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ABSTRACT

This catalog describes 22 programs selected as exemplary by the Regional Rehabilitation Exchange (RRX) project, in the areas of supported employment, job placement services, school-to-adult life transition, and independent living services. The programs are located in federally designated Region VI, consisting of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Introductory information describes the background and purposes of the project, the scope of the project, prerequisites for peer review, criteria used in review, critical evaluation factors, review procedures, implications of exemplary program designation, and membership of the Peer Advisory Review Council. Program descriptions are then grouped by category. Each description provides information on: organizational mission, organizational profile, contact person, consumer populations served, types of services/activities, major activities in more detail, outcome data, costs, and staffing. A final section lists all previous (since 1984) programs identified as exemplary by the RRX and previous Peer Review Advisory Council members. (DB)

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RRX Catalog of Exemplary Programs

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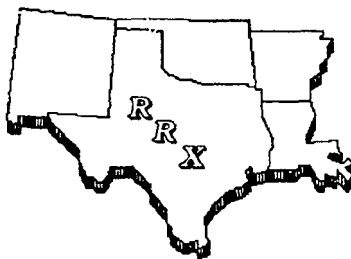
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... Promoting Exemplary Programs

FC 302049



RRX Catalog of Exemplary Programs

February 1993

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Peer Review Advisory Council (09/01/92 - 08/31/93)



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Rehabilitation Services Program

New Mexico Commission for the Blind
Newsline for the Blind

Progressive Independence
Living Skills Services

REACH Independent Living Center
Living Skills Services; Community Integration Services

San Antonio Independent Living Services
Community Integration Services

Volunteers of America
Housing Services



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INTRODUCTION

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INTRODUCTION

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). The RRX surveys the education, vocational rehabilitation and independent living communities for programs 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 reviews nominated programs that are especially effective and recognizes them formally as exemplars. These exemplary programs 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

among disability service professionals. To address this goal, the RRX publishes and disseminates an annual *Catalog of Exemplary Programs* that contains individual summaries describing each program receiving exemplary designation. The *Catalog* is provided to a wide audience of administrators, practitioners, teachers, and consumers interested in learning about the identified exemplary programs. In some instances, the RRX can broker and provide in-depth technical assistance to agencies or organizations interested in implementing an exemplary program design in their organization.

By identifying exemplary programs, informing the disability service 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 people with disabilities.

Scope of the RRX Project

The RRX generally concentrates on identifying exemplary programs from the five states in Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The service area categories, or "core areas", in which programs are currently reviewed and identified as exemplary, include:

- School-to-Adult Life Transition Services,
- Supported Employment Services, and
- Independent Living Services.

Definitions of these core areas are provided below.

- **SCHOOL-TO-ADULT LIFE TRANSITION SERVICES** are a coordinated set of

activities for a special education student, designed within an outcome-oriented process, that promote movement from school to post-school activities, including:

- post-secondary education,
- vocational training,
- continuing adult education,
- integrated supported employment or competitive employment,
- adult services,
- independent living, and
- community participation.

The coordinated set of transition-oriented activities shall be based upon an individual's

needs, taking into account the student's preferences and interests. Activities can include instruction, community experiences, the development of employment and other post-school and adult living services, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

• **SUPPORTED EMPLOYMENT**

SERVICES are designed to enable people with severe disabilities to secure and maintain employment. Such services generally provide training, placement, and ongoing, long-term support that is necessary for people to continue employment. These programs, then, do not lead to unassisted competitive employment; they are designed for people with disabilities so severe that they are not eligible for traditional vocational rehabilitation services. Within this category, exemplary programs 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 people 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. General activities facilitating implementation of the Americans with Disabilities Act at the community level may be addressed in this section.

Employment-related services address a variety of issues related to employment of people 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 people with severe disabilities.

Prerequisites for Program Review

Each program nominated for consideration as exemplary must meet a set of prerequisites. Before further program evaluation occurs, 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, 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 consumer 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 professionals through telephone, letter or site visits;
- will keep records of these contacts and report to the RRX; and
- is willing to act as technical assistance consultant to assist other schools or organizations wishing to adopt or adapt the exemplary program to their own system.

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

Criteria Used in Review

Since its inception, the RRX has developed, expanded, and refined the review process by which exemplary programs are identified. The criteria used for review have evolved into a system consisting of eleven 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 critical factors.

1. Program Goals and Objectives
2. Target Population
3. Consumer Involvement and Satisfaction
4. Documentation/Good Record Keeping
5. Success Rate
6. Cost-Effectiveness
7. Comprehensiveness
8. Evaluation Criteria
9. Staffing Patterns
10. Transportability
11. Innovativeness

The chart on the following page provides brief descriptions of each critical factor.

RRX Critical Evaluation Factors

CRITICAL FACTOR	WEIGHT FACTOR	DISCUSSION
Program Goals and Objectives	*	Are program goals adequately reflected in program activities?
Target Population	0.50	What are the characteristics of the consumer group served by the program, e.g., age, education level, type/severity of disability?
Consumer Involvement and Satisfaction	1.00	Are consumers and/or family members actively involved in the implementation of the program?
Documentation	1.00	Are records related to consumer entry/exit, placement, follow-up, and program costs complete, up-to-date, and accessible?
Success Rate	0.75	Has the program developed measures for success which are objective, quantifiable, and appropriate to the priority area?
Cost-Effectiveness	0.25	What per consumers costs are required to deliver program services?
Comprehensiveness	0.25	Does the program provide a full range of consumer services appropriate to achieving program goals?
Evaluation Criteria	0.50	By what methods are the outcomes of program operation assessed, by whom, at what intervals, and for what purposes?
Staffing Patterns	0.50	What types/number of staff, and with what qualifications, are required to implement the program?
Transportability	0.50	Can the program be replicated in another location with the expectation that similar results will be obtained?
Innovativeness	0.50	Does the program embody a novel approach to addressing the rehabilitation-related issue?

* 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.

Review Procedures

The RRX program review procedures have been developed to identify those 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 review 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 nominees to determine whether they meet the review prerequisites and if they desire to undergo the review procedures by providing information about the program. 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 outcome data, however defined by the program;
- inadequate descriptions of program operation; or
- incomplete 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 will be planned. If application of the review criteria indicates that the nominated program should be reviewed further, an onsite visit will be scheduled.

The RRX has published a Manual for each current core area. Each Manual is available in accessible formats, upon request. Copies of any of the Manuals may be obtained by contacting the Regional Rehabilitation Exchange.

Critical Factors and Their Characteristics

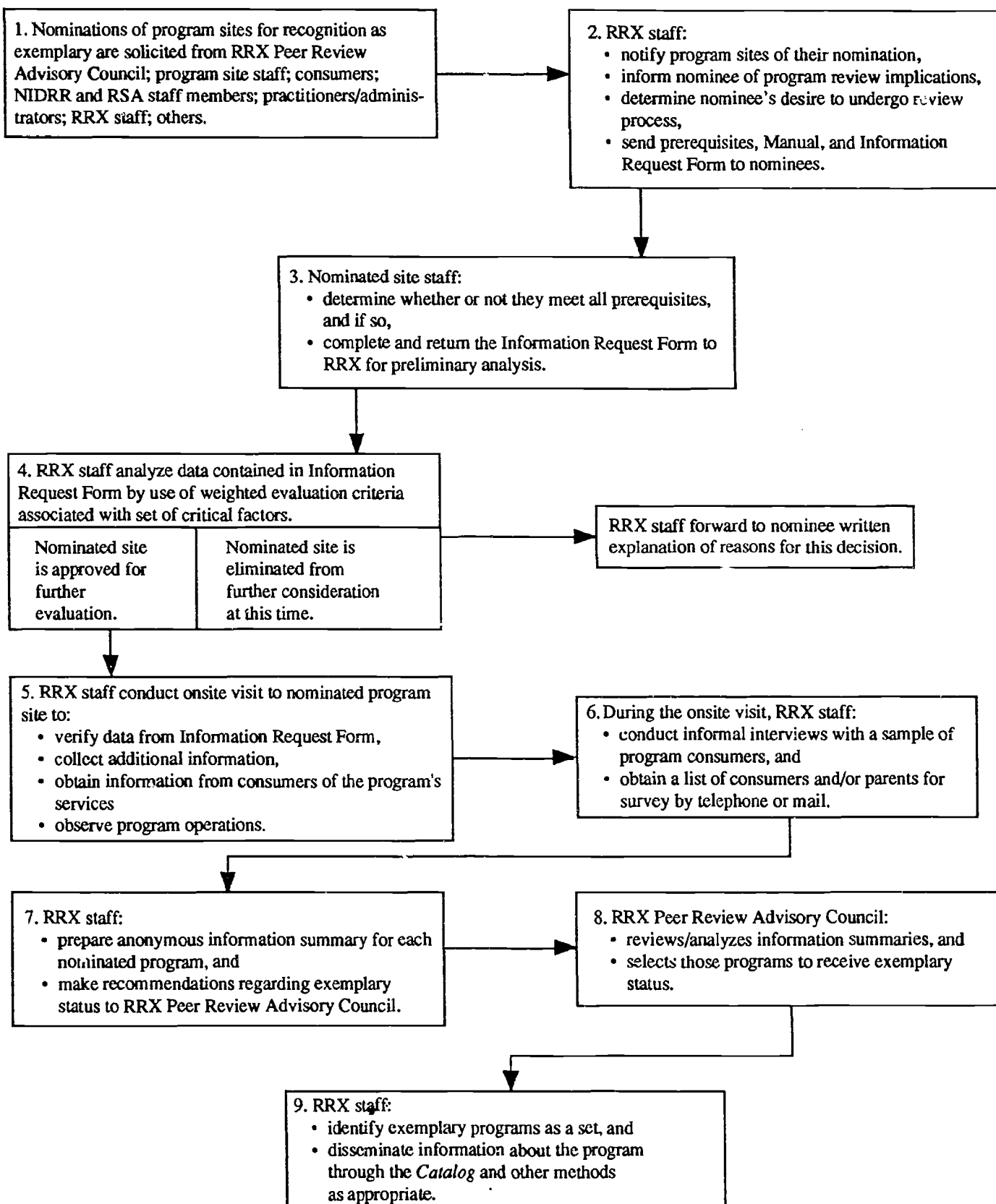
In reviewing each program, RRX staff analyze specific characteristics to determine the extent to which the nominee provides descriptive information addressing each critical factor.

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 disability service issues. There may be a number of in-region programs

RRX REVIEW PROCESS



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.

Implications of Exemplary Program Designation

Benefits of designation as an exemplary program are frequently derived from the recognition 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 disability service community often enhances the local community opinion of the exemplary program.

To increase awareness of identified exemplary programs and to encourage their adoption or adaptation by other service organizations, the RRX annually publishes and disseminates the *Catalog of Exemplary Programs*, which contains detailed descriptions of all programs identified by the RRX Peer Review Advisory Council. Copies of the *Catalog* can be obtained by contacting the RRX.

All programs 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 scheduled meetings/conferences
- share exemplary program model-related information with interested 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 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, 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.

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 components of exemplary programs.

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EXEMPLARY PROGRAMS

INDEPENDENT LIVING SERVICES

Dallas Lighthouse for the Blind, Inc.
Rehabilitation Services Program

New Mexico Commission for the Blind
Newsline for the Blind

Progressive Independence
Living Skills Services

REACH Independent Living Center
Living Skills Services; Community Integration Services

San Antonio Independent Living Services
Community Integration Services

Volunteers of America
Housing Services

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Regional Rehabilitation Exchange



June, 1991

INDEPENDENT LIVING SERVICES

Dallas Lighthouse for the Blind, Inc.

PROGRAM GOAL

To promote independent living for adults with blindness or visual impairments through the provision of services aimed toward support and advocacy.

ORGANIZATIONAL PROFILE

CONTACT PERSON

Mr. Kerry L. Goodwin
Vice President
Rehabilitation Services Program
Dallas Lighthouse for the Blind, Inc.
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CONSUMER POPULATIONS SERVED

Blindness/Visual Impairment
Visual Impairment with multiple disabilities
Blindness/Visual Impairment/Hearing Impairment

The Rehabilitation Services Program is a part of the Dallas Lighthouse for the Blind, Inc., a large organization serving people with blindness and visual impairments in the greater Dallas area and 11 surrounding counties. The organization occupies several large buildings located on 3 1/4 acres of property near the downtown section of the city. A wide range of vocational services are provided by Dallas Lighthouse for the Blind, Inc.

The governing board of the organization consists of 44 members; three of these are people with blindness or visual impairments. The Lighthouse employs 216 people; of this number, 140 are people with disabilities. Consumers have the opportunity to provide input into the organization through membership on its board of directors and the Consumer Coordinating Committee. Various management meetings are also held in which employees and other consumers can provide input to the upper management and board of directors of the Lighthouse.

During fiscal year 1990, the Dallas Lighthouse for the Blind, Inc. provided services to 953 persons, 436 of whom would be classified as elderly (i.e., over 55 years of age) and 45 of whom would be classified as school-age (i.e., from 18 to 22 years of age).

PROGRAM COMPONENT DESCRIPTIONS/OUTCOMES

TRANSPORTATION/MOBILITY SERVICES

(for the period October 1989 - September 1990)

In the area of Transportation/Mobility Services, the program has provided the following types of services:

- information and referral regarding personal transportation needs -- 109 contacts total;
- sensitivity training has been offered two times per year to public transportation staff (taxi drivers and bus drivers in the Dallas public mass transit system), regarding the special transportation needs of people with blindness or visual impairment;
- advocacy has been provided by organizational staff and/or consumers in the operations of the local transportation authority, resulting in the purchase of specialized equipment to improve accessibility of public mass transit vehicles;
- specialized training has been provided to 109 consumers in the areas of orientation skills, skills in using community-specific public transportation systems, and skills in using inter-community transportation systems; consumers are functionally assessed on a one-to-one basis in natural transportation/mobility settings, an Individualized Program Plan (IPP) is developed, and services are provided in appropriate settings in which the skills will be needed, based upon an individual's specific needs; specific types of skills that have been taught have related to bus travel, commuter travel, mobility within the home, and orientation to one's environment, using standard or individualized training curricula, as appropriate; and
- progress in accomplishing goals identified in IPPs has been documented in progress notes, after assessments are made following training.

LIVING SKILLS SERVICES

(for the period October 1989 - September 1990)

- information and referral regarding independent living skills services, including referrals to qualified attendants -- 436 contacts total;
- approximately 350 accessibility/modification assessments and actual modifications for the home environment have been provided, including modifications to home appliances, lighting, communication, and home safety;
- specialized training in adaptive daily living skills has been provided to 250 consumers, in addition to members of their families and support persons (especially in the case of older blind individuals);

this training is provided, on a one-to-one basis, and in the appropriate community contexts in which the skills will be applied;

- unique communication services have been provided to 436 consumers; the services have included large print, braille, or audiotape, in either English or Spanish; agreements have also been negotiated with other community service providers for interpreters, as needed;
- adaptive equipment/devices have been provided to those consumers needing them; examples include canes, writing templates, slate and stylus, telephones, watches, and various cooking devices;
- specialized training has been provided to 833 consumers in the areas of dressing skills, communication skills, personal hygiene skills, leisure time orientation/management skills, problem solving skills, and various areas requiring adaptations relating to vision loss; all training is individually prescribed, based upon the results of consumer skill assessments, and generally using adaptations to a standard instructional curriculum; and
- progress in accomplishing goals identified in IPPs has been documented in progress notes, after assessments are made following training.

COUNSELING SERVICES

(for the period October 1989 - September 1990)

- information and referral related to peer counseling -- 104 contacts;
 - counseling of one or more of the following types has been provided to 244 persons:
 - peer support counseling,
 - personal/social adjustment counseling,
 - counseling with family or other support group,
 - sexuality counseling/training,
 - alcohol/drug abuse counseling, or
 - individual self-advocacy/assertiveness skills counseling;
- these counseling services have been provided by members of program staff including the Director of Rehabilitation, Social Workers, Support Group Facilitators, or peer counselors; consumers are screened through an interview with a staff member to determine specific counseling needs before formal counseling sessions are started; individual counseling outcomes are documented in consumer case files;
- members of the counseling staff have been

trained through attendance at inservice meetings and workshops, and by formal education; counseling is offered in peer support, individual, and group formats and is available on a regular/ongoing, as well as an emergency/on-call basis;

- a five-month, intensive peer counselor training course has been offered once per year (October-January) for a maximum of 10 persons; applications for peer counselors are requested and interviews are conducted, with peer counselor trainees being selected on the basis of two sources of information; trainees must be totally independent (i.e., in terms of monetary support or transportation) in order to participate in the training, as no assistance of this type is provided during the training period; existing peer counselors conduct the training sessions, with coordination by the Rehabilitation Director; after graduation from the peer counselor training course, graduates are supervised initially to assess their ability to function appropriately in the role, and support is offered whenever it is needed.

