cleaning and maintenance, in-home mobility, and/or food planning and preparation; and any other services necessary for a person with a severe disability to obtain and maintain a desired level of independence in the broad area of housing.

Transportation/mobility services involve the development of personal and community resources to facilitate and increase mobility. Services may range from assistance with vehicle modification or purchase of a modified vehicle, to assistance of appropriate public transportation, to skills development in orientation and mobility.

Living skills services include training and assistance related to daily living needs. Services may include skills development related to communication, personal hygiene and dress, and problem-solving; provision of adaptive equipment or devices; and/or specialized training for personal attendants.

Counseling services may range from peer support services to ongoing individual counseling aimed at development of specific behaviors. Group counseling, personal and social adjustment counseling, sexuality counseling, and/or referral to appropriate professional counseling resources may be provided within this category.

Community integration services may involve a range of activities, including individual/group advocacy, recreation, consumer skills development, and/or training in basic academic skills.

Employment-related services address a variety of issues related to employment of persons with severe disabilities. They may include direct employment services such as job or career development, job placement, or supported employment services; training or support related to job modification, retention, or mobility; and/or community and employer awareness efforts focusing on the benefits of hiring persons with severe disabilities.

PREREQUISITES FOR VALIDATION

Each rehabilitation or independent living program or practice nominated for recognition as exemplary must meet a set of prerequisites. Before further program evaluation can occur, each nominated program must first assure that it:

- has clearly defined program goals, objectives, and activities;
- is performing activities that correspond to one of the current RRX core areas;
- has been in existence for at least two years prior to consideration as exemplary by the RRX Peer Review Advisory Council, and expects to continue operation for at least one year past the time of annual *Catalog* publication (July or August of each year), or has received a waiver from the RRX Peer Review Advisory Council;
- meets necessary state/federal certification or accreditation requirements, where applicable;
- can demonstrate program effectiveness through accumulated documentation of program services and client outcomes;
- has kept records of expenditures for a recent twelve-month period in the categories of personnel, facilities, equipment, and materials;
- is able to provide descriptive program information through the Information Request Form and an onsite visit;

- is willing to share descriptive information with interested rehabilitation or independent living professionals through telephone, letter or site visits;
- will keep records of these contacts and report periodic summaries to the RRX; and
- is willing to act as technical assistance consultant to assist other organizations wishing to adopt or adapt the exemplary program model to their own service delivery systems.

Staff of the nominated program/practice will conduct a self-assessment for compliance with these prerequisites. If all requirements are met, nominated program staff will proceed with the validation process by completing the Information Request Form and returning it to the RRX for analysis.

CRITERIA FOR VALIDATION

Since its inception in March 1983, the RRX has developed, expanded, and refined the validation process by which exemplary rehabilitation and independent living programs are identified. The criteria used for validation have evolved into a system consisting of ten separate critical factors. These factors are related to a weighting system that assigns to each a specific weight relative to its importance in the evaluation process. The RRX Peer Review Advisory Council has adopted these criteria as being those characteristics of critical importance to be considered in the classification of all exemplary programs. Following is a list of these ten critical factors.

1. Program Goals and Objectives*
2. Target Population
3. Documentation
4. Success Rate
5. Cost-Effectiveness
6. Comprehensiveness
7. Evaluation Criteria
8. Staffing Patterns
9. Transportability
10. Innovativeness