COMMUNITY INTEGRATION SERVICES

(for the period October 1989 - September 1990)

- information and referral regarding community integration services -- 678 contacts;

- a total of 354 participants have been involved in a wide range of community activities and events;
- legislative advocacy has been addressed by using a variety of guest speakers dealing with such issues as voting rights and the Americans with Disabilities Act; individual advocacy has been provided by members of the program staff in such areas as education, housing, health care, transportation, community integration, and employment;
- recreational and social programming has been offered on 78 separate occasions, some of which have been completely community-integrated and some of which have been specialized for people who are blind/visually impaired; these events have included instructional classes, fitness classes, and social activities;
- specialized training has been provided to 678 consumers in the areas of socialization skills, skills in managing personal finances, and consumer skills, according to goals identified in Individual Program Plans; initial assessments are provided to indicate areas in which skills improvement would be appropriate or desired, and assessments after training are conducted to register progress toward individual goals.

COSTS

Annual program costs for providing services in the four service area categories described previously are as follows:

TRANSPORTATION/MOBILITY SERVICES

<i>Category</i>	<i>Amount</i>
Personnel	\$ 25,750
Space	2,670
Equipment	355
Materials	580
Transportation	2,500
<u>Audit</u>	<u>150</u>
TOTAL	\$ 32,005

LIVING SKILLS SERVICES

<i>Category</i>	<i>Amount</i>
Personnel	\$ 22,500
Space	2,670
Equipment	355
Materials	580
Transportation	2,500
<u>Audit</u>	<u>150</u>
TOTAL	\$ 28,755

COUNSELING SERVICES

<i>Category</i>	<i>Amount</i>
Personnel	\$ 30,578
Space	2,670
Equipment	355
Materials	580
Transportation	2,500
<u>Audit</u>	<u>150</u>
TOTAL	\$ 36,833

COMMUNITY INTEGRATION SERVICES

<i>Category</i>	<i>Amount</i>
Personnel	\$ 25,148
Space	3,764
Equipment	1,500
Materials	300
Transportation	1,150
<u>Audit</u>	<u>150</u>
TOTAL	\$ 32,012

STAFF

The staff of the Rehabilitation Services Program for the four service area categories previously discussed are as follows:

Job Title	Number	% Time	Job Roles
<i>Transportability/Mobility</i>			
Social Worker	2	10	I & R; direct transportation services; advocacy
Social Work Assistant	1	20	I & R; direct transportation services; advocacy
Rehabilitation Instructor	1	10	Training; advocacy
Rehabilitation Aide	1	55	Transportation services
O & M Teacher	1	30	Orientation & Mobility training
<i>Living Skills</i>			
Social Worker	2	20	I & R; direct living skills services; advocacy
Rehabilitation Instructor	1	60	Direct instruction; adaptations; advocacy
Social Work Assistant	1	20	I & R; direct services; advocacy
Support Group Supervisor	1	20	Training; counseling
Peer Counselor	28	vol.	Peer counseling; instruction
<i>Counseling</i>			
Social Worker	2	40	I & R; direct counseling services
Rehabilitation Instructor	1	15	Rehabilitation counseling
Director of Rehab. Services	1	10	Personal adjustment counseling
Peer Counselor	28	vol.	Peer counseling
Placement Supervisor	1	30	Employment counseling
Support Group Supervisor	1	80	Adjustment counseling
<i>Community Integration</i>			
Social Worker	2	5	I & R; advocacy
Volunteer Coordinator	1	40	Advocacy; coordination of volunteers for assistance
Recreation Supervisor	1	90	Activity planning and implementation; advocacy
Rehabilitation Instructor	1	10	Consultation assistance in activity implementation; adaptive techniques

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
 Regional Rehabilitation Exchange
 211 East 7th Street
 Austin, Texas 78701-3281
 (512) 476-6861 (Voice/TDD)

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Regional Rehabilitation Exchange



August, 1992

INDEPENDENT LIVING SERVICES

NEWSLINE for the Blind



CONTACT PERSON

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Program Director
NEWSLINE for the Blind
New Mexico Commission for the Blind
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Albuquerque, New Mexico 87106-4297
(505) 841-8863

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Blindness
Visual Impairment

ORGANIZATIONAL MISSION

To provide a variety of services that encourage or enable people with blindness or visual impairment to be fully participating, contributing members of society by achieving vocational, economic, and social equality. These services are designed to assist people with blindness or visual impairment to recover their self-confidence and abilities and to maintain or regain their role in the community as working, tax-paying, and contributing citizens.

ORGANIZATIONAL PROFILE

The New Mexico Commission for the Blind, the parent organization of NEWSLINE for the Blind, offers the following programs and services by which people with blindness or visual impairment may regain a productive role in society:

- Vocational Rehabilitation
- Rehabilitation Teaching
- Summer Training and Employment Program
- Rehabilitation Engineering Services
- Supported Employment
- Emergency Medical Eye Care
- Low Vision Clinic
- Business Enterprise Program
- Industries for the Blind
- Independent Living
- Orientation Center

The Commission operates from a philosophical base that has grown out of the experience of people with blindness who individually and collectively have sought to change the conditions of their lives. The agency believes that blindness, in and of itself, does not prevent people with blindness from leading productive lives, and that blind persons, like sighted persons, have varying abilities and interests. It is the Commission's function to provide encouragement, stimulation, training in the skills of blindness, vocational training, job counseling, and assistance with job placement.

The New Mexico Commission for the Blind currently has 100 staff members, of which 66 are people with disabilities. It is governed by a three-member board appointed by the governor, of which two are people with disabilities; in addition, the director and deputy

director of the agency are blind. A number of consumer advisory boards provide a method of consumer input into the functioning of the agency. During fiscal year 1991, a total of 1924 consumers received services from the Commission.

PROGRAM DESCRIPTION AND OUTCOMES

**COMMUNITY INTEGRATION SERVICES
(for the period October 1991 - July 1992)**

In the area of Community Integration Services, the New Mexico Commission for the Blind offers a free-of-charge dial-in newspaper service that enables people with blindness or visual impairment, physical disability, or print impairments, or those who are elderly, to increase their level of community integration by using and enjoying several daily newspapers 24 hours a day, seven days a week. Using a touch-tone telephone (or with an adaptation, a rotary telephone) and a toll-free telephone number, listeners from across the state of New Mexico have access to news information presented in several newspapers, whenever and wherever they want it. Newspapers include *Albuquerque Journal*, *The Albuquerque Tribune*, *El Hispano News*, *Wall Street Journal*, and the daily newspaper of The University of New Mexico. Begun in August 1990, NEWSLINE for the Blind was the third program of its type in the nation; it currently has over 600 subscribers statewide.

By using the buttons on their telephone dial pad, listeners can control the services of the program, a computer-based system that permits access to recorded stories read by a group of volunteers, whose voices are then digitized and stored on the computer's hard disk for playback to callers. By noon every day, morning newspapers have been updated and are available for access; afternoon papers are available later in the day and are used to augment the information already contained in the morning edition recorded earlier. The reading is done by members of a group of over 200 volunteers who read and have their voices recorded in two-hour shifts scheduled to begin early in the morning.

Volunteers read either at the Commission offices, in specially built and equipped soundproof booths, or they call in from their homes and record their voices into the computer via the telephone. Volunteer readers apply to the program and are carefully screened for reading accuracy and appropriateness before being accepted as members of the active volunteer reader group. After being accepted as readers, they are trained in

using the recording equipment and they indicate their preferences for reading schedules and specific news categories.

Callers are allowed access to the system by entering individual identification and security code numbers that have been assigned to eligible persons who have applied to the Commission to receive the service. By using the buttons on their own telephones, callers control the service by first choosing a category of a newspaper, comprised of the following options:

- local news
- national news
- world news
- sports
- business news
- TV Guide
- movie listings
- features
- travel
- comics
- how-to information
- food & recipes
- weekly business outlook
- area events & happenings
- health, science, & medicine
- editorials & letters to the editor
- advice and information columnists
- state news
- obituaries
- grocery ads
- department store ads
- drug & sundry ads
- front page headlines
- Sunday news magazines
- entertainment news
- weather
- horoscopes
- legal notices
- music & books
- community bulletin board
- classified ads

After entering a two-digit news category number, the listener immediately hears the first story in that category; the listener can also jump ahead to the next story or column, start it over again, move forward or backward in 10-second increments, or exit the category and choose another. Listeners can sample and browse the newspaper in the same way as sighted people may do. Instructions provided to listeners to acquaint them with using the service are available in large print, braille, and audio cassette forms.

Beginning in July 1992, the service was expanded to include the following new or improved features:

- **speed control** - enables the listener to vary playback speed to accommodate transcription of information

- **sleep control** - automatically disconnects the service, once a news article is concluded, if there is no additional activity for 5 minutes
- **pause control** - allows a 3-5 minute pause in reading, after which the service disconnects if no additional activity is initiated
- **Information compression** - standardizes reading speed and flow across readers
- **Incoming lines** - increases the number of toll-free telephone lines into the service from 8 to 24
- **remote reading expansions** - permits using local community readers as the level of local newspaper coverage increases
- **print scanner** - permits large amounts of printed material, such as classified ads, to be scanned into the system, using an optiscanner; can also serve as a back-up information input system if not enough volunteer readers are available

Month	# Calls/Daily Avg.	# Hrs./Daily Avg.
Dec. '91	1,790 / 57	408 / 13
Jan. '92	1,487 / 48	336 / 11
Feb. '92	1,558 / 68	343 / 14
Mar. '92	2,206 / 71	755 / 24
Apr. '92	2,138 / 71	470 / 16
May '92	2,354 / 75	385 / 12
June '92	1,758 / 58	377 / 13
July '92	2,942 / 94	647 / 21

During calendar year 1991, a total of 123 volunteers donated 5,299 hours of reading time for the program, for an average of 43 hours per volunteer. During the first seven months of 1992, the following volunteer statistics were collected:

These enhancements were planned and initiated as a result of program evaluation information and feedback from listeners. Volunteer readers and listeners are polled annually to provide feedback regarding the system and ways of improving it. Listeners are encouraged to provide feedback at any time by contacting the program.

Month	# Volunteers	Total Hours
January	62	444
February	63	415
March	65	470
April	65	437
June	61	388
July	61	432

NEWSLINE staff provided the following statistics on program usage for the last quarter of 1991 and the first seven months of 1992:

Month	# Calls/Daily Avg.	# Hrs./Daily Avg.
Oct. '91	623 / 52	194 / 12
Nov. '91	2,135 / 71	530 / 18

COSTS

Annual program costs for operating NEWSLINE for the Blind are provided below:

Category	Dollar Amount
Personnel	\$ 51,000
Benefits	14,700
Equipment	7,900
Supplies	1,900
Printing/postage/training	900
Telephone (800 service)	18,000
Travel (in-state)	600
TOTAL	\$ 95,000

It is important to emphasize that there are no costs to consumers to use this service anywhere within New Mexico.

Start-up costs for a similar program are estimated as follows:

Category	Dollar Amount
Hardware (computer, mass storage, digitizing boards, etc)	\$ 14,500
Software & maintenance	20,500
Installation	2,500
Training	1,500
Hardware maintenance	1,700
Telephone support	2,500
Miscellaneous	1,750
TOTAL	\$ 45,000

STAFF

The following staff members have provided program services during 1991 and 1992:

Job Title	Number	% Time	Job Roles
Director	1	60	Administration; public relations; funding/ legislative liaison; system evaluation/ expansion
Volunteer Coordinator	1	75	Day-to-day program operations; volunteer recruiting, training, and management; system usage monitoring/ reporting

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Regional Rehabilitation Exchange



May, 1990

INDEPENDENT LIVING SERVICES

Progressive Independence



CONTACT PERSON

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Executive Director
Progressive Independence
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Norman, Oklahoma 73071
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ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Visual Impairment
Hearing Impairment
Orthopedic Impairment
Amputation
Mental Health
Mental Retardation
Multiple Disabilities
All Disabilities

ORGANIZATIONAL MISSION

The goal of Progressive Independence is to enhance the quality of life and community participation of all individuals with disabilities.

ORGANIZATIONAL PROFILE

Progressive Independence began in 1981 under the sponsorship of a United Cerebral Palsy agency and with funding from Title VII, Part B. In 1988, it became a separate agency with its own governing board, in keeping with the independent living philosophy of consumer control. The Independent Living Center is located in Norman, a small city at the edge of the greater Oklahoma City metropolitan area. It has recently established a satellite office that operates for a limited number of hours per week in Oklahoma City and hopes to be able to expand its operations there, pending additional funding.

Eleven individuals from the local community serve on the organization's Board of Directors, six of whom are persons with disabilities. Five persons are employed full-time; four of these individuals have severe disabilities. Two persons are employed part-time. Volunteers from the community are used for a variety of project activities; a list of volunteer job descriptions is available for review by interested persons.

Progressive Independence recognizes that its primary commitment must be to the community it serves and that only when the activities of the community become available to persons with all types of disabilities will the agency achieve its goal of complete and total integration for any person with a disability who wishes to be an active community participant. There is an emphasis on consumer involvement in all aspects of service provision and administration of the Independent Living Center. Staff and administration encourage suggestions for organizational improvement and are continually modifying and expanding services to meet the changing needs of consumers. The level of community awareness of disability issues and needs is increased through advocacy efforts and involvement in community activities on the part of organizational staff, board members, and consumers.

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PROGRAM DESCRIPTION

To achieve its objectives, Progressive Independence sponsors two primary activities. First, it provides direct consumer services to individuals with disabilities who seek assistance in learning to adapt to daily living conditions and in exploring their options as human beings who recognize disabling conditions as a part of life's natural processes. Second, it provides a wide range of public education activities, including a quarterly newsletter, program brochures, informational fact sheets, speaking engagements, training seminars, and workshops.

Specific services are provided by Progressive Independence in the following areas:

- Information & Referral;
- Case Management;
- Skills Training;
- Counseling and Advocacy;
- Peer Counseling;
- Personal Care Attendant Screening, Referral, and Management Training;
- Housing and Transportation Referral;
- Social and Recreational Services;
- Deaf Services;
- Outreach Services;
- Equipment Loan Program;
- Volunteers with Disabilities;
- Art programming which provides consumers with art and creative writing skills as well as opportunities for public shows and readings; and
- Community Awareness and Development.

Progressive Independence was instrumental in initiating a community Social Services Coordinating Council whose membership includes other community agencies. The purpose of the Council is to identify community needs not being met and to bring about closer interaction among social service groups in an effort to improve the quality of services available, thereby promoting a high quality of life for all area residents.

Goals for the current year include:

- publication of an accessibility directory;
- organization of a library that can be used by both the general public and researchers;
- computerization of Information & Referral materials; and
- the addition of an Independent Living Skills program in the area of home management.

During a recent 12-month period, Progressive Independence provided Information & Referral services to 1073 persons; of this number, 79 formal consumer intakes resulted. During the same period, Progressive Independence provided direct services to 127 persons and involved a total of 659 consumers in group activities. Of these numbers, 33 persons classified as elderly (i.e., over 55 years of age) received I & R services and 7 received direct services. A total of 15 persons classified as school-age (i.e., 10-22 years of age) received I & R services and 9 received direct services.

In the area of Independent Living Skills, individually tailored counseling and training are provided to consumers to assist them in acquiring or improving those skills necessary for independent living. After development of an Independent Living Plan (ILP), consumers are offered training in the areas needed, which may include home management skills, equipment maintenance, job seeking skills, or various daily living skills. Special independent living skills training is also available for persons who are blind or visually impaired or who are deaf or hearing impaired.

Overall program objectives are to:

1. Provide a skills assessment to determine an individual's level of independence.
2. Assist an individual in assessing goals and objectives, with respect to independent living skills development.
3. Implement independent living skills training and utilize available community resources, if applicable.
4. Provide follow-up services as needed.
5. Provide peer support through the use of group independent living skills training classes.