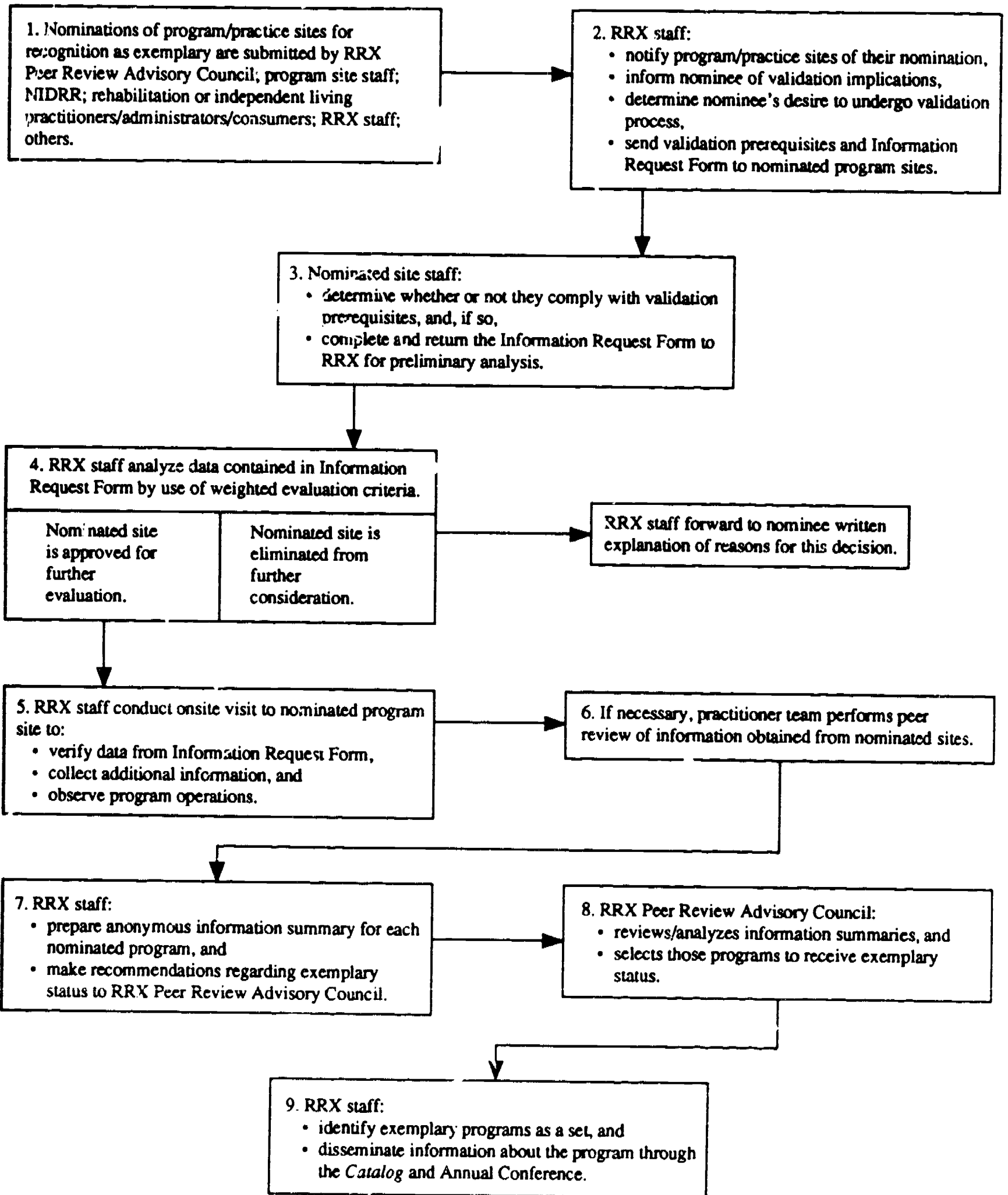
* This factor is the initial point of elimination. Programs not satisfying this criterion will be considered ineligible for exemplary status and will not undergo further consideration in terms of the remaining nine criteria.

THE RRX VALIDATION PROCESS

Validation is a way of identifying those rehabilitation or independent living programs that are exemplary or outstanding in their results. It utilizes an evaluation system that applies a set of criteria to descriptive program information together with an onsite observation to determine whether the documented program effects are truly outstanding.

The schematic on the next page illustrates the sequence of events that constitute the RRX validation process. The process is begun when a potential exemplary program is identified, either by persons within that program or by an outside third party well-acquainted with the program. RRX staff contact

THE RRX VALIDATION PROCESS



the nominees to determine whether they meet the validation prerequisites and if they desire to undergo the validation process. If so, the nominee completes an Information Request Form and forwards it to RRX staff, who analyze it by applying a weighted information system.

After evaluating a program in regard to the data provided on the completed Information Request Form and according to the critical factors previously described, RRX staff may eliminate a nominated program from further consideration. Reasons for this decision might include:

- failure of the nominated program to correspond with one of the core areas identified by the Peer Review Advisory Council;
- insufficient client outcome data, however defined by the program;
- inadequate descriptions of program operation; or
- incomplete client follow-up data.

If a program nominee is eliminated from further consideration, RRX staff will provide a written notification to program representatives, and no onsite visit is planned. If application of the evaluation weighting criteria indicates that the nominated program should be reviewed further, an onsite visit is scheduled and the remaining steps (5-9) of the RRX validation process are followed.

The RRX has published a Validation Manual for Exemplary Programs and Practices for each program core area. Copies of any of the manuals may be obtained by contacting the Regional Rehabilitation Exchange.

CRITICAL FACTORS AND THEIR CHARACTERISTICS

In reviewing each program, RRX staff analyze specific characteristics to determine the extent to which the nominee provides descriptive information which addresses each critical factor. The information in Figure 1, following, describes the characteristics of each critical factor and indicates where these data are recorded on the Information Request Form. This information is specific only to the core area of Job Placement Services.

The RRX Peer Review Advisory Council has not established absolute standards for each critical factor. For example, a program need not address each critical factor to the same extent for it to be deemed exemplary. However, addressing only a few factors extensively to the relative exclusion of most of the others may jeopardize the program's selection as exemplary. During the Peer Review Advisory Council's review, information is compared on all related programs nominated for exemplary status. For this total set, a limited number of programs are selected depending on the relative cross-rankings resulting from the comparison process.

In their selection of exemplary programs, members of the Peer Review Advisory Council bear in mind one of the RRX Project's primary priorities: to develop a pool of technical assistance resources representing a wide range of diverse approaches to rehabilitation and independent living issues. There may be a number of in-region rehabilitation or independent living programs conducting similar activities and producing similar outcomes. It is probable that only one representative of like programs will be recognized, although several may offer worthy programs. For the same reason, out-of-region programs using different approaches and producing different outcomes may be chosen when such an addition to the available technical assistance resources pool would be favorable.

IMPLICATIONS FOR VALIDATED PROGRAMS

Benefits to be identified as an exemplary program are frequently derived from the designation as a model to be emulated by others. It is possible to gain regional, as well as national, recognition as a unique, innovative, and effective program. This recognition earned from the larger rehabilitation or independent living community often enhances the local community opinion of the exemplary program.

To increase awareness of identified exemplary program models and to encourage their adoption or adaptation by other rehabilitation or independent living professionals, the RRX publishes and disseminates the *Catalog of Exemplary Programs and Practices*, which contains detailed descriptions of all programs validated by the RRX Peer Review Advisory Council. Copies of the *Catalog* can be obtained by contacting the RRX.

All rehabilitation and independent living programs or practices awarded exemplary status accept the responsibility to serve as a technical assistance resource to other agencies or organizations interested in implementing similar program components elsewhere. Representatives of exemplary program models should be willing to:

- make a presentation on the exemplary program model at the RRX Annual Conference in the project year in which the model is validated
- upon request, make program presentations at appropriate local, statewide, or regional professional workshops, meetings, or conferences
- share exemplary program model-related information with interested rehabilitation or independent living service providers through telephone contacts, written correspondence, or onsite visits
- maintain periodic communication with RRX staff to report any contacts that appear to have the potential to result in a technical assistance activity
- assist RRX staff and the state RRX Staff Associate in identifying service providers that might be appropriate to receive technical assistance
- act in the role of a consultant to provide technical assistance to other organizations wanting to adopt or adapt the exemplary program model, or one of its components, in their own service delivery systems; all formal technical assistance activities of this nature are scheduled in a manner mutually acceptable to exemplary program staff and staff of the adopting organization and are specified in a detailed Memorandum of Agreement signed by all parties involved, including the RRX
- prepare a report documenting the details of the technical assistance provided and any plans for follow-up with the adopting agency or organization
- provide feedback to RRX staff regarding the appropriateness and perceived effectiveness of technical assistance activity

As indicated in these exemplary program responsibilities, specific methods to encourage continued involvement with the RRX may include making formal presentations at local, statewide, and professional meetings or conferences. Such presentations allow the exemplary program staff to describe more fully to professional colleagues the operations and outcomes of the exemplary program or practice. As an example, all exemplary program models identified in any one project year are showcased at the RRX Annual Conference.