PROGRAM CHARACTERISTICS

LIVING SKILLS SERVICES

(for the period October 1, 1988 - September 30, 1989)

In the area of Living Skills Services, the program provides the following types of services:

- Information and referral regarding independent living skills services:
 - a total of 207 contacts have been documented;
 - 8 contacts were related to accessibility/modification assessments for the home environment;
 - 6 contacts were related to actual modifications to improve home accessibility.
- Specialized training provided to consumers relating to personal care attendant (PCA) management:
 - 11 consumers using PCAs have attended two PCA management work shops and have received individual skills training in specific areas of need;
 - A PCA Employer's support group was established to facilitate advocacy for improved non-technical care and to provide a forum to discuss problems that occur in PCA management;
 - 22 consumers utilized the PCA referral service operated by the project, including attendant orientation and screening;
 - a children's PCA registry was established to provide attendants for children and to offer respite care.
- communication-related services have been provided as follows:
 - interpreting for deaf/hearing impaired persons - 25 activities;
 - taped and brailled workshop materials and newsletters - 12 activities
- an equipment loan program is offered by which consumers can check out specific types of

specialized or adaptive equipment for use on a time-limited basis; types of equipment loaned include:

- TDD;
- alerting devices;
- telecaptor;
- equipment for blind consumers;
- wheelchair;
- telephone handset;
- portable ramp; and
- reacher.

The project loans equipment and develops resources to supply the item on a permanent basis.

The project also developed a Reacher Program to provide reachers for consumers who could not afford to buy them; fifty reachers were purchased with monies raised for this purpose.

PCA Management Training is provided by the Independent Living Coordinator. During the 12-month period noted previously, 11 persons, ranging in age from 21-47 years, have received training in both group and individual settings. Areas included in the standardized training curriculum include:

- tax responsibilities,
- interviewing and hiring assistants,
- writing job descriptions,
- developing contracts and payment schedules,
- developing assertiveness, and
- managing problems.

A monthly Employer's Support Group reinforces issues and information covered in the training, in addition to providing peer support, assistance in management issues, and advocacy.

Before beginning training, the consumer completes an independent living assessment and the Independent Living Coordinator completes a skills assessment. An ILP is developed with input from the consumer, and staff develop monthly progress reports and review them regularly.

COSTS

Annual organizational costs by category for providing services in the area of Living Skills Services are as follows:

Category	Amount
Personnel	\$16,655
Space	468
Materials	700
Equipment (including equipment loan program)	1,886
Transportation	50
Miscellaneous (utilities, telephone, PR)	333
TOTAL	\$20,102

STAFF

The staff of Progressive Independence include:

Service Area	Job Title	% Time	Job Roles
Administration	Executive Director	100	Administration; long range goal planning; fiscal development; direct service
Administration	Program Director	100	Personnel management; public relations; direct service
Administration	Project Coordinator	50	Coordination of Employment Training/Placement Program
Administration	Office Manager	100	Office management
Administration	Sec'y/Receptionist	50	General office
IL Skills	IL Coordinator I	100	Skills training; counseling; housing; accessibility/advocacy
IL Skills	IL Coordinator II	100	PCA Management Training/Counseling; PCA registry; counseling; transportation

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



August, 1992

INDEPENDENT LIVING SERVICES

REACH Independent Living Center



CONTACT PERSON

Ms. Charlotte A. Stewart
Executive Director
REACH Independent Living Center
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(817) 870-9082

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Visual Disability
Amputation
Orthopedic Disability
Mental Retardation
Paralysis
Neurological Disability
Cerebral Palsy
Hearing Disability
Other Disability

ORGANIZATIONAL MISSION

The mission of REACH Independent Living Center is to enable people with disabilities to increase their self-determination and to minimize unnecessary dependence on others through the provision of a wide range of independent living services. These services include information and referral, peer counseling, independent living skills training, offering loaner medical equipment and adaptive aids/devices, accessibility consultations, professional counseling, individual and systems advocacy, social/recreational activities, and computer information, assistance, and training.

ORGANIZATIONAL PROFILE

REACH Independent Living Center, established in 1988, is a consumer organization funded by the Texas Rehabilitation Commission and operated by and for people with disabilities living in Tarrant County and the greater Ft. Worth metropolitan area. The governing board of the organization consists of 21 people, 16 of whom are people with disabilities. REACH directly employs 5 staff members, 4 of whom are people with disabilities. Consumers provide input into the organization through participation on its governing board, consumer advocacy committees, and responses to questionnaires after attendance at any organization-sponsored events.

At the end of the 1991 fiscal year (September 1991), REACH Independent Living Center had 74 active consumer cases open, of which 18 would be classified as elderly (i.e., over 55 years of age) and 10 would be classified as school-age (i.e., 10-22 years of age).

PROGRAM COMPONENT DESCRIPTIONS/OUTCOMES

**LIVING SKILLS SERVICES
(for the period September 1990 - August 1991)**

In the area of Living Skills Services, the REACH Independent Living Center has provided the following types of services:

- responses to 53 consumer requests regarding the need for a ramp at home; questions were answered regarding the consumer requests, site visits were scheduled in many cases, and photographs were taken of problem steps; 19 ramps were built at consumers' homes when no other resources were available to purchase this service;
 - communications services in the form of interpreters for consumers with hearing impairments were provided on several occasions to permit the consumers to participate in the events; braille/large print copies of bi-monthly organizational newsletters were mailed to consumers who requested them, in addition to similar versions of agency brochures;
 - adaptive equipment/devices have been provided to consumers upon request, including daily living aids such as grab bars, reachers, and stocking/sock aids; in addition, computer systems and software programs for meeting specific consumer requests were provided;
 - specialized training has been provided to a total of 453 consumers (duplicated number) in the areas of communication skills, problem solving skills, self-esteem, employment options, self-advocacy, goal setting, empowerment, and financial/money management; training has been provided in small group sessions held in-house, at schools, and at other community agencies; progress on consumer-specific goals and objectives, as documented in consumer Independent Living Plans (ILPs) is documented following training;
- during the 1991-92 school year, Independent Living Center staff worked with students with disabilities in five middle/secondary schools, spending an average of one hour per week per school; staff worked closely with special education teachers, focusing on pre-vocational issues, money management/budgeting, and socialization skills training;
 - two Day Camps have been offered to students with disabilities, one during spring break and one during the summer, during which guest speakers have been scheduled to hold discussions concerning such topics as advocacy and empowerment, transition, and adjustment to disability.

**COMMUNITY INTEGRATION SERVICES
(for the period September 1990 - August 1991)**

In the area of Community Integration Services, REACH Independent Living Center has provided the following types of services:

- a yearly Access Fair has been offered as a way of educating consumers, families, and members of the community to the needs of people with disabilities; during the October 1991 Access Fair, concurrent workshops were offered relating to the Americans with Disabilities Act, recreation, self-advocacy, eating healthy, and exercise; exhibitions and vendors offering products and services tailored to people with disabilities were also offered to approximately 350 participants;
- specialized training has been provided to 453 consumers (duplicated number) in the areas of socialization skills, skills in managing personal finances, and daily living skills; progress on consumer-specific goals and objectives, as documented in consumer Independent Living Plans (ILPs) is documented following training;

- *REACH News*, the organization newsletter, was mailed to more than 2000 consumers on a bi-monthly basis; it was named the 1991 newsletter of the year by the Coalition of Texans with Disabilities, a statewide consumer advocacy group;
- the Independent Living Center has served as a key resource for consumers across Tarrant County by being active in the county-wide network of service providers to people representing a wide range of disabilities;
- as a part of a series of field trips offered throughout the year, an annual Christmas shopping trip was planned and implemented completely by consumers, with the assistance of organization staff;
- as a result of an advocacy workshop offered by the Independent Living Center, the consumer advocacy group ADANT (Association of Disability Advocates of North Texas) was formed; with a current membership of approximately 200 people, ADANT was established by a group of interested consumers, with REACH facilitating its formation and providing information of interest to consumers; and
- the operation of C-CAD, Center for Computer Assistance to the Disabled, a project whose goals are:
 - (1) to enhance the quality of life and employment opportunities of people with disabilities through the use of modified personal computers, adaptive devices, and custom software;
 - (2) to collect, catalog, and provide information about products, techniques, and modifications proven to be cost-effective in reducing barriers to self-sufficiency, through maintenance of an electronic bulletin board, dissemination of a quarterly newsletter, coordination of a user support group, and provision of training and technical assistance to consumers and employers; and
 - (3) to encourage the establishment of a network of service and information providers which will extend the project's reach to people with disabilities in other communities.

COSTS

Annual program costs for providing services in the two service area categories described previously are as follows:

LIVING SKILLS SERVICES

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 13,000
Space	900
Materials	50
Transportation	300
TOTAL	\$ 14,250

COMMUNITY INTEGRATION SERVICES

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 14,000
Space	1,200
Materials	300
Transportation	500
TOTAL	\$ 16,000



STAFF

REACH Independent Living Center staff for each of the two service area categories previously discussed includes:

<i>Service Area</i>	<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Living Skills	Counseling/ Training Coordinator	1	50	Conduct and/or coordinate quarterly forums, classes, and one-on-one training sessions; handle public relations; keep records; conduct Day Camp sessions in spring and summer
Community Integration	Outreach/Advocacy Coordinator	1	50	Network with community organizations; provide ADA training and consultation/technical assistance; provide advocacy assistance; provide peer counseling when needed; keep records

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



May, 1991

INDEPENDENT LIVING SERVICES

San Antonio Independent Living Services (SAILS)

PROGRAM GOAL

The goal of San Antonio Independent Living Services (SAILS) is to advocate for the rights and empowerment of people with disabilities and to provide access to those services that assist them to increase their self-determination and independence, through programs that are directed, developed, and delivered by people with disabilities.

ORGANIZATIONAL PROFILE

San Antonio Independent Living Services was begun in 1981 by a cross-disability consumer group, San Antonio Citizens Concerned About Handicapism. SAILS was established as a not-for-profit entity "for conducting programs and promoting opportunities for independent living for persons with disabilities" through Title VII, Part B (Rehabilitation Act of 1973) funding. SAILS is governed by an 18-member board of directors, 11 of whom are people with disabilities and 4 of whom have children with disabilities. The organization employs 14 people (10 full-time and 4 part-time), of which 11 are people with disabilities, representing deafness, blindness, mental illness, and mobility impairment. In addition, SAILS has five VISTA volunteers, all of whom are people with disabilities, who assist regular organization staff to provide needed and desired consumer services.

Consumers provide direction to the organization: by making nominations for its board of directors; by serving on the Consumer Advisory Committee; by providing input on organizational goals and services; through individual consumer consultations, surveys, and feedback forms enclosed in agency newsletters; and through feedback offered on an instrument sent to all consumers whose cases are closed, with telephone follow-up to ensure a minimum response rate of 40 percent.

For the period October 1990 through March 1991, SAILS provided services to 478 people; 30 percent of these consumers would be classified as elderly (i.e.,

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CONSUMER POPULATIONS SERVED

Orthopedic
Neurological
Mental Illness
Mental Retardation
Deafness/Hearing Impairment
Blindness/Visual Impairment

55 years of age or over) and 7 percent would be classified as school-age (i.e., 10-22 years of age). Of these consumers, 46 percent were Hispanic, 43 percent were Anglo, 9 percent were African-American, and 2 percent were Asian-American; approximately half were male and half were female. Over this period, 1,278 Information & Referral transactions were documented by staff members.

Organization service goals for 1991-93, as approved by its board of directors, can be summarized as follows:

- (1) to regularly assess and use its resources to respond to the unmet needs of persons with disabilities within the city of San Antonio and Bexar County, regardless of their age, race, sex, disability, or national origin;

- (2) to offer a comprehensive array of independent living services in an environment and manner that treats each consumer with dignity, equality, and individuality, and that produces results that will have an overall positive effect on the consumer, his/her support system, and the community in which he/she lives;
- (3) to promote to the general public a positive image of people with disabilities and a deeper understanding of how independent living services can help people with disabilities to strengthen their contributions to and active involvement in society; and
- (4) to provide opportunities for all SAILS staff to develop and perfect their employment skills and achieve their highest potential of professional growth.

PROGRAM COMPONENT DESCRIPTIONS/OUTCOMES

When a consumer makes a request for information or assistance, SAILS staff will answer it as quickly as possible by providing the necessary information and/or making a referral. If a service is requested, a consumer contact form is completed, along with a brief description of the consumer and the service being sought. Depending upon the nature of the request, it is initially documented as an information and referral request until the consumer is assigned to a specific SAILS counselor and the counselor takes over the case.

A consumer intake interview is then scheduled, in which a comprehensive overview of all agency services is offered and an Independent Living Plan (ILP) is developed in a holistic manner, with input from organization staff and the consumer. Consumer rights and responsibilities, as well as those of staff, are explained. Consumers are requested to maintain regular and ongoing contact with SAILS staff in order to assess progress toward ILP goals.

LIVING SKILLS SERVICES

(for the period October 1, 1989 - September 30, 1990)

In the area of Living Skills, SAILS has provided the following types of services:

- assistance to 170 consumers in obtaining funding for adaptive equipment/devices through the Texas Rehabilitation Commission; this

request for funding requires medical information as verification, which is obtained and compiled by SAILS staff; and

- maintaining an adaptive equipment loan library, from which 70 consumers borrowed equipment and used it for up to 30 days to determine its appropriateness and usefulness, before purchasing it themselves or making a request of the Texas Rehabilitation Commission for purchase.

The above services are under the supervision of the Assistive Devices Coordinator, who also serves as Information and Referral Coordinator. In addition, specialized training has been provided to consumers in the following skills areas:

- communication skills (10 consumers),
- personal hygiene skills (5 consumers),
- attendant care management for activities of daily living (8 consumers),
- leisure time orientation/management skills (40 consumers),
- problem solving skills (5 consumers),
- wheelchair maintenance and repair (10 consumers), and
- parenting (10 consumers).

These training activities are generally provided by consumers themselves and are coordinated by the Independent Living Skills Coordinator, using outside resource speakers, as appropriate. The training may be offered to individual consumers in their homes, or to groups of consumers at SAILS or at other community locations.

COMMUNITY INTEGRATION SERVICES

(for the period October 1, 1989 - September 30, 1990)

In the area of Community Integration, SAILS has provided the following types of services:

- individual advocacy has been offered to address individual rights and benefits (including Social Security), to increase community awareness of disabilities, and to help consumers to advocate for themselves;
- community advocacy has been provided through the sponsorship of a candidates' forum involving candidates for public office including governor, lt. governor, state senators, state representatives, and local district attorney; this candidates' forum, the focus of which was on disabilities issues and legislation, was attended by 125 individuals and 6 panelists;
- community advocacy has been offered through the sponsorship of a second candidates' forum involving candidates for mayor of San Antonio, city council members, and county commissioner; this candidates' forum was attended by 75 individuals and 6 panelists;
- community advocacy has also been provided in the area of public mass transportation for the city of San Antonio and resulted in a reversal of the board policy for the community mass transit authority regarding the purchase of accessible, lift-equipped buses;
- recreational programming has been provided to 40 consumers and/or family members, during the summer of 1990; and
- services have been coordinated across 224 community agencies to provide needed/desired services for consumers and to offer disability awareness training.

For the period October 1990 - March 1991, SAILS has dedicated the following amount of staff time to each of the community activities as noted below:

<i>Community Activity</i>	<i>Hours</i>
systems advocacy	186.5
technical assistance	187.4
public information	81.9
training and workshops	161.1
outreach	136.2
resource development	177.7
individual advocacy	40.0
total community activities	970.8
information & referral	244.5
TOTAL	1,215.3

For the same period, SAILS has developed options for consumers in a number of areas, as follows:

<i>Community Options</i>	<i>Number</i>
housing	22
transportation	20
personal care	24
education	256
employment	111
communication	19
reductions of barriers	64
recreation	23
community involvement	96
physical and mental health care	34
other	45
TOTAL	715

COSTS

Fiscal Year 1990 program costs for providing services in the two validated program components are as follows:

LIVING SKILLS SERVICES		COMMUNITY INTEGRATION SERVICES	
<i>Category</i>	<i>Dollar Amount</i>	<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 26,600	Personnel	\$ 20,900
Space	3,600	Space	2,400
Materials	750	Materials	500
Transportation	1,500	Transportation	1,000
TOTAL	\$ 32,450	TOTAL	\$ 24,800

STAFF

SAILS staff involved in providing services in the two validated independent living program components are as follows:

<i>Service Area</i>	<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Living Skills	IL Skills Coordinator	1	100	Designs and implements curricula; schedules speakers and teaches living skills classes; maintains all documentation
	Assistive Devices Coordinator	1	50	Serves as liaison to TRC IL Counselor who comes to SAILS twice monthly; coordinates inventory and lending for equipment loan library; maintains all documentation
Community Integration	Advocacy Coordinator	1	100	Pursues awareness and advocacy efforts with consumers and community; maintains all documentation

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
 Regional Rehabilitation Exchange
 211 East 7th Street
 Austin, Texas 78701-3281
 (512) 476-6861 (Voice/TDD)

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Regional Rehabilitation Exchange



June, 1990

INDEPENDENT LIVING SERVICES

Volunteers of America

ORGANIZATIONAL MISSION

To assist individuals with disabilities, by providing appropriate support and training, to live in the community rather than in a more restrictive setting and to emphasize a person's real and potential abilities, not disabilities, in efforts to improve individual quality of life.