In addition to the conference or workshop attendance, exemplary program staff may be requested to provide limited, more directed technical assistance and training to organizations interested in replicating components of exemplary program models in other locations. For both types of continuing technical assistance involvement with the RRX, a negotiated amount of the expenses for exemplary program staff participation is paid by the RRX.

FIGURE 1

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
1. Program Goals and Objectives	<p>The job placement program provides services that result specifically in the placement of persons with disabilities in community-based competitive employment positions. These positions exist in the community and could be filled by any qualified applicant, with or without a disability.</p>	<p>IA, IE, IIIA, IIIB, IIID, IIIE, IIIF</p>
2. Target Population	<p>The range and level of disabilities served by the job placement program are well documented. The program demonstrates activities appropriate to:</p> <ul style="list-style-type: none"> • the number of persons served, and • their disability types and associated levels of severity. 	<p>IC, IIA, IIB, IIC, IID, IIF</p>
3. Documentation/Good Record Keeping	<p>The job placement program has complete, up-to-date records on:</p> <ul style="list-style-type: none"> • client demographics, • client referral and intake, • client assessment/evaluation, • client follow-up, • program costs, and • program outcomes. 	<p>IC, ID, IIA, IIB, IIC, IID, IIIE, IIIF, IIG, III I, IVA, IVB, IVC, VA, VB, VIB, VIIA, VIIB</p>
4. Success Rate	<p>Clients are placed in jobs:</p> <ul style="list-style-type: none"> • that are maintained beyond a minimum of 60 days, • related to the services they received, • at competitive wage rates, and • for which both the employee and employer express satisfaction. <p>Clients find employment in a variety of community-based occupational categories (other than service and/or clerical). Of all clients entering the job placement program, at least 75% find jobs in the community as described above.</p>	<p>IVA, IVB, IVC, VB</p>

FIGURE 1 (continued)

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
<p>5. Cost Effectiveness</p>	<p>The job placement program can provide information to compare benefits vs. costs by computation of the following equations:</p> <ul style="list-style-type: none"> • total annual program budget divided by the total number of clients served per year, and • total annual program budget divided by the total number of clients placed and maintained in employment positions per year. <p>Information is available to determine the extent to which the job placement program has access to and depends upon external resources/assets for its operation.</p>	<p>VIB</p>
<p>6. Comprehensiveness</p>	<p>Clients have access to a full range of services as needed, either because the job placement program:</p> <ul style="list-style-type: none"> • provides these services directly, or • offers organizational access to them. <p>Appropriate ancillary support services are readily available to clients and closely integrated with the job placement program.</p>	<p>IA, IIF, IIG, IIH, IIIC, IIID, IIIE, IIIF, IIIG</p>
<p>7. Evaluation Criteria</p>	<p>To plan, develop, report, and refine its activities, the job placement program considers the extent to which it has:</p> <ul style="list-style-type: none"> • met established program goals regarding service delivery and client placement, and • addressed local rehabilitation needs. <p>The job placement program considers the improvement in program outcomes as compared to those demonstrated before the services were implemented. The program can translate evidence of program effectiveness into a rationale for recognition as an exemplary model.</p>	<p>ID, IIH, III I, IIIJ, IVA, IVB, IVC, VA, VB, VIIIA, VIIIB</p>

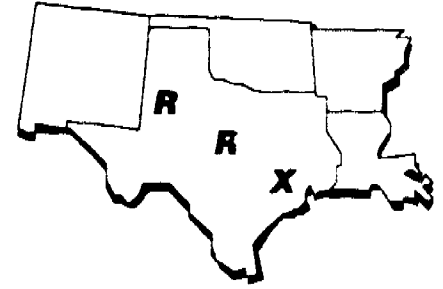
FIGURE 1 (continued)

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
8. Staffing Patterns	<p>Program staff, both collectively and individually, are:</p> <ul style="list-style-type: none"> • adequate in number to effectively manage and implement the program, • sufficiently well qualified and trained, • able to meet any specialized program implementation needs, and • “common” enough to be found elsewhere if the program were implemented in another location. 	VIA, VIB, VIC
9. Transportability	<p>Enough evidence exists to warrant the expectation that the job placement program could be implemented elsewhere, with similar resources, and produce similar results. The program either:</p> <ul style="list-style-type: none"> • is an adaptation of a similar program existing elsewhere, or • has been adopted/adapted by another organization. 	VIC, VIIC, VIIC, VIID
10. Innovativeness	<p>The job placement program is original in that it either addresses or solves in a unique way a rehabilitation problem or embodies a new idea in the field. The program also offers a unique combination of characteristics related to:</p> <ul style="list-style-type: none"> • target population, • success rate, • comprehensiveness, and • transportability. 	<p>Information is reflected in those items on the IRF relating to these 4 critical factors. During the onsite visit, information may also be collected.</p>

COMPLETING THE INFORMATION REQUEST FORM

- Example** The following pages contain an example of a completed Information Request Form.
- Application** Complete this particular form only if your program provides Job Placement Services. **DO NOT** follow this example if your program lies in any core area other than Job Placement Services. Separate Validation Manuals are available for programs in other core areas.
- Purpose** The sample Information Request Form will provide information about possible responses to specific items.
- Program** Because each nominated program has unique characteristics, answers to Information Request Form items may vary considerably.
- Important** The example which follows is **NOT** intended to reflected the desired response from any persons completing the form.
- Attachments** After completing the Information Request Form, attach any additional comments or program-related information you believe will help RRX staff to evaluate your program.
- Questions** If you have questions or need more information when completing the form, contact the Regional Rehabilitation Exchange, (512) 476-6861 (Voice/TDD).

Regional Rehabilitation Exchange



SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

Job Placement Services

INFORMATION REQUEST FORM

Job Placement Services include any services that result specifically in the placement of persons with disabilities in competitive employment positions. Such services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disability. "Competitive employment positions" refers to employment positions that are available in the community and that could be filled by any qualified applicant, with or without a disability.

For the Identification of Exemplary Programs

QUESTIONS RELATING TO THE LARGER ORGANIZATION

PROGRAM NAME: Vocational Placement Program

ORGANIZATION NAME: Center for Increasing Human Potential

ADDRESS: 3872 Hewlett Road

CITY/STATE: Tulsa, Oklahoma ZIP CODE: 74101

CONTACT PERSON: Mark Wilson PHONE (918) 493-2482

TITLE Placement Director

L BRIEF ORGANIZATION DESCRIPTION

A. What services are provided by your organization/facility?

- | | |
|------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> PSYCHOSOCIAL SERVICES | <input type="checkbox"/> REHABILITATION ENGINEERING |
| <input checked="" type="checkbox"/> VOCATIONAL EVALUATION | <input type="checkbox"/> RESIDENTIAL SERVICES |
| <input checked="" type="checkbox"/> JOB PLACEMENT | <input checked="" type="checkbox"/> OCCUPATIONAL SKILLS TRAINING |
| <input type="checkbox"/> SPEECH AND HEARING | <input type="checkbox"/> ON-THE-JOB TRAINING |
| <input type="checkbox"/> INDEPENDENT LIVING | <input type="checkbox"/> OTHER (PLEASE SPECIFY) |
| <input checked="" type="checkbox"/> VOCATIONAL DEVELOPMENT | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> VOCATIONAL COUNSELING | <input type="checkbox"/> _____ |

B. How would you classify your organization/facility?

(CHECK ONE)

(CHECK ALL THAT APPLY)

- PRIVATE NON-PROFIT ORG.
- PRIVATE FOR-PROFIT ORG.
- STATE AGENCY
- FEDERAL AGENCY

- SCHOOL/TRAINING INSTITUTION
- SHELTERED WORKSHOP/ACTIVITY CENTER
- HOSPITAL-BASED REHABILITATION
- OUTPATIENT MEDICAL REHABILITATION
- REHABILITATION FACILITY (RESIDENTIAL)
- REHABILITATION FACILITY (NON-RESID.)
- COMMUNITY-BASED ORGANIZATION
- PRIVATE PRACTICE PRACTITIONER
- PROJECT WITH INDUSTRY
- OTHER (PLEASE SPECIFY)

COMMENTS:

C. Does your organization serve persons classified as severely disabled?

- YES NO

If yes, what percentage of the total client population would be classified as having a severe disability?

Approximately 60%.

How is severity of disability defined?

According to guidelines for individual disabilities as published by the state vocational rehabilitation agency.