ORGANIZATIONAL PROFILE

The Independent Living Program of Volunteers of America, located in the greater New Orleans metropolitan area, began in 1979 and was the first Independent Living Program funded in Louisiana. It began with funding from the Louisiana Developmental Disabilities Council and has grown and expanded since that time. It is currently funded by the Louisiana Office of Mental Retardation and the Office of Mental Health. At present, the project supports 54 people in cluster residential sites and 36 people in scattered residential sites. All these persons are developmentally disabled, most with secondary disabilities as well.

Cluster residential sites are available for both adults and children; scattered residential sites in several different locations around the city, are available for adults. Two persons receiving services would be classified as elderly (i.e., over 55 years of age) and four persons would be classified as school-age (i.e., 10-22 years of age).

Three persons serve on Volunteers of America's governing board; none are persons with disabilities. Eight persons are presently employed by Volunteers of America; one is a person with a disability.

CONTACT PERSON

Mr. Desmond O'Connor
Program Coordinator
Independent Living Program
Volunteers of America
3900 North Causeway Blvd., #752
Metairie, Louisiana 70002-7201
(504) 836-6225

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Mental Retardation
(with secondary disabilities)
(measured IQ range 40-70)

PROGRAM DESCRIPTION

It is the belief of Volunteers of America that, regardless of an individual's disability, the following definition of independent living should be applied and worked toward:

"control over one's life based on the choice of acceptable options that minimize reliance on others in making decisions, and in performing everyday activities. This includes managing one's affairs, participating in the day-to-day life of the community, fulfilling a range of social roles, and making decisions that tend to self-determination and minimize physical and psychological dependence on others."

- learning
- mobility
- self-direction
- capacity for independent living
- economic self-sufficiency

When a consumer enters the program, an Independent Living Plan (ILP) is produced with input from the program coordinator, counselor, the consumer, and another consumer-chosen representative, if desired. The plan is structured to cover objectives across the four major components of activities offered by the agency:

- domestic,
- vocational,
- recreational, or
- community.

Consumers are referred to the Independent Living Program from group homes, institutions, state agencies serving persons with developmental disabilities, and from their families and by self-referral. Applicants typically have disabilities that affect their functioning in three or more of the following areas of major life activity:

- self-care
- receptive and expressive language

In monthly meetings thereafter, progress in meeting ILP objectives is assessed, and individual objectives can be modified as appropriate. It is usually the case that no more than three objectives are addressed at any one time. The general goal for all consumers is to have all individual objectives met within a three-year period, after which time consumers are placed in follow-along status.

HOUSING SERVICES

The Independent Living Program of Volunteers of America has been designated as exemplary in regard to the services it provides in the category of Housing Services.

HOUSING SERVICES

(for the period July 1, 1988 - June 30, 1989)

In the area of Housing Services, the program provides the following types of services:

- Information and referral regarding affordable, accessible housing, for which a total of 25 contacts were documented, with 10 related to assistance in arranging for financial assistance in housing.
- The types of housing alternatives developed for individuals by the program include:

- two persons sharing a 2-bedroom apartment in clusters of apartments leased by the program, or
- living alone or sharing an apartment, leasing in one's own name, outside the cluster.

- Housing has been provided to 54 individuals, in the form of clustered or scattered apartment sites located around the city; each site is a regular apartment complex, with other apartments occupied by persons without disabilities; a program counselor also lives in the apartment complex and is responsible for providing the training to meet ILP objectives in the resident's own apartment.
- Specialized training has been provided to consumers by a Trainer/Counselor in the following skills areas:

- home safety skills,
- home maintenance skills,
- cleaning skills, and
- food planning and preparation skills, nutrition, and food budgeting.

Training in these areas is provided by the on-site live-in counselor. A curriculum for training in these areas exists in the form of task analyses of individual skills on which consumers are trained. Other training curricula have been developed using "lessons" in various skills areas and continue through total skill acquisition. The consumer is started on these lessons at the point of his/her

entering skill level and progresses to the more advanced levels. The ILP written for each consumer is written in behaviorally observable, measurable, time-framed objectives addressing the particular skill being taught. The training materials, methods, and strategies are delineated as part of the plan, including the number of times training occurs each week, for each objective.

- Training has been provided to 50 persons ranging in age from 18-60 years, in the context of their own homes, generally three times per week; of this number, 10 individuals have successfully completed the training, according to the results obtained with a functional assessment instrument also administered before training begins.

COSTS

Annual organizational costs by category for providing services in all service area categories for which services are offered for consumers are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$153,300
Space	32,800
Materials	6,500
Equipment	8,900
Transportation	4,600
Direct Assistance Costs	8,700
TOTAL	\$214,800

STAFF

The staff of the Independent Living Program of Volunteers of America includes:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Program Director	1	100	Fiscal resource development, public relations, future program development and planning
Program Coordinator	1	100	Supervising trainers, daily administration
Secretary	1	100	General office/clerical
Trainer/Counselor	5	100	Designing/implementing training curricula, assisting consumers with daily living skills, maintaining documentation re: consumer progress on ILPs

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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EXEMPLARY PROGRAMS

JOB PLACEMENT SERVICES

Goodwill Industries of New Mexico

Employment Services for Persons with Traumatic Brain Injury

Tulsa Speech and Hearing Association

Projects with Industry

Regional Rehabilitation Exchange



May, 1990

JOB PLACEMENT SERVICES

Goodwill Industries of New Mexico Employment Services for Persons With Traumatic Brain Injury

ORGANIZATIONAL MISSION

To improve the quality of life for persons with disabilities by providing an opportunity to satisfy the basic need to lead constructive, productive lives. This goal is accomplished by facilitating community employment for persons with barriers to employment and by providing employment and training for those persons in transition to competitive community employment.

ORGANIZATIONAL PROFILE

Goodwill Industries of New Mexico is a large, private non-profit, community-based rehabilitation facility located in Albuquerque, the largest metropolitan area in New Mexico. Goodwill Industries of New Mexico serves persons with barriers to employment brought about by their disabilities or disadvantaged status.

During calendar year 1989, Goodwill Industries of New Mexico provided a variety of services to 480 consumers. Of this number, 67 percent were described as being severely disabled according to the definitions of the New Mexico Division of Vocational Rehabilitation and the presence of functional limitations resulting from one or more physiological impairments. Goodwill Industries of New Mexico has been certified by the U.S. Department of Labor to conduct sheltered workshop activities and by the New Mexico Division of Vocational Rehabilitation to provide vocational rehabilitation services.

CONTACT PERSON

Ms. Olga Mosher
Vocational Specialist
Employment Services for Persons
with Traumatic Brain Injury
Goodwill Industries of New Mexico
5000 San Mateo, N.E.
Albuquerque, New Mexico 87109
(505) 821-6401

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Traumatic Brain Injury
All Disabilities

Age Range: 19 - 42 years

Educational Range: 9th grade - college
graduate

ORGANIZATIONAL SERVICES/ACTIVITIES

Psychosocial Services
Work Evaluation
Vocational Development
Vocational Counseling
Occupational Skills Training
Job Placement
On-the-job Training
Supported Employment

PROGRAM DESCRIPTION

Employment Services for Persons with Traumatic Brain Injury was begun in October 1987 as a result of special grant funding from the New Mexico Division of Vocational Rehabilitation. Application for funding to begin the program grew out of a need by individuals with traumatic brain injury for assistance in finding and keeping competitive employment. Since its initiation in 1987, the New Mexico Division of Vocational Rehabilitation has continued to fund the program on an annual renewal basis. When grant funding is no longer available to maintain it, the program will be continued on a fee-for-service basis.

During the past year, the program has expanded into Santa Fe, a nearby city. During 1990, it will provide training to New Vistas Independent Living Center in Las Cruces, New Mexico and the Las Cruces Head Injury Foundation Support Group in the implementation of vocational services for individuals with traumatic brain injury.

Program goals for the current grant year are to:

1. Provide work evaluation and work adjustment services.
2. Develop written placement plans for consumers.
3. Secure sheltered employment if the consumer will require a long period of transition to competitive employment. Some consumers, due to the severity of the head injury, may remain sheltered.
4. Provide job coaching and follow along services for 60 days.
5. Expand the program to serve head-injured consumers in Santa Fe, New Mexico.
6. Provide consultation and training to New Vistas Independent Living Center and Las Cruces Head Injury Foundation Support Group for the implementation of a similar program.

MAJOR ACTIVITIES

Consumers are referred to the Employment Services program from the New Mexico Division of Vocational Rehabilitation and from worker's compensation. When consumers are referred, the following types of evaluation information are generally available for them: medical evaluation; neuropsychological or psychological evaluation; social history; and work history. This information is used to determine program eligibility and starting level for the initial 30-day work evaluation. During this time, participants are requested to attend weekly work readiness and psychological support groups facilitated by two program staff members and a consulting psychologist. This 30-day evaluation period includes:

Work Readiness Group – These sessions are facilitated weekly and include topics such as: writing as a memory technique; completing applications; developing a resume; interviewing skills; conducting mock interviews using a videocamera; identifying resources for employment; networking; maintaining a positive attitude while conducting the job search; grooming; attendance; punctuality; and importance of following instructions and getting along with supervisors and co-workers.

Psychological Support Group – These sessions are facilitated weekly by the program's consulting psychologist. Topics include: communication styles; stress management; problem solving; cognitive skills; coping skills/social skills training; interview anxiety;

depression related to limitations imposed by the head injury; and dealing with head injury sequelae.

Psychological Services (as needed) – Individual sessions with the consulting psychologist are available, to focus on more individual-specific issues that may interfere with job placement or job performance. Psychological services are also offered to the consumer's family to help in developing a better understanding of the individual. Consultations about individual consumers are also available to the program's case managers.

Counseling (as needed) – Each consumer is assigned a case manager, who serves in a counseling capacity throughout all phases of the program. Individual counseling sessions are used to determine the consumer's vocational interests and abilities, to assist with personal and social adjustment, and to assess other consumer needs. Additional needs for assistance may be identified, including substance abuse programs, driving lessons, bus training, transportation, marital counseling, special equipment, or clothing.

Interdisciplinary Team Meeting – At the end of the 30-day evaluation period, an interdisciplinary team meeting is scheduled to review the results of the evaluation, obtain input and feedback from all involved, and develop a written placement plan. Persons who attend the meeting include the

consumer, the consumer's family (if appropriate), the DVR counselor, a representative from the Social Security Administration, the consulting psychologist, the work evaluator, and the consumer's case manager. Possible outcomes of the Interdisciplinary Team Meeting are:

1. **Work Adjustment** – If all involved, including the consumer, decide that the consumer is not yet work-ready, a period of work adjustment is determined, after which time another team meeting is scheduled.
2. **Sheltered Placement** – If all involved, including the consumer, determine that the consumer will need a longer period of transition into the competitive work force, a sheltered placement in Goodwill Industries of New Mexico is recommended, with close monitoring of consumer progress.
3. **Competitive Employment** – After successful completion of the 30-day evaluation period, the consumer can become an active participant in Employment Services for Persons with Traumatic Brain Injury.

The consumer's case manager also serves as the job developer and contacts employers to identify job possibilities appropriate to the interests and abilities of the individual. Employers are educated concerning the benefits of hiring the individual, and job site analyses are conducted by the case manager to ensure consumer safety and determine the neces-

sary skill levels to perform the job. Once an interview is scheduled, the consumer is prepared for it, and the case manager accompanies the consumer to the interview.

When the individual is hired, the case manager also serves as the job coach, learning the job and developing training methods by which the consumer can learn the required tasks and duties. During this time, the consulting psychologist is available to continue individual counseling sessions at the job site, or off the job site, as needed. While job coaching, the case manager also educates the person's employer and co-workers about the consumer to increase their understanding of the individual's capabilities and limitations. Job coaching is continued until the employee is comfortable performing the job and the employer is satisfied with the performance.

Once the employee has stabilized on the job, the job coach fades from the jobsite, and follow-up is provided. The entire period from time of job placement to the completion of follow-up encompasses 60 days. During follow-up, the consumer is monitored on the job by the case manager on a regular basis, and the employer is questioned regarding satisfaction with the employee. At the end of this period, the employer is awarded an appreciation plaque for program participation and an invitation is extended to both the employee and employer to contact the program if any problems should arise or additional assistance is needed, e.g., if an employee's job duties change or the employee receives a promotion.

OUTCOMES

During the period October 1988 - September 1989, 20 persons with traumatic brain injury completed the job placement program. Of this number, 11 were placed in community-based competitive employment positions and 7 were placed in sheltered employment positions in

Goodwill Industries of New Mexico to allow additional time before transition to competitive employment takes place. One individual has failed to locate employment and one has left the program for medical reasons. The 11 competitive placements in the community can be categorized as follows:

<i>Occupational Category</i>	<i>No. Consumers</i>	<i>Wage Range</i>
Professional, technical, managerial	1	\$4.00
Service	6	3.35 - 6.00
Clerical & Sales	1	5.47
Bench Work	2	3.35 - 4.25
Labor	1	3.56

Specific examples of the types of employment positions represented by these placements include: technician assistant for quality control; dishwasher; custodian at an elementary school; wood sander/

finisher; schedule clerk; assistant cementer; truck driver's helper; sprewer for a jewelry manufacturer; jewelry quality control; and laborer at the state fair grounds.

COSTS

Costs associated with providing the current level of Employment Services for Persons with Traumatic Brain Injury on an annual basis are as follows, based on the program's 1988-89 operating budget:

<i>Category</i>	<i>Dollar Amount</i>
Personnel & Benefits	\$ 46,019
Psychological Services	7,800
TOTAL	\$ 53,819

Start-up costs for a similar program have been estimated at approximately \$6000, which includes the purchase of educational materials; a video camera, monitor, and VCR; a computer and printer; and marketing materials.

STAFF

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

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Grant Coordinator/ Placement Specialist	1	100	Produce monthly report for funding source, assist consumers to get work-ready, place, train, and follow-up consumers
Placement Specialist	1	100	Assist consumers to get work-ready, place, train, and follow-up consumers

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Regional Rehabilitation Exchange



June, 1990

JOB PLACEMENT SERVICES

Tulsa Speech and Hearing Association Projects With Industry

CONTACT PERSON

Ms. Rene Ryan
Program Director
Projects With Industry
Tulsa Speech and Hearing Association
3112 South Mingo Road, Suite 100
Tulsa, Oklahoma 74146
(918) 553-9920

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Hearing Impairment
Deafness
Deafness with Multiple Disabilities

Age Range: 15 - 65 years

Educational Range: No schooling to
college degree

ORGANIZATIONAL SERVICES/ACTIVITIES

Job Development
Job Seeking Skills Training
Job Placement
Sign Language Training
Vocational Development
Work Adjustment
Independent Living Training

ORGANIZATIONAL MISSION

To achieve a successful competitive job placement by bringing the resources of the private sector together with the job-ready hearing impaired person.

ORGANIZATIONAL PROFILE

Projects With Industry of Tulsa Speech and Hearing Association represents a cooperative partnership between local business/industry and a non-profit, community-based service agency serving persons with hearing impairment or deafness. The intent of this partnership is to make a viable connection between the needs of employers and the skills/expertise of hearing impaired persons.

The job placement program is a part of the larger organization with resources of both being available as needed. Projects With Industry is housed in the Tulsa Speech and Hearing Association headquarters, which are accessible and serve as a general communication center for hearing impaired persons in the area.