D. What types of certification are currently held by your organization?

Type of Certification	Area	When Obtained	Date of Expiration
CARF	Vocational Adjustment	June 1988	June 1991
Dept. of Human Serv. Rehab. Services Div.	Level III	Aug. 1989	August 1990

II. CLIENT DESCRIPTION

A. How many clients are presently receiving services in the job placement program?

76

B. Clients in the program:

- range in age from 22 to 57 years;
- have an average age of 28 years;
- have achieved an average educational level of 6th grade; and
- range in educational levels from 0 grade to 10th grade.

C. List the major categories of disability groups (and the respective number of clients in each) for those clients currently in the job placement program. Please be specific when describing the disability group, e.g., mental retardation (mild-moderate versus severe-profound) or mental illness versus long-term mental illness.

<u>DISABILITY GROUP CATEGORIES</u>	<u>NUMBER</u>
<u>Mental retardation (mild-moderate)</u>	<u>19</u>
<u>Mental retardation (severe-profound)</u>	<u>8</u>
<u>Hearing impairment/deafness</u>	<u>6</u>
<u>Mental illness</u>	<u>8</u>
<u>Long-term mental illness</u>	<u>5</u>
<u>Learning disorders</u>	<u>6</u>
<u>Head injury</u>	<u>4</u>
<u>Multiple disabilities</u>	<u>20</u>

D. What number of program clients would be classified according to each of the following living arrangements?

	<u>NUMBER</u>
independent living	<u>29</u>
supported/supervised living	<u>27</u>
institutionalized	<u>-</u>
live with family	<u>20</u>
other: _____	<u> </u>

E. What are the sources of referrals made to the job placement program?

State vocational rehabilitation agency; mental health agencies (state and county); state developmental disability authority; corrections; self.

On average, how many referrals to the program are made by each of these referral sources, on an annual basis?

VR - 50 DD - 20 Self - 10
 MH - 15 Corrections - 5

F. What types of client evaluation information are available to you when clients enter the program?

Medical evaluation; psychological evaluation; social history; vocational evaluation.

How is it used? All these types of evaluation information are used as a "baseline" upon which decisions are made regarding any additional evaluations/assessments which should be performed, or what types of agency services would be most appropriate to offer.

G. What additional evaluation information, if any, is collected once clients are admitted into the job placement program?

More specific work evaluations may be indicated, including situational assessments. Any formal psychological/neurological testing is purchased from outside professionals.

H. Do program clients receive supportive services from outside agencies? Sometimes.

If so, what types of services are provided, and from what source(s)?

Some clients receive assistance from the county mental health agency and others may be receiving services from the local independent living center.

III. PROGRAM DESCRIPTION

A. When was the job placement program begun?

June 1983.

B. Provide a brief history of the job placement program from its beginnings to the present time. (Attach an additional page, if necessary.) Program development grew out of a need to train persons with disabilities for local community-based competitive jobs. A two-year developmental grant from the state VR agency helped to start the program which has now become self-supporting through fee-for-service dollars and community grants and donations.

C. How does the job placement program fit into the overall organizational structure?
(Please attach an organizational chart, if available.)

An organizational chart is included at the end of this instrument.

D. Through what sequence of steps would a "typical" client progress from the point of program entry through program exit? Include any general organizational services that may precede or follow job placement services. (You may wish to use a flow chart to illustrate the sequence of steps in this process.)

1. referral
2. intake/orientation
3. vocational evaluation
4. work adjustment training
5. counseling, as needed
6. personal/social adjustment training
7. Job Club, if appropriate
8. referral to placement
9. job placement
10. follow-up
11. closure

E. Specify the activities that are followed to accomplish the major steps indicated in III(D).

1. review of available evaluation information
2. staffing, with goal setting
3. training classes
4. subcontract work within the agency
5. job placement in community
6. follow-up with client and employer

F. What specific activities are undertaken to: (use an additional page, if necessary)

1. monitor client progress in the job placement program?

Performance is documented daily and reported weekly and monthly. There are quarterly meetings held to compare progress against previously identified goals. Changes in goals and client activities are suggested and made at these meetings.

2. teach clients work-related, but not necessarily job-specific, skills (e.g., grooming, personal/social adjustment, money management, transportation)?