PROGRAM DESCRIPTION

An essential component of Projects With Industry is the Business Advisory Council (BAC), the involvement of which is felt to have contributed significantly to the success of the program. The BAC utilizes four working committees, one in each of the following areas: placement, recruitment, public relations, and training. Most of the council meetings include committee meetings attended by 3 to 10 members; this small-group approach promotes direct participation by the members. Most committees meet at least eight times per year; meetings of the entire BAC are called as needed.

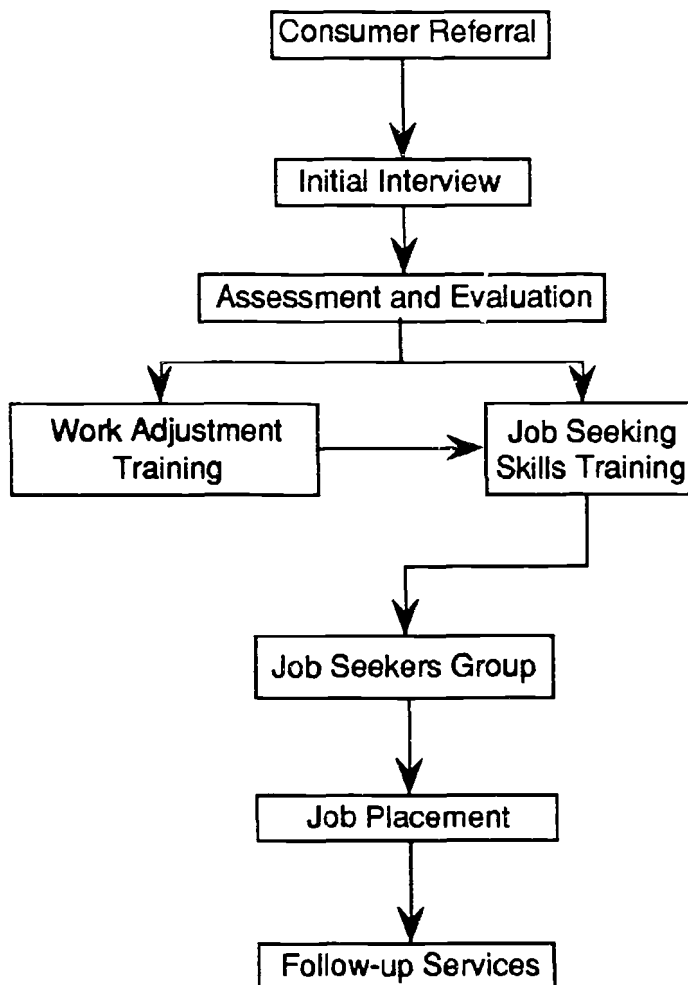
The contributions and accomplishments of the BAC include direct training and assessment of consumers, monitoring program activities, developing marketing and promotional materials, hosting an annual awards reception, increasing the use of the media to promote job placement and community awareness and to recruit new consumers, developing and assisting in implementing disability awareness training opportunities, and providing technical assistance to program staff. Over a recent 12-month period, BAC members have contributed in excess of 375 hours of services in a total of 41 meetings. This amount of volunteered time represents an increase of 78% over the previous year.

- providing the names/addresses of over 400 area human resources professionals
- reviewing and revising training materials and content
- writing press releases and public service announcements
- developing and reviewing all promotional materials
- promoting disability awareness training targeted at the business sector
- developing a selection and recruitment process for new BAC members
- providing an awards reception
- participating on a workshop panel that makes conference presentations

Specific BAC activities include:

- conducting mock interviews for job candidates
- developing and writing a survey of employers of job candidates
- writing and reviewing a reasonable accommodations fact sheet
- developing a curriculum for employer sign language class

The diagram below reflects the sequence of activities provided by the program staff to the hearing impaired persons who are served; individual activities are described in greater detail in the following section. Training content and length of time in training are dependent on the needs of the group and/or individual.



MAJOR ACTIVITIES

The Projects With Industry program was initiated in 1983 through a grant from the Rehabilitation Services Administration within the U. S. Department of Education. The goal of the program is to train hearing impaired individuals in work-related adjustment areas and job seeking skills. Competitive employment placement is the targeted endpoint for clients served by the program.

As indicated in the model description diagram, consumers are referred to the project either by the Oklahoma Division of Rehabilitation Services or through self-referrals. After an initial interview process, the consumer is scheduled for services. Assessment procedures used by the program involve pre- and post-testing of behavioral, vocational, and work adjustment skills appropriate for competitive employment. Group and individual work adjustment training sessions are provided for consumers found to be in need of such training. The training is composed of major sessions involving orientation to employment, work attitude, job accommodation, interpersonal working relationships, and knowledge demonstration activities.

For "job-ready" clients, a Job Seeking Skills Curriculum has been prepared involving:

- resume writing
- application completion
- job seeking skills
- employment-related resources/agencies
- interviewing techniques
- working environment

After successfully completing this training, the consumer is engaged in job seeking activities. Program staff assist in making employer contacts and in providing interpreter services during interview procedures. Upon hiring in a competitive employment position, program staff (along with the hired consumer) provide sign language training at the work site for the employer and work colleagues of the consumer. Program staff remain "on-call" for at least one year after the time of hiring.

Program staff provide services to employers by assisting in the following areas:

- client pre-employment screening
- employment history documentation
- counseling
- follow-up
- technical assistance
- educational services
- disability awareness training

OUTCOMES

During the period October 1988 - September 1989, the following major outcomes were reported by the job placement program of Tulsa Speech and Hearing Association/Projects With Industry:

- 62 individuals were provided services
- 49 individuals were placed in competitive employment positions, resulting in a placement rate of 79 percent; of these 49 persons, 39 were classified as being severely disabled
- average weekly earnings of placed participants were calculated at \$188.17
- the program has provided basic sign language classes to 7 businesses and trained a total of 87 employees
- the program has provided disability awareness training to 7 businesses and trained a total of 144 employees

COSTS

The annual budget for Tulsa Speech and Hearing Association/Projects With Industry has been reported by cost category as being:

<i>Category</i>	<i>Amount</i>
Personnel	\$126,186
Facilities/Space	16,872
Equipment	183
Materials	4,085
Other	21,595
TOTAL	\$168,921

STAFF

The following staff are involved in providing program services:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Program Director	1	100	Develop, implement, supervise activities; coordinate Business Advisory Council
Job Placement Specialist	1	100	Conduct consumer evaluations and intakes; instruct in job seeking skills; develop jobs; provide follow-up counseling
Work Adjustment Specialist	1	100	Conduct client evaluations, intakes, and follow-up visits; plan and conduct work adjustment and job seeking skills training; assist in job development
Interpreter/Placement Technician	1	100	Interpret for consumers; assist in follow-up; conduct classroom training/tutoring
Secretary/Interpreter	1	100	Perform secretarial and support services; intepret as needed
Receptionist/Typist	1	50	Answer telephone and TDD; serve as office receptionist
Consumer Representative	1	50	Assist consumers with applications and testing; assist Secretary/Interpreter with typing and filing; teach sign language classes

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EXEMPLARY PROGRAMS

SUPPORTED EMPLOYMENT SERVICES

Autistic Treatment Center

Supported Employment Program

Dale Rogers Training Center

Project V.A.L.U.E.

Dallas County Mental Health and Mental Retardation Center

Metro Supported Employment Services

Goodwill Industries of East Texas

Supported Employment Program

Gulf Coast Center

Gulf Coast Works

Life Styles, Inc.

Supported Employment Program

New Mexico Highlands University

Vistas Sin Limites

Red Rock Mental Health Center

Red Rock Projects with Industry

Sheltered Workshop for Payne County

Supported Employment Program

Volunteers of America

Community Living Centers Employment Program

Regional Rehabilitation Exchange



August, 1992

SUPPORTED EMPLOYMENT SERVICES

Autistic Treatment Center



CONTACT PERSON

Ms. Anna Hundley
Executive Director
Autistic Treatment Center
10503 Forest Lane, Suite 100
Dallas, Texas 75243
(214) 644-2076

CONSUMER POPULATIONS SERVED

Autism
Autism with mental retardation
Age Range: 18 months to adult
Educational Range: Kindergarten-6th grade

ORGANIZATIONAL SERVICES/ACTIVITIES

Psychosocial Services
Independent Living
Vocational Development
Job Placement
Education Programming
On-the-Job Training
Speech and Hearing
Residential Services

ORGANIZATIONAL MISSION

The Autistic Treatment Center's mission is to provide an array of vocational, educational, and residential services to traditionally underserved people with severe disabilities, including autism, autism with multiple disabilities, and deaf/blindness with multiple disabilities. These services are provided to enable these individuals to participate in their communities, make choices regarding their lives, be gainfully employed, and be given the opportunity to experience the highest level of personal satisfaction and happiness possible.

ORGANIZATIONAL PROFILE

The Autistic Treatment Center (ATC) is a private, non-profit, community-based organization located in the Dallas metropolitan area. Since 1976, the organization has offered education/training to students with autism and their teachers from the public schools; sheltered employment to people with autism and people with deaf/blindness; transitional programming with job training in the community; and residential services, including eight community-integrated group homes and apartment living with support. All ATC facilities are accessible for people with disabilities, and its residential group homes and apartments for consumers are licensed and/or certified by the Texas Department of Human Services and Texas Department of Mental Health and Mental Retardation. Its employment services are certified by the Texas Rehabilitation Commission, Texas Department of Mental Health and Mental Retardation, and the U.S. Department of Labor.

PROGRAM DESCRIPTION

The Autistic Treatment Center's supported employment program was begun in January 1990 for the following reasons:

- to meet the needs of consumers;
- to provide employment experiences outside of the sheltered workshop environment;

- to develop independent living skills; and
- to integrate consumers with autism and autism with secondary disabilities into the community.

Individuals initially targeted for supported employment activities have participated in a sheltered work environment for several years and are characterized by serious behavior problems and limited communication skills.

MAJOR ACTIVITIES

Referrals to the supported employment program are made by the ATC interdisciplinary team, Texas Rehabilitation Commission, local offices of Texas Department of Mental Health and Mental Retardation, Social Security Administration, several local school districts, state institutions, and parents. On average, 15-20 referrals are received from these sources on an annual basis. When referrals are made, information available to program staff may include a medical evaluation, a psychological evaluation, an assessment of adaptive behavior level, a social history, educational history, and vocational history, if any. If appropriate, an Individual Habilitation Plan (IHP), an Admission, Review, and Dismissal (ARD), and Individual Education Plan (IEP) may be included.

After referral, other vocational assessments may be made available as necessary, to provide a more complete consumer description, including skills, abilities, interests, and likes and dislikes. Because of the severity of disabilities represented by most consumers, traditional assessment measures are often insufficient to provide a clear picture of the individual; for this reason, informal assessments and situational assessments are conducted by ATC staff members and have proven most successful in revealing skills, abilities, interests, and preferences. Information from all these sources, as well as from parents and ATC sheltered workshop staff, is used to guide the job development and job placement process.

Job development in the community is the responsibility of the Supported Employment Program Director and job coaches, with assistance from the organization's Business Advisory Council. The Business Advisory Council is currently a 13-member group of business people who meet regularly to share job leads and develop employment options for consumers. Following job development, detailed job analyses and task analyses are conducted in order to match consumer skills and interests with specific

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skills required for performing job tasks. After job placement, job coaches provide training to consumers on the jobsite, until the individual is able to perform the job to the employer's satisfaction. During the on-the-job training phase, communication methods and appropriate workplace personal behaviors are also addressed.

Job coaches carefully analyze the job environment in order to anticipate potential problems that might arise, and periodic inservice training is provided to co-workers to increase their sensitivity to people with autism. Natural supports are cultivated in managers and co-workers to assist in the gradual transfer of responsibility for employee management from the job coach to the employer and co-workers, during the job coach fading process. Helping employers with behavior management and problem solving is an important part of job coach responsibilities, both in the intensive onsite training phase and in the ongoing services phase of service delivery. After fading is complete, the job coach returns to the jobsite on a weekly basis to monitor the employee's performance, provide retraining in problem areas, answer employer or co-worker questions, and act as an advocate. Job coaches remain available to the supported employee and employer for crisis intervention.

Consumer satisfaction is assessed informally by job

coaches and managers. Indications of consumer satisfaction include observed reductions in the number and frequency of maladaptive behaviors on the worksite, demonstrations of increased ability of consumers to solve problems, consumer requests to go to work, and observed increases in consumer motivation.

Employer satisfaction is assessed by regular follow-ups by job coaches in on-site visits and through telephone calls. Job coaches also continue to provide additional consumer training and/or retraining, as necessary, as well as assistance with problems that may arise on the job site or in the residential setting, if applicable.

OUTCOMES

During the period January - December 1991, 33 consumers with autism have entered the Autistic Treatment Center Supported Employment Program. Of this number, 13 have been placed in community-integrated jobs, for a placement rate of 39 percent; an additional six consumers (18 percent) have been placed in community employment settings for transitional training purposes, to prepare them for supported employment placements in the community.

where they work and earn a minimum of \$4.35 per hour. Work environments have been carefully chosen to match consumer wants and needs in an effort to provide a quality work environment, including integration with co-workers without disabilities.

Examples of the types of employment positions into which consumers have been placed include retail (unboxing and hanging garments for a clothing store); recycling (large industrial recycler and a bank); hotel service (housekeeping and laundry); grocery stores (bagging, carry out, and stocking shelves); and food service (McDonald's and Pizza Hut). All jobs are individual placements, with the exception of the enclave (five workers) working at the industrial recycling facility. All consumers are employees of the company

According to ATC staff, the effectiveness of the supported employment program is also measured by a reduction in consumers' maladaptive behaviors on the job and off; increased communication skills, problem solving skills, and motivation; consumer success on their jobs and satisfaction with their jobs; and employer satisfaction with the consumer job placements. Employer satisfaction with the supported employees at a large industrial recycling facility has resulted in the employer making a request for an additional three supported employees and one full-time job coach to provide ongoing training and support to a fully integrated recycling line of workers, including eight employees with autism and eight employees without disabilities.

COSTS

Autistic Treatment Center costs for providing supported employment services on an annual basis (January - December 1991) are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 72,000
Facilities/Space	3,848
Materials	2,615
Transportation (including vehicle purchase)	17,000
Other	3,397
TOTAL	\$ 97,860

Given these annual cost figures, cost/person served over the 12-month period January - December 1991 is calculated at \$ 2996 per person (N = 33). Cost/person placed in either a supported employment position or a transitional training position for the same period is \$ 5203 per person (N = 19). Cost/person placed in a supported employment position for the same period is \$ 7605 per person (N = 13).

STAFF

The following staff members of the Autistic Treatment Center Supported Employment Program have been involved in providing services to consumers during the the 12-month period January - December 1991:

Job Title	Number	% Time	Job Roles
Director	1	100	Administration; community liaison; marketing; job development; job placement; staff supervision
Job Coach	3	100	On-the-job training; site management; consumer monitoring and ongoing services; transportation

The Director position is paid through grant funding from the Texas Planning Council for Developmental Disabilities; one job coach position is funded by the Texas Department of Mental Health and Mental Retardation, and two job coach positions are paid from the organizational operating budget.

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701-3281
(512) 476-6861 (Voice/TDD)

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Regional Rehabilitation Exchange



May, 1990

SUPPORTED EMPLOYMENT SERVICES

Dale Rogers Training Center Project V.A.L.U.E.



CONTACT PERSON

Ms. Jamie Gfeller
Project Coordinator
Project V.A.L.U.E.
Dale Rogers Training Center
2501 N. Utah
Oklahoma City, Oklahoma 73107
(405) 946-4489

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Mental Retardation (mild-moderate)
Mental Retardation (severe-profound)
Mental Retardation (with secondary
disabilities)

Age Range: 19 - 43 years

Educational Range: 8th grade - 12th grade

ORGANIZATIONAL SERVICES/ACTIVITIES

Vocational Evaluation
Vocational Development
Vocational Counseling
Occupational Skills Training
Job Placement
On-the-job Training
Transitional Services from School to Work
Residential Services

ORGANIZATIONAL MISSION

To provide the individual with as many employment options as possible, offering greater freedom of choice, the opportunity of increased self-confidence, and more independence.