These skills are addressed in the personal/social adjustment training classes. If appropriate, clients are referred to the local independent living center for more in-depth specific training in certain areas.

3. match clients with appropriate employment positions?

Detailed client profiles are constructed and are compared to job profiles associated with community employment positions. Clients are matched on the basis of information obtained from these two sources.

4. assess client and employer satisfaction with the job placement?

After placement, clients are followed-up after 30, 60, and 90 days, then every 3 months thereafter. Included in these follow-ups are assessments of job satisfaction. Employers are contacted every quarter for one year after placement to assess their satisfaction with the employee. Both are encouraged to notify the agency if problems arise.

5. help clients retain their jobs?

A placement group meets in the evenings, once every two weeks, to discuss experiences on the job. Intervention is offered if a problem arises, or if the employee or employer requests it.

G. Is there a "core" set of services delivered to every client, or does service delivery vary according to each client's needs and abilities?

The major steps listed in III.D. comprise the set of general services offered to every client, although not every client must go through every step in order to obtain a job placement.

If there is variation in the scope or sequence of service delivery for individual clients, on what client-specific criteria is this variation based?

The information obtained from evaluations and observations of the client may suggest the need to vary the sequence of activities. In some cases, clients do or do not wish to have certain services, and when that preference is voiced, it is respected.

H. Does the job placement program attempt to identify future job needs?

Only in an informal way, by using information from community employers and the local chamber of commerce. Our "track record" in placements in certain types of jobs may also suggest future trends for continued placements.

If so, how is this information used to modify program activities?

Training activities may be modified to reflect changes in the local job market, as would job development activity on the part of program staff.

I. How is the effectiveness of the job placement program measured?

By the number of clients who are placed in jobs and successfully maintain those jobs for 6 months or more, as well as by the satisfaction with the placements expressed by clients, employers, and the referral agencies.

J. Given the response to III.I, why do you feel that the job placement program is outstanding or exemplary? We have a very good placement record, and we help to keep people on jobs once they have been placed. We also have a favorable reputation in the business community and with referral agencies. Our staff are committed to meeting each client's needs on an individual basis.

IV. PROGRAM OUTCOMES

A. Describe the employment placements that have resulted from the job placement program and that have been documented across a recent 12-month period. For each disability group, indicate the numbers of clients entering the job placement program and the numbers of clients placed in either competitive or sheltered employment positions.

A placement is defined as employment for 60 days or more. Competitive employment refers to community-based job placements, pay for which meets or exceeds the minimum wage. Sheltered employment refers to job placements in sheltered settings, pay for which is below the minimum wage.

In reporting disability group categories, consider the person's primary disability as determined by medical or psychological information. If more than two disabilities are present, please list in the multiple disabilities category. **DO NOT** include a client in more than one disability category.

The client data contained in the following table describe the 12-month period from October 1, 1988 through September 30, 1989.

Disability Category	No. Clients Entering Program	No. Clients Placed in Employment	
		Competitive	Sheltered
TOTAL	126	93	12
Mild-moderate mental retardation	35	29	2
Severe-profound mental retardation	13	8	4
Hearing impairment	6	5	-
Deafness	2	2	-
Visual impairment	-	-	-
Blindness	-	-	-
Deaf-Blind	-	-	-
Mental illness	12	8	-
Long-term mental illness	7	4	-
Amputation	-	-	-
Orthopedic impairment	-	-	-
Spinal cord injury	-	-	-
Head injury	6	3	2
Organic brain syndrome	-	-	-
Cardiovascular disorder	-	-	-
Alcohol/drug addiction/abuse	-	-	-
Learning disorder	13	10	-
Speech disorder	-	-	-
Multiple disabilities	32	24	4
Other (specify)			

B. For the same 12-month period specified in IV.A, please provide data for the following occupational categories into which COMPETITIVE employment placements were made. (NOTE: The total number of clients placed into competitive employment positions should equal the TOTAL number specified as competitively employed in IV.A.)

Occupational Category	No. Clients Placed	Hourly Wage Range (Low-High)
Professional, Technical, Managerial	11	\$7.03 - 12.15
Service	20	3.50 - 5.35
Clerical & Sales	39	3.65 - 6.14
Processing	-	-
Machine Trades	10	5.60 - 8.70
Bench Work	13	3.50 - 5.20
Structural Work	-	-
Miscellaneous (specify)		

C. For those clients NOT placed in either competitive or sheltered employment positions, please provide information for the following categories, for the same 12-month period specified in IV.A.