ORGANIZATIONAL PROFILE

Dale Rogers Training Center is a private, non-profit, community-based organization located in Oklahoma City and described as the oldest and largest training center for Oklahoma's citizens with mental retardation. The organization operates a sheltered workshop component, in addition to a school-to-work transitional component that cooperates with four local area high schools and focuses on transition from school to work for students with disabilities, beginning in the 10th grade. Of the consumers in the sheltered workshop, 44 percent are described as being severely disabled; of those students in the transitional component, 84 percent are described as severely disabled.

Dale Rogers Training Center has been certified by National Industries for the Severely Handicapped, the U.S. Department of Labor, Title XX Adult Daycare, the Oklahoma Division of Rehabilitation Services, and the Developmental Disabilities Division of the Oklahoma Department of Human Services.

PROGRAM DESCRIPTION

The supported employment program began with funding from the Oklahoma Supported Employment Project in October 1988 in order to provide consumers with a new option to work in the community in integrated settings, with individuals without disabilities. Viewed from a transitional perspective, the supported employment program can offer services to high school students to help them make the transition from school to work, or it can assist individuals who have been a part of the organization's sheltered workshop to make the transition from sheltered work to integrated community employment. According to an agreement with the Oklahoma Division of Rehabilitation Services, eligibility for supported employment services is defined as a measured IQ of less than 51 or a measured IQ of less than 70, with sec-

ondary disabilities that would prevent the individual from obtaining and maintaining employment without ongoing support.

Project V.A.L.U.E. works with area high schools to provide vocational training. Through this training, students with severe disabilities are learning functional skills in a stimulating environment and realizing greater success. Learning to integrate successfully into the community should begin early in life and continue indefinitely; to ensure this continuity, the program places as many high school students as possible in summer employment. The transitional program is a 3-way inter-agency effort between cooperative schools, an adult service provider, and vocational rehabilitation, and during 1989, it served 39 high school students.

MAJOR ACTIVITIES

Consumers are referred to the supported employment program by the Oklahoma Division of Rehabilitation Services, the state Developmental Disabilities Division, the county mental health agency, the local office of the Social Security Administration, parents, and the organization's sheltered workshop component. Evaluation information generally available from consumers when they are referred include a vocational profile, a medical evaluation, psychological evaluation, family history, and a personality history.

After referral to the supported employment program, consumers are asked to indicate their preferences regarding employment. In some cases, these preferences can be indicated by taking consumers on job tours, by analyzing recreational interests, by identifying workers that the individual may admire, or by talking with parents or significant others. Individuals are also assessed in community situations to observe their behavioral interactions and to determine the need for any additional training or assessments that may be appropriate.

Simulated and actual work sites are used for training and assessments prior to actual job placement; for those consumers who have been in the organization's sheltered workshop component, supervisors are interviewed to obtain an assessment of individual worker interests and skills. For other individuals, especially those who are students and are a part of the organization's school-to-work transition program, four job exploration sites have been identified in community businesses, varying

according to the types of jobs they offer. These sites offer actual on-the-job experiences that help the students to identify their employment likes and dislikes and also provide the opportunity for skills assessments to be made. Assessments conducted in actual work settings are thought to be preferable to situational assessments that may not closely replicate actual job conditions.

Once a set of job possibilities in which the individual is interested has been identified, the job developer contacts local businesses to determine their willingness to hire a person with a disability. Job development includes giving an overview of the services offered by supported employment and pointing out how a supported employee could meet the employer's expressed work-related needs. When a job opening has been secured, a job coach spends several days at the business to produce an employer profile, a site analysis, and a task analysis. Employers are given an opportunity to review this information and approve it; revisions are made as appropriate.

Specific individuals are matched to identified jobs if the worker has expressed an interest in employment in the area and has demonstrated an ability to perform some, but not necessarily all, of the tasks required by the job. This job match results in the identification of the training and ongoing support, both job-related and non job-related, that will be needed by the worker to maintain employment. During the on-the-job training phase, the job coach works individually with the employee to teach the individual to perform the job in

accordance with the employer's specifications. During this training phase, the job coach also acts as an advocate for the employee to encourage integration with other employees and to assist co-workers to assume some of the responsibility for meeting the ongoing support needs of the individual, once the job coach has faded from the job site.

The job coach evaluates individual worker performance on a daily basis and the employer is asked on a weekly basis to assess the performance and to suggest any changes that might be appropriate. Workers are informally surveyed on an ongoing basis to determine job satisfaction, and the parent/guardian is contacted on a quarterly basis.

Before fading from the job site occurs, the job coach develops a follow-along schedule that identifies the ongoing support needs of the individual; this schedule

is shared with the employer. Gradually, the frequency of visits to the employment site will be reduced and will be continually evaluated and discussed with the employer to ensure that the level of ongoing support is appropriate for maintaining satisfactory job performance. As necessary, other community support agencies may be requested to provide assistance that may be required to help the individual to maintain employment.

Once job coach fading is complete, employers are encouraged to contact the program as soon as a problem arises so that intervention can occur. If a problem is identified, changes are attempted, and if the problem persists, a new job is identified. An additional support service available to workers is a job club that meets monthly to provide social opportunities for employees and to offer a forum for discussing problems, both job-related and non job-related.

OUTCOMES

During the period February 1989 - January 1990, 41 persons with mental retardation entered the supported employment program. Of this number, 20 were classified as being mild-moderate, 11 were classified as being severe-profound, and 10 were classified as having multiple disabilities, one of which was mental retardation.

Of these 41 individuals, 25 were placed in supported employment positions, for a placement rate of 61 percent. Of these 25 supported employees, 16 were classified as mild-moderate, 5 were classified as severe-profound, and 4 had multiple disabilities.

For these same 25 individuals:

- 7 had maintained their employment positions for at least 3 months;
- 7 had maintained their employment positions for at least 6 months;
- 4 had maintained their employment positions for at least 9 months; and
- 7 had maintained their employment positions for 12 months or longer.

The remaining individuals were at a pre-placement stage in the supported employment process.

Those persons placed in supported employment positions worked a minimum of 20 hours per week; some were employed 40 hours per week. Hourly earnings ranged from \$3.35 to \$5.25.

Types of employment positions into which individuals have been placed are as follows:

- mail room;
- maintenance/custodial;
- dressing attendant;
- food preparation;
- dishwashing; and
- factory work.

Benefits received by employees include vacation and sick leave, holiday pay, and insurance (disability, life, and health). If a particular job placement does not allow for advancement, an effort is made to locate another, possibly better, placement that offers additional opportunities.

Additional outcome data provided by the supported employment program indicate that from October 1988, when the program began, through January 1990, it has served 62 persons. Across that same time period, 35 persons have been placed, and of this number, 29 persons are still working, for a retention rate of 83 percent of all supported employment job placements.

Project V.A.L.U.E. has recently been designated Agency of the Year by the Oklahoma Supported Employment Project, based upon its pattern of placement outcomes and its cost-effectiveness.

COSTS

Costs for providing the current level of supported employment services by Project V.A.L.U.E. on an annual basis are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 87,550
Equipment (computer)	5,400
Materials	1,200
Transportation	2,000
Other	3,180
<hr/>	
TOTAL	\$ 99,330

STAFF

The following staff have been involved in providing supported employment services for the period under consideration:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Director	1	35	Administration
Coordinator	1	100	Coordination, job development, case management
Entry Coordinator/ Job Coach	1	100	Intake, job analysis, job coaching, monitoring
Job Developer/Job Coach	1	100	Employer/Job Development, job coaching
Job Coach	2	100	Job coaching

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Regional Rehabilitation Exchange



June, 1991

SUPPORTED EMPLOYMENT SERVICES

Dallas County Mental Health and Mental Retardation Center

CONTACT PERSON

Mr. John W. Luna
Coordinator of Employment Resources
Metro Supported Employment Services
Dallas County Mental Health and
Mental Retardation Center
Regal Center
8826 Stemmons Freeway, Suite 500
Dallas, Texas 75247
(214) 630-2952 ext. 149

CONSUMER POPULATIONS SERVED

Mental Retardation
(mild-moderate or severe-profound)
Developmental Disability (non-MR)

Secondary Disabilities:

Seizure Disorders
Cerebral Palsy
Hearing Impairment
Visual Impairment

Age Range: 18 - 44 years

PROGRAM SERVICES/ACTIVITIES

Vocational Counseling
Vocational Development
Job Placement
On-the-Job Training
Supported Employment
Follow-along Services
Community Integration Services

PROGRAM GOAL

The goal of Metro Supported Employment Services is to facilitate community integrated employment services for people with severe developmental disabilities and little or no prior employment history to measurably increase their independence, integration into, and productivity within the community and to ensure that their rights are not denied.

ORGANIZATIONAL PROFILE

Dallas County Mental Health and Mental Retardation Center is a public, non-profit, community-based mental health/mental retardation center serving Dallas County. Metro Supported Employment Services is a part of the mental retardation services department of the Center. Other divisions within Dallas County Mental Health and Mental Retardation Center include a child and adolescent services department, an adult mental health services department, and information services, fiscal services, and staff services departments. The Center is certified by the Texas Rehabilitation Commission and by the Texas Department of Mental Health and Mental Retardation.

PROGRAM DESCRIPTION

When referrals are made to the supported employment program, information available to program staff may include a medical evaluation, psychological evaluation, social history, educational history, and vocational history, if any. Other assessments may be conducted as necessary after referral to provide a more complete consumer description. In addition, a consumer employment screening form is completed, usually in the consumer's home, with input from family members or significant others. The purpose of all information gathering is to identify consumer strengths and weaknesses, wants and needs, and likes and dislikes regarding particular types of jobs and job settings, all of which will guide the job development and job placement process.

Metro Supported Employment Services is unique in that it began in 1987 as a cooperative venture between the Dallas County Mental Health and Mental Retardation Center (DCMHMR), Texas Rehabilitation Commission, and Irving and Grand Prairie Independent School Districts. Its service philosophy is embodied in its efforts to achieve community-integrated job placements for people with severe developmental disabilities who have little or no prior history of employment, but who demonstrate a willingness and motivation to work and have the active support of a family member or guardian. Program referrals are made by Texas Rehabilitation Commission, Irving, Grand Prairie, Mesquite and Garland Independent School Districts, Family Counseling Unit and residential programs of DCMHMR, and parents themselves; on average, the program receives approximately 45 referrals per year from these sources.

Metro Supported Employment Services has provided training and other assistance to other organizations interested in offering supported employment services, including regional educational service centers, an intermediate education unit, a regional mental health/mental retardation center, a state school, and several rehabilitation facilities. Presentations have been made to various state and national organizations on Supported Employment. Until September 1992 it is partially funded by a grant from the Texas Rehabilitation Commission on behalf of the Texas Planning Council for Developmental Disabilities. A fee-for-service structure is being developed to continue supported employment services at the expiration of the grant.

MAJOR ACTIVITIES

All program referrals are admitted to Metro Supported Employment Services through the Family Counseling Unit of Dallas County Mental Health and Mental Retardation Center. In a meeting involving the consumer, family members/guardian, and supported employment program staff, an individual habilitation plan is developed using the information available from the referral source and information provided by the consumer and/or family member/guardian. Based upon this plan, and the information upon which it was developed, a supported employment training specialist will begin job development to identify a job placement that closely matches consumer characteristics regarding employment. This process is facilitated by the active involvement of supported employment program staff in the local business community, through membership in local chambers of commerce, business advisory councils, civic and religious organizations, and the Dallas Mayor's Committee for Employment of People with Disabilities. Referrals for job placement possibilities are often obtained from employers of other consumers of the program.

When job placement options have been identified, a job screening profile and job analysis are completed containing detailed information about specific jobs; this information, in combination with consumer profiles, is used to match consumers to jobs. Once the placement has been made, the employment training specialist will use the detailed job analysis to provide one-to-one

training on the job until the employee attains an agreed-upon performance standard and has maintained it for some specified period of time. An emphasis is placed on social integration and the development of natural supports at the job site so that a gradual transfer of job coach responsibilities can be made during the fading process. During the intensive on-the-job training phase, additional work-related skills may be taught to consumers as necessary, e.g., transportation training.

Consumer job performance continues to be monitored and is documented weekly and reported bi-monthly at program staff meetings. Adherence to employer performance standards is regularly reviewed to ensure that employment is maintained; additional training or retraining is offered in response to changes in productivity level and/or job responsibilities. Assessments of employer satisfaction are made regularly by the employment training specialist; less than desirable information is reviewed and action is taken that is agreeable to both the employer and the employee.

Assessments of employee satisfaction with the job placement are conducted in an ongoing manner with both the consumer and family members. If the reported level of job satisfaction is found to be less than desirable, the employment training specialist will counsel the consumer and attempt to increase his/her satisfaction with the job; if these efforts are not

successful, the program staff member will attempt to locate another job with which the consumer may be more satisfied.

During the fading process by the employment training specialist, an "education" of co-workers regarding people with disabilities and supported employment is provided to increase employer/co-worker sensitivity to the particular needs of the supported employee. On average, approximately 200 hours of on-the-job training is needed before job "stabilization" occurs and job coach fading is complete, although this average may vary greatly depending upon the individual and the

severity of the disability. When fading is complete, ongoing monitoring of and feedback from the employee helps to identify problems that may influence job maintenance so that they can be dealt with and resolved as soon as possible. Ongoing support services provided to supported employees may include additional onsite job training or retraining, counseling, transportation, housing, or assistance in obtaining necessary community services; these services may be provided on the job site, in the consumer's home, over the telephone, or in any number of other community locations.

OUTCOMES

During the period June 1990 - May 1991, 70 consumers have received supported employment services from the program. Of this number, 33 were people with mild-moderate mental retardation, 31 were people with severe-profound mental retardation, and 6 were people with developmental disabilities other than mental retardation. Consumers with a primary disability of mild-moderate mental retardation also had secondary disabilities, including seizure disorders, cerebral palsy, hearing impairment, or visual impairment.

Of the 70 individuals receiving supported employment services, 67 have been placed in community-integrated jobs, for a placement rate of 96 percent. Some consumers have been placed on more than one job during this period, but those who have been successful in maintaining their initial job placement are described as follows:

- 12 people have remained on their original job for 12 months or longer;
- 9 people for 9 months or longer;
- 4 people for 6 months or longer; and
- 8 people for 3 months or longer.

Examples of the types of employment positions into which consumers have been placed include service (retail and food), clerical, custodial, bench work, manufacturing, and processing. All employees work at least 20 hours per week and earn at least \$4.25 per hour. Fringe benefits that have been received include uniforms, paid vacation leave, paid sick leave, paid holidays, merchandise discounts, health insurance, and discounted/complimentary meals. During the past year, 37 supported employees have received increases in salary.

COSTS

Annual costs for the Metro Supported Employment Services program are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 338,523
Facilities/Space	17,788
Equipment	1,512
Materials	2,493
Transportation	22,315
<u>Other</u>	<u>7,059</u>
TOTAL	\$ 389,690

Given these annual costs the direct service cost/hour/person is calculated at \$32.81. This provides for the actual individual hours that the consumer requires in supported employment services.

STAFF

Current staff of the Metro Supported Employment Services program include the following persons:

Job Title	Number	% Time	Job Roles
Project Director	1	90	Administration; community liaison
Support Services Specialist	1	100	Coordination of fees for services; assists with follow-along services
Project Coordinator	1	100	Overall coordination; staff development
Employment Training Specialist	8	100	Job development; site management; job coaching; consumer monitoring; transportation training
Temporary Job Coach	1.38	varies	assists in job coach training
Unit Secretary	1	100	Office management; secretarial duties
Consultants Registered Nurse (1) Psychologist (1)	varies	varies	Services to assist in employment

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



May, 1991

SUPPORTED EMPLOYMENT SERVICES

Goodwill Industries of East Texas

CONTACT PERSON

Ms. Diane Ellis
Job Placement Manager
Supported Employment Program
Goodwill Industries of East Texas
409 West Locust Street
Tyler, Texas 75702
(903) 593-8438

CONSUMER POPULATIONS SERVED

Physically Challenged
Learning Disability
Emotional Disturbance
Deaf/Blindness
Neurological Impairment
Mental Retardation
Age Range: 20 - 67 years
Educational Range: 8th grade - college

PROGRAM SERVICES/ACTIVITIES

Personal/Social Adjustment
Vocational Counseling
Vocational Development
Vocational Evaluation
Work Adjustment
Occupational Skills Training
Job Placement
On-the-Job Training
Supported Employment

PROGRAM GOAL

The goal of the Supported Employment Program of Goodwill Industries of East Texas is to provide the option of community integrated employment to people with severe physical disabilities living in primarily rural areas.

ORGANIZATIONAL PROFILE

Goodwill Industries of East Texas is a private, non-profit, community-based rehabilitation facility located in Tyler, a small city in a largely rural area of northeast Texas, approximately 100 miles east of Dallas. Its mission is to provide vocational opportunities for people with disabilities or those who are disadvantaged to prepare and enable them to improve their quality of life. During calendar year 1990, it provided a wide array of services to a total of 467 persons in its main facility and in several satellite facilities located nearby in smaller, more rural locations.

The organization is certified by the Texas Rehabilitation Commission and is composed of the following operating units: Administration, Operations, Rehabilitative Services, and Sales. Operating expenses for Goodwill Industries of East Texas in 1990 totaled approximately \$1.75 million.

PROGRAM DESCRIPTION

The Supported Employment Program at Goodwill Industries of East Texas began in 1988 as a result of a grant provided by the Dallas Center for Independent Living to develop and offer supported employment services to people with severe physical disabilities living in more rural areas of northeast Texas. The program utilizes the individual placement model of supported employment exclusively.

Since the end of the grant funding under which the program was initiated, the supported employment

program has received additional grants from the Texas Commission for the Blind and the Texas Planning Council for Developmental Disabilities. A fee-for-service agreement has now been negotiated with the Texas Rehabilitation Commission and is being used to fund activities in the initial portion of the supported employment process. Since the beginning of the program in 1988, 46 people representing a wide range of disabilities have received supported employment services.

MAJOR ACTIVITIES

Referrals to the supported employment program are made by the Texas Rehabilitation Commission, the Texas Commission for the Blind, and other area agencies. Information provided by the referring agency may include a vocational evaluation, a neuropsychological evaluation, visual, hearing, and medical exams, and a social history. Information from these sources is used to determine eligibility for supported employment services, as well as to identify individual patterns of strengths/needs, vocational interests/abilities and likes/dislikes, accommodation needs, and existence of support systems.

Once eligibility for supported employment has been determined, an intake meeting is scheduled involving the consumer, a member of his/her family or a friend, and members of the supported employment program staff. Based upon information available from the referral source and information provided by the consumer and/or family member, a tentative supported employment placement plan is developed. Additional information may also be obtained through detailed vocational interest inventories, job readiness skills assessments, and community-based situational assessments. The

Staff of the Goodwill Industries of East Texas Supported Employment Program actively involve the consumer in the job development process, to provide an opportunity for consumer direction and to help ensure satisfaction with the employment options that are ultimately identified. If a consumer expresses difficulty in indicating employment preferences/likes/dislikes, program staff may administer an interest inventory, the results of which can be used to guide the development of community-based employment possibilities.

When several job options have been identified and developed, program staff will conduct a detailed job analysis of the positions and will provide any general work-related skills training that may be appropriate. In all cases, program staff tailor work-related and non-work-related services to individual consumer strengths/needs, so that the full array of services provided will vary from consumer to consumer, rather than from disability type to disability type.

purpose of this extensive information gathering is to ensure consumer input and direction to the supported employment activities. When appropriate, supportive services are also arranged to be provided by outside agencies. Examples of these agencies include the local office of the Social Security Administration in the use of Work Incentives; counseling services for training in coping and relaxation strategies; and local support groups, including an association for people with deafness. In arranging for the use of outside support services, the aim is to increase the level of consumer independence and control over job-related and non-job-related activities.

Following placement on the job, the employment specialist uses the job analysis to train the consumer. Program staff estimate that it requires approximately 100-125 hours of intensive, on-the-job training (over a period of approximately six months, on average) by an employment specialist to "stabilize" a consumer in a supported employment position, i.e., until the employment specialist can fade completely. The experience of the program has suggested that these averages may vary by disability from less than six months for a person with a single

disability to more than six months for people with multiple disabilities. Before a consumer has stabilized in an employment position, natural supports are developed in the workplace and there is a gradual transfer of responsibility from the employment specialist to other people in the workplace.

Throughout the intensive on-the-job training phase, the employment specialist emphasizes consumer integration with co-workers and works to increase consumer productivity to the level required by the specific employment position. Consumers are encouraged to monitor their own production through self-monitoring programs; in addition, they are monitored by the employer's job site supervisors to ensure employer satisfaction with the placement. Employers are also requested to complete an employee satisfaction questionnaire on a monthly basis. Consumers are encouraged to express their level of satisfaction with the employment placement through open communica-

tion with the employment specialist during both the on-the-job training phase and ongoing services phase of the supported employment process.

Ongoing services, which may include case management services, are individualized, provided at a minimum twice monthly, and may or may not be specifically related to on-the-job issues. In most cases, they are provided in an effort to encourage increased consumer independence and may include such services as: additional training or re-training at the job site; teaching the consumer to access other sources of assistance in the community, e.g., Social Security Administration; providing advocacy; arranging for day care for children; locating housing; resolving transportation problems; and offering career counseling and planning. The supported employment program stresses career development and independence by planning for, developing, and utilizing natural supports by co-workers on the worksite, and by encouraging self-management.

OUTCOMES

During calendar year 1990, 34 people with severe disabilities were referred to the Supported Employment Program at Goodwill Industries of East Texas. Of this number, 19 were placed and maintained in community-based supported employment positions, for a placement rate of 56 percent. The remaining 15 people either have not yet been placed or have lost a supported employment placement and have returned to the program for additional supported employment placement services.

Of the 19 individuals placed and maintained in community-integrated employment positions, two have been working for 12 months or longer; six have been working for 9 months or longer; five have been working for 6 months or longer; and six have been working for 3 months or longer. Since the beginning of the program in 1988, 46 people have been referred; 27 of these referrals have been placed and maintained in supported employment, for an overall program placement rate of 59 percent.

Disabilities represented by program participants who have been placed and maintained in supported employment include traumatic brain injury, visual impairment, deaf/blindness, deafness, long-term mental illness, spinal cord injury, paralysis, epilepsy, and cerebral palsy.

Examples of the types of jobs into which consumers have been placed include: stocker; caterer; veterinary assistant; food service; custodial; clerical; computer operator; activities director; silverware roller; sales; and production. Hourly wage range is from \$3.80 - \$17.00. All supported employees receive the same benefits as their co-workers, and job sites provide opportunities for integration with people without disabilities. Two employers who have hired people with deafness have taken classes in sign language, and one employer has arranged for and has paid to have other employees participate in similar classes.

A distinctive outcome of the Supported Employment Program at Goodwill Industries of East Texas is that many consumers have been helped to utilize Social Security Work Incentives, including the Plan for Achieving Self Support (PASS) and Impairment-Related Work Expense (IRWE). These incentives have been used to purchase job coaching services, to pay for transportation, to save for college, or to purchase equipment for work.

COSTS

Costs for providing the current level of supported employment services on an annual basis are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 54,060
Facilities/Space	3,180
Equipment	2,385
Materials	2,385
Transportation	6,360
TOTAL	\$ 68,370

Given these cost figures, cost per person served for calendar year 1990 is \$ 2011 per person. Cost per person placed and maintained in a supported employment position for the same period is \$ 3598 per person.

STAFF

The following staff members of the Supported Employment Program at Goodwill Industries of East Texas have been involved in providing supported employment services for the period under consideration:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
SE Manager	1	80	Manage program; supervise personnel; job coach
Employment Specialist	3	100	Job coach; develop jobs; market program
Rehabilitation Director	1	20	Administer grants; monitor fiscal aspects
Rehabilitation Secretary	1	10	Assume clerical responsibilities

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
 Regional Rehabilitation Exchange
 211 East 7th Street
 Austin, Texas 78701-3281
 (512) 476-6861 (Voice/TDD)

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Regional Rehabilitation Exchange



August, 1992

SUPPORTED EMPLOYMENT SERVICES

Gulf Coast Works



CONTACT PERSON

Ms. Cindy Kegg
Director of Supported Employment
Gulf Coast Center
Gulf Coast Works
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(409) 938-8016

CONSUMER POPULATIONS SERVED

Mental Retardation (mild-profound),
with secondary disabilities including:
physical disability
mental illness
behavior disorder
Long-term Mental Illness

Age Range: 21 - 67 years

Educational Range: 0 - some college

ORGANIZATIONAL SERVICES/ACTIVITIES

Psychosocial Services
Independent Living
Vocational Counseling
Job Placement
Vocational Development
On-the-Job Training
Vocational Evaluation
Supported Employment
Residential Services
Substance Abuse Assistance

ORGANIZATIONAL MISSION

The mission of Gulf Coast Center as related to supported employment is to convert its system of facility-based services in Galveston County to community-integrated supported employment services for people with severe developmental disabilities or long-term mental illness, for whom employment experiences have been either non-existent or offered only in segregated settings. The model of supported employment developed and implemented by Gulf Coast Works puts a high premium on values that promote integration through individual job placements in natural employment sites, quality services and continuous quality improvement, and the education and cooperation of service providers within and outside the organization.

ORGANIZATIONAL PROFILE

Gulf Coast Center is a public, non-profit, community-based organization serving Galveston and Brazoria Counties, two large counties bordering the greater Houston metropolitan area. Gulf Coast Works is a part of the Employment Services Division of Gulf Coast Center, which also includes the following additional components: Community and Social Support; Facilities; Contracts; and Business Services.

PROGRAM DESCRIPTION

Gulf Coast Works began in January 1989 when two staff members of the parent organization, Gulf Coast Center, developed the concept, initiated a supported employment committee, and developed community integrated employment placements for nine people with mental retardation. These individuals had formerly worked in the organization's sheltered workshop. During 1989, one additional supported employment staff member was added, and 22 supported employment placements were made and maintained. Beginning in September 1990, with additional staff made possible by grant funding from the Texas Planning

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Council for Developmental Disabilities and fee-for-service agreements with the Texas Rehabilitation Commission, people with long-term mental illness were also targeted for supported employment placement. The Success Club, a peer support group for consumers with long-term mental illness, has continued to assist in this effort by providing ongoing support, as needed. By mid-1991, Gulf Coast Center had made a commitment to conversion of its sheltered workshop activities to supported employment services.

A conversion team has been established, including staff members of the Gulf Coast Center sheltered workshop, Gulf Coast Works, and organizational community support programs. Purpose of the conversion team is to assist in transitioning consum-

ers from the organization's sheltered workshop into supported employment; this team has been instrumental in providing the organizational foundation for developing a strong working relationship between the sheltered workshop and the supported employment program.

Gulf Coast Works uses a 16-member Advisory Committee for Employment Services (ACES) to help in identifying and developing community employment opportunities for consumers. Comprised of business people from the community and advocates, ACES meets quarterly to discuss potential community jobs. In addition, the VINE (Volunteer Interview Network of Employers) is used to help consumers develop employment interview skills through mock interviews with local business people; this network currently consists of 11 business/industry representatives.

MAJOR ACTIVITIES

Referrals to Gulf Coast Works are made by the Texas Rehabilitation Commission, the sheltered workshop and other component programs of the parent organization (case management, intake, and therapy), and parents themselves. When referrals are made, information available to program staff may include a medical evaluation, psychological evaluation, social history, educational history, and vocational history, if any. Other assessments may be conducted as necessary after referral to provide a more complete consumer description. The result of these assessments and other information gathering activities is a detailed consumer vocational profile. Additional information may be obtained by interviewing the consumer and/or family members and friends, spending time with the consumer in a number of community activities, and observing the consumer in work-related settings. The purpose of all information gathering is to identify consumer strengths and capabilities, wants and needs, and likes and dislikes regarding particular types of jobs and job settings. This information is used to determine initial service areas and to guide the job development and job placement process.

When the consumer vocational profile has been completed and the consumer has been certified as eligible for supported employment services by the Texas Rehabilitation Commission, job development will begin based upon this detailed set of information. Potential employers are identified in a variety of ways, including using members of the program's Advisory Committee for Employment Services and employers of other program consumers. In addition,

program visibility in the business community is maintained at a high level by staff participation in local business groups and meetings.

When job placement possibilities have been identified, a work site analysis is completed, and a job match is made. The consumer is then interviewed by the potential employer, and if the employer offers a job, the placement is made. Once the actual placement has been made, a task analysis is used to break down job responsibilities and to train the individual in a one-on-one manner. The training program, as well as any job accommodations or modifications that may be needed, are developed with the cooperation and input of the consumer and employer. Training on the jobsite also includes work-related skills, which are taught in an individualized, practical manner, in the environment in which the skills will be applied. Only individual placements are made to foster maximum integration on the worksite, and natural supports are developed in the workplace in order to maximize opportunities for employee inclusion. Examples of activities to encourage integration might include ensuring that the employee takes breaks and eats meals with co-workers without disabilities, is involved in company celebrations, or takes advantage of carpools for transportation to and from work.

Once the necessary natural supports have been developed on the worksite and the job coach has faded, non-time limited ongoing support is offered as necessary or desired, by the consumer and/or employer. An eight-member Gulf Coast Center quality improvement team, representing the areas of employment, respite, home/community support, residential, and case manage-

ment, develop holistic community-based service options for individuals who are on a waiting list for supported employment or between jobs.

These ongoing support services may include counseling for the consumer and/or family, peer group support for consumers with mental illness, conflict resolution, additional job training or retraining, job modifications, advocacy, assistance in working with Social Security,

accessing other community services, training in consumer self-monitoring of productivity, assessing consumer and employer job satisfaction, housing relocation, transportation, recreation/leisure activities, or re-employment in another work setting. Program staff anticipate and plan for potential job changes, if possible; supported employees who are terminated or wish to change jobs will be provided assistance for re-employment unless they indicate otherwise.

OUTCOMES

During the period July 1991 - June 1992, the following outcomes were documented by Gulf Coast Works:

- 56 consumers were placed in supported employment positions by the program, including 31 people with mild-moderate mental retardation and secondary physical disabilities, 5 people with severe-profound mental retardation, 1 person with traumatic brain injury, and 19 people with long-term mental illness; of this number, 42 (75 %) were still employed at the end of the reporting period
- of the 42 consumers employed, 18 (43 %) have maintained employment for 12 months or longer, with 7 of these individuals being employed over two years; 3 (7 %) have maintained employment for 9 months; 9 (21 %) have maintained employment for 6 months; 10 (24 %) have maintained employment for 3 months; and 2 (5 %) have been employed for less than 3 months
- examples of the types of employment positions into which consumers have been placed include clerical, machine work, assembly, processing, and restaurant service; employees work from 20 - 40 hours per week at hourly wages ranging from \$4.25 - \$6.50; fringe benefits include paid vacation, sick, and holiday time, health and dental insurance, retirement, uniforms, and free or discounted meals
- two workshop contracts are currently being negotiated for sale to local businesses
- three former sheltered workshop staff members have received supported employment training and have been hired as job coaches by Gulf Coast Works
- consumers, as well as their employers and co-workers, have expressed satisfaction with the job placements and with the services provided by Gulf Coast Works

COSTS

Costs for providing the Gulf Coast Works supported employment services for the period July 1991 - June 1992 are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 174,000
Facilities/Space	76,000
Equipment	3,000
Materials	1,800
<u>Transportation</u>	<u>10,000</u>
TOTAL	\$ 265,533

Given these annual cost figures, cost per person served over the 12-month period is calculated at \$ 4742. Cost per person placed for the same period is \$ 6322.

STAFF

The following staff members have provided supported employment services during the period July 1991 - June 1992.

Job Title	Number	% Time	Job Roles
Director of Employment Services	1	20	Write & monitor program plans & budgets; assist in facilitating team decisions; coordinate with other services
Director of Supported Employment	1	100	Design, develop, administer, & market program; hire & evaluate staff; monitor budget; bill for services; coordinate other services
Placement/Training Coordinator	4	100	Develop jobs; place consumers and provide on-the-job training; assess consumers; provide ongoing support; offer program site coordination
Employment Specialist	4	100	Develop jobs; assess consumers; place and provide on-the-job training; provide ongoing support
Office Manager	1	100	Perform clerical tasks; oversee building maintenance; act as program safety officer

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Regional Rehabilitation Exchange



June, 1991

SUPPORTED EMPLOYMENT SERVICES

Life Styles, Inc.