Category	No. of Clients
Clients completing the program who failed to find employment	6
Clients completing the program who entered an educational/training program	7
Clients completing the program who entered an on-the-job training program	5
Clients NOT completing the program	3

V. FOLLOW UP INFORMATION

A. Describe the follow up services provided by the job placement program staff.

Follow-up is conducted on both a formal and informal basis. Formal procedures includes on-the-job visits to talk with employees and employers, in addition to mail-outs of questionnaires to measure satisfaction. Informal procedures include telephone contact with counselors, clients, family members, and employers.

B. By checking the appropriate cells in the table below, indicate at what intervals following job placement the follow-up information is collected, and from what sources.

Source	Intervals of Time Following Job Placement						
	30 days	60 days	90 days	6 mos.	9 mos.	1 yr.	1 yr.+
VR Counselors				✓		✓	✓
Clients	✓	✓	✓	✓	✓	✓	
Client Families				✓		✓	
Employers			✓	✓	✓	✓	
Other (specify)							

VI. PROGRAM STAFF

A. The following staff are involved in providing job placement program services:

Job Title	No. Staff	% Time	Primary Job Roles
Placement Director	1	50	Job development; administration; public relations
Vocational Evaluator	1	100	Evaluation; counseling
Trainer	2	100	Teaching classes; curriculum dev.; counseling
Contracts Supervisor	1	75	Contracts supervision, monitoring, and development
Job Placement Specialist	2	100	Job development, placement, follow-up

B. What characteristics, if any, have been found to describe job placement program staff who are thought to be especially effective?

Initiative, flexibility, openness to new ideas and ways of doing things, involvement in the local community.

C. What specific activities/materials/curriculum are used for training job placement program staff members?

Evaluators, trainers, and placement specialists attend a two-day organizational orientation, followed by training sessions specific to individual job responsibilities.

Are these activities/materials documented and available for use by other agencies or organizations? A general outline of the organizational orientation process is available, in addition to the training curricula used with job placement specialists and trainers.

VII. PROGRAM COSTS/INCOME

A. Does the organization have an established fee-for-service schedule for job placement services? Yes.

If available, please attach a copy.

See attachment.

B. Costs associated with providing the current level of job placement program services ON AN ANNUAL BASIS are as follows:

Category of Cost	Dollar Amount
Personnel	\$135,500
Facilities/Space	17,600
Equipment	6,400
Materials	3,000
Transportation	12,000
Other: Travel and Professional Development	7,900
TOTAL	\$182,400

C. In your judgment, what kinds of costs might be associated with "start-up" of a similar job placement program in another organization or agency? These "start-up" costs would not be expected to continue past the first year. Please estimate the anticipated level of expense across broad cost categories.

Personnel	\$40,000
Training	3,000
Facilities/Space	20,000
Equipment/Supplies	12,000
TOTAL	\$75,000

VIII. INVOLVEMENT

- A. Does the organization utilize a community-based Advisory Board or Board of Directors to provide input and guidance to the job placement program?

Yes.

- B. Does the job placement program disseminate brochures or other public information concerning its operations and outcomes?

Yes, to local businesses, the chamber of commerce, local service organizations, and local offices of funding agencies.

If so, please attach a copy of these publications.

See attachments.

- C. Has the job placement program provided training or other assistance to any other organization or agency interested in implementing the program?

No.

If so, what is the organization, and where is it located?

- D. Is there any reason to assume that the job placement program might not be transportable to another organization and produce similar results as have been documented in your agency?

No.

If so, please explain.

COMMENTS OR OTHER PROGRAM-RELATED INFORMATION YOU WOULD CARE TO PROVIDE:

ALL THE INFORMATION INCLUDED ABOVE IS ACCURATE TO THE BEST OF MY KNOWLEDGE.

Mark Wilson Placement Director November 17, 1989
Signature Title Date

**RETURN TO: Regional Rehabilitation Exchange
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701
(512) 476-6861 Ext. 230 (Voice) Ext. 304 (TDD)**