CONTACT PERSON

Ms. Betsy Smith
Supported Employment Coordinator
Life Styles, Inc.
2471 W. Sycamore
Fayetteville, Arkansas 72703
(501) 521-3581

CONSUMER POPULATIONS SERVED

Mental Retardation
(Mild/Moderate - IQ < 70)

Secondary disabilities:
Visual Impairment
Hearing Impairment
Epilepsy
Cerebral Palsy
Emotional Disturbance

Age Range: 22 - 42 years

PROGRAM SERVICES/ACTIVITIES

Vocational Counseling
Vocational Development
Job Placement
On-The-Job Training
Adaptive Technology Assistance
Independent Living
Educational Services
Residential Services

PROGRAM GOAL

To provide a wide variety of services that assist and support people with disabilities and that together offer the opportunity for full participation in all aspects of community life, including living, working, and recreation.

ORGANIZATIONAL PROFILE

Life Styles, Inc. is a private, non-profit organization located in Fayetteville, a small city in the Ozark Mountains, in a primarily rural area of Arkansas. It was established in 1976 to serve people with disabilities living in the northwestern corner of the state. The organizational philosophy is that all people with disabilities should have the opportunity to live in a home of their choice, to work at a job with people who do not have disabilities, and to enjoy the leisure and recreational activities that the community has to offer. It is felt that by working to make these opportunities available to all citizens, the true spirit of community will be more nearly realized.

To accomplish its goal, Life Styles, Inc. offers services in the areas of:

- **Community support:** support services and case management for people with disabilities living in the community, including assistance with finances, counseling, transportation, and service acquisition;
- **Transitional Apartment Living:** supervised housing on a transitional basis, including skills training in meal planning and preparation, apartment maintenance, laundry, money management, and decision making;
- **College for Living:** a community education program offering classes and activities that focus on the educational, training, social/recreational, and advocacy needs of people with disabilities, by offering lifelong learning opportunities in individual and group settings;
- **Technology Center for Independence:** a program that provides access to information about technological devices and accommodations that can increase the level of independence for people with disabilities, including using the devices and arranging for evaluations/assessments, purchase, training, and repair; and
- **HomeMaid:** an employment work crew that provides cleaning services to area home owners and businesses.

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PROGRAM DESCRIPTION

The Supported Employment Program at Life Styles, Inc. began in 1988 to provide opportunities for paid employment to individuals who because of their disabilities needed ongoing support to maintain their jobs. It was designed for people who typically had been receiving adult services in work activity centers or day treatment centers and who had not been eligible to receive more traditional vocational rehabilitation services because of their need for ongoing supports to maintain employment.

Twenty-three consumers are currently receiving supported employment services. All have been declared eligible for supported employment because of a severe disability, as defined by guidelines of the Arkansas Division of Rehabilitation Services: one or more physical or mental disabilities, which singly or in combination result in functional limitations. In addition, program consumers generally have no or very limited previous work history; those who do have work experience have a

negative or highly intermittent history of employment or under-employment for which ongoing support services would be necessary to maintain a job.

Referrals to the supported employment program are made by program staff of other Life Styles, Inc. organizational components, the Arkansas Division of Rehabilitation Services, community service providers, and by the families of consumers themselves. When a consumer is referred for supported employment, the following types of information are generally available to program staff: psychological evaluations, physical examinations, social histories, vocational evaluations, and school records. Information from these sources is reviewed by staff to make a tentative determination regarding appropriateness for supported employment services. Additional information is obtained from the consumer and his/her family members or significant others.

The supported employment program at Life Styles, Inc. is highly consumer-oriented and consumer-directed. After referral, program staff devote a substantial amount of time to gather detailed information from the consumer, family members, and significant others regarding abilities, limitations, interests, preferences, likes, and dislikes in job- and non-job-related areas. Interest inventories and simple vocational assessments may also be administered in order to identify employment preferences. These assessments are important to uncover what types of employment individuals may really want to pursue. In initial consumer questioning regarding job preferences, many consumers may answer by indicating a desire to work where their friends work, or where they worked last, or where their family may think would be appropriate to work, rather than where they may actually prefer to work.

Most consumers enter the program with a very limited exposure to the range of employment options in which they may be interested and for which they might be qualified. For this reason, employment-related awareness building may first be necessary. Consumers are offered the option to attend career exploration and pre-employment training, in which vocational interest inventories are initially completed, resulting in the development of detailed consumer profiles. This training, coupled with assistance with and experience in completing job applications and practicing interview skills, is followed by situational assessments, job shadowing, or temporary volunteer placements. These activities will generally enable the consumer to indicate preferences for employment placements and will assist the program employment specialist to identify job options that offer a strong match with consumer interests, skills, abilities, likes/dislikes, and experience.

MAJOR ACTIVITIES

After consumer job preferences have been identified, job development begins by contacting employers who may have a position that matches the employment preferences indicated by a consumer. Employers who have previously hired a consumer may also be contacted to obtain information about the possibility of employment openings in their businesses or others. Program experience has demonstrated that an employer who is satisfied with the program can provide

an excellent referral and may identify job openings that might not otherwise have been found. When job options are located, informal site analyses are conducted. If an employer expresses interest in hiring, a formal job analysis is completed. This job analysis provides detailed information concerning job duties and responsibilities, as well as other information related to adequate job performance, e.g., necessary socialization skills.

After a placement is secured, a task analysis is developed; this information forms the basis for intensive, one-on-one training by the job coach until an agreed upon level of job competency is reached and maintained for a specified period of time. Program job coaches also work closely with other staff members to address other work-related skills that may be critical to maintaining employment. These skills may relate to transportation, money management, personal grooming and hygiene, behavior management, and leisure/recreation time management.

Job coaches will also facilitate social integration on and off the worksite by encouraging consumers to spend break/meal times with other employees, to participate in social and recreational functions sponsored by the employer, and to involve themselves in after-work activities in which they may be interested. By using these methods, natural supports from co-workers on the worksite are developed gradually over time, so that in the process of job coach fading, the employer and co-workers begin to assume many routine job coach functions.

Consumer job performance and productivity is monitored daily during the initial phase of onsite job training; during fading and ongoing support, regular visits to the worksite are used to maintain a summary of consumer performance and progress. When appropriate, adherence to employer performance standards is checked, and additional training is provided should consumer productivity fall below acceptable levels. Informal

employer assessments are conducted during these regular worksite visits; formal evaluations of employer satisfaction with the supported employee and the supported employment program are conducted yearly. Consumer satisfaction is assessed formally during quarterly Individualized Service Plan (ISP) reviews and annually during consumer goal evaluation and assessment meetings. Job coaches also informally assess consumer satisfaction with the job placement and the supported employment services on a regular basis during onsite job training and worksite observations.

If it becomes apparent during onsite visits or discussions with the employer or employees that the consumer is experiencing difficulties on or off the job, meetings are scheduled to assess the situation and identify methods for addressing the problem. One technique that may be applied to a work-related problem is to return the job coach to the worksite on a more regular basis until the problem is resolved. Once job coach fading is complete, ongoing services provided to help the consumer to maintain the job include on-the-job monitoring a minimum of twice monthly, classes in job-keeping skills and career planning, attendance at a support group for supported employees, and assistance in the areas of transportation, co-worker relationships, changes in job duties that require additional training or retraining, finances and money management, and Social Security benefits. Meetings with the consumer and/or family members are made available by program staff at any time.

OUTCOMES

Since the beginning of the Life Styles, Inc. supported employment program in April 1988, a total of 23 people with severe disabilities have been referred for services; as of June 1991, 21 had been placed in community-integrated employment positions, for a placement rate of 91 percent. Of this total number: 5 people have been working for 3 years or longer; 6 people have been working for 2 years or longer; 3 people have been working for 1 year or longer; 3 people have been working for more than six months; and 2 people have been working for less than three months.

All placements have been for 20 hours per week or more and at minimum wage or higher. Placements have been in the areas of manufacturing, printing, retail grocery, food service, housekeeping/custodial, and veterinary. Employee benefits have included free uniforms, discounted/free meals, discounts on items produced by the business, paid vacation time, paid sick leave, paid holidays, health insurance, retirement benefits, and use of health and recreation facilities. Individuals eligible for pay increases have received them. During the last year, two consumers have been assisted by the program to develop a PASS (Plan for

Achieving Self Support) to pay for job coach services, in the initial onsite job training phase for one consumer, and for another, for ongoing support services. In addition, the program has helped other consumers to qualify for an Impairment-Related Work Expense (IRWE) incurred in the purchase of work transportation and counseling services.

The results of a survey administered to consumers indicated that all individuals responding perceived that the Life Styles, Inc. supported employment program had helped them to attain a more independent lifestyle and had helped them to obtain and maintain their employment. Seventy-five percent of those responding felt that their job coaches had helped them with socialization skills and in obtaining transportation to and from work. A similar questionnaire administered to employers indicated that all respondents were satisfied with the program, as indicated by their perceptions that: the job coach had enhanced employee success on the job; the job coach had been readily available whenever help was needed; and the supported employees had been able to maintain their jobs due to the support provided by the program.

COSTS

The annual costs for providing supported employment program services by Life Styles, Inc. are as follows:

Category	Dollar Amount
Personnel	\$ 47,921
Facilities/Space	1,224
Equipment	454
Materials	1,231
Transportation	5,701
Other	2,194
TOTAL	\$ 58,725

Based upon these cost figures, cost per person placed ranges from \$5873 to \$7341 for a recent 12-month period. These placement figures include those costs incurred in collecting detailed pre-placement information regarding job preferences and in providing those ongoing support services to individuals who have been placed that enable them to maintain their initial employment placement.

STAFF

The following staff are responsible for providing supported employment program services:

Job Title	Number	% Time	Job Roles
Coordinator	1	100	Supervises job coaches; develops jobs; analyzes job tasks; maintains job coaching records; prepares billings
Employment Specialist	1	25	Develops jobs; matches consumers & jobs; provides direct on-the-job training and ongoing support
Job Coach	4	varies	Provides direct on-the-job training and ongoing support
Work Crew Supervisor	1	10	Coordinates cleaning crews with supported employment
Residential Coordinator	1	10	Coordinates transportation, socialization, financial needs of consumers in residential & supported employment program
Community Support Coordinator	1	10	Coordinates needs of consumers in community support & supported employment programs
Director	1	10	Assumes administrative and financial responsibilities; coordinates program within overall organization
Office Manager/Clerical	2	15	Provides clerical support and record-keeping

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



June, 1991

SUPPORTED EMPLOYMENT SERVICES

New Mexico Highlands University

CONTACT PERSONS

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Jose Hurtado, Ph.D.
Assistant Director
Vistas Sin Limites
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CONSUMER POPULATIONS SERVED

Mental Retardation (Mild/Moderate)
Mental Retardation (Severe)
Secondary Disabilities:
Autism
Downs Syndrome
Organic Brain Syndrome

Age Range: 21 - 33 years

PROGRAM SERVICES/ACTIVITIES

Job Placement
On-The-Job Training

PROGRAM GOAL

To meet the needs of adults with developmental disabilities in San Miguel County by placing and maintaining them in meaningful jobs that are located in integrated work settings in the community and that offer real wages for real work. Additional program objectives are to provide career options, career development, life skills, and support services to enhance personal and social skills that will lead to community-based gainful employment for the adult with developmental disabilities.

ORGANIZATIONAL PROFILE

Vistas Sin Limites operates as a service area to the Department of Education of New Mexico Highlands University, a four-year public university in Las Vegas, New Mexico. Located approximately 60 miles east of Santa Fe, the Las Vegas area is almost exclusively rural and is severely economically depressed. The university offers undergraduate and graduate training in general and special education and holds a facility certification from the New Mexico Division of Vocational Rehabilitation.

PROGRAM DESCRIPTION

Vistas Sin Limites is designed to provide a variety of services to people with developmental disabilities to assist in preparing for employment. The primary objectives of the program are to provide employment placement options, career development, life skills training to enhance personal and social skills, and a range of support services, all of which help to maintain employment and community integration for program participants. All services have been developed and are offered to address the unique social and economic context of the community in which the program operates.

Vistas Sin Limites is unique in that in addition to providing supported employment services to consumers in the community, it offers to graduate and undergraduate special education students a training opportunity and practical experience working with people with disabilities in a community setting. Full-time students are hired as job coaches under contract to the university and are paid \$500 per month. Their academic schedules are adjusted to ensure the stability of the supported employment services that they provide, and they receive training from university faculty and staff and from attendance at relevant workshops and conferences.

On average, each of four job coaches has responsibility to provide job training at the employment site and ongoing support services to 3-4 consumers; however, there is an effort to have all job coaches meet and become familiar with all consumers so that replacements can be made, if necessary. It has been the experience of the program that students generally remain with the program as job coaches for approximately two years, or until they graduate. New students are gradually phased into job coach roles to take the place of those who will be leaving.

Vistas Sin Limites is also distinctive in that it offers on a voluntary basis daily group activities designed to:

- (1) assist program participants to increase their independent living, communication, and personal social skills;
- (2) provide a supportive environment in which to discuss work and work-related experiences and problems; and
- (3) offer recreational and socialization opportunities that might not otherwise be available in the community because of its rural and economically depressed character.

The program has been funded by the New Mexico Developmental Disabilities Bureau since 1985; at that time, it was the first program of its type to be funded in the state. Since its initial funding, it has continued to provide training and support services to assist people with developmental disabilities to obtain and maintain integrated, community-based employment positions, in the context of a local economy that remains primarily rural and severely depressed, and with a high unemployment rate.

The initial emphasis of the program was on providing services to adults in the community who had been previously employed by a local sheltered workshop. It is now also involved in working with students with disabilities who are in the process of making transition from high school into the community. Sources of program referrals include the New Mexico Division of Vocational Rehabilitation, Las Vegas City schools, West Las Vegas schools, and individuals themselves.

MAJOR ACTIVITIES

When consumers are referred to Vistas Sin Limites, program staff are provided results of physical examinations, a psychiatric evaluation, and an educational history. This information is used as an indication of consumer physical capabilities and individual academic and social/behavioral functioning levels. Once the referral has been made, to assist in program and individual planning, program participants are administered the Scales of Independent Behavior (SIB) and an Inventory for Client and Agency Planning (ICAP). The results of these assessments are useful in developing Individual Habilitation Plans (IHPs) and in planning the content of group sessions.

After referral, the New Mexico Division of Vocational Rehabilitation may provide funds to cover transportation costs for the consumer, in addition to appropriate work clothing. When necessary or appropriate, consumers may be referred to other community service providers based upon individual need; examples of such referrals have included mental health services, medical services, and others that are not within the scope of the program to provide.

The following sequence of activities describes the process followed by a consumer after referral to the supported employment program:

1. Initial interview (with parents/guardian and the consumer)
2. Introduction to staff and other program participants
3. Attendance at daily groups, in which the following topics are addressed:

- daily living skills
 - socialization
 - hygiene
 - leisure time skills
 - communication skills
 - basic academic skills
 - work-related, but not job-specific, skills
 - group discussion and problem solving regarding work issues
4. Assessment of individual interests, likes/dislikes, and capabilities
 5. Job development
 6. Placement
 7. On-the-job training, with gradual fading and development of natural supports
 8. Follow-up and continuing involvement in daily group activities

Consumer skills and abilities are assessed using formal instrumentation and through extensive observation conducted by job coaches during group and one-on-one sessions. Preferences for employment are identified during the initial interview, daily group meetings, and through questioning of family members and friends regarding job-related likes and dislikes. When employment preferences have been indicated, job development will begin by systematically contacting employers, including the use of a program-produced video on supported employment. Employer analyses and job analyses are conducted to obtain information regarding prospective placement possibilities.

Following job placement and consumer-job coach matching, each consumer receives intensive job training on the employment site. On average, this

intensive job training is provided for approximately two to two and one-half months before fading is complete. During this training, the job coach will encourage employee interaction with employment supervisors and co-workers; fading does not begin until this interaction has occurred and has been demonstrated over a period of time. A reasonable level of integration with persons without disabilities on the job is very important for the consumer to maintain employment.

When the consumer first begins working, the job coach holds weekly meetings with the employer to assess employer satisfaction; later, monthly evaluations are completed by employers. In order to monitor progress during the on-the-job training, job coaches set goals for employees and maintain regular progress notes. Consumer satisfaction with the employment placement is assessed through informal, frequent communication with the consumer, parents/guardian, and employer.

To assist employees to maintain their jobs, they are never fully exited from the program unless they specifically request it. Program staff continue to provide follow-up services and additional training if it is necessary for the employee to maintain the job or for job advancement. When the intensive on-site job training and job coach fading are complete, consumers receive a monthly program newsletter and are encouraged to continue to attend daily group meetings and regular social functions offered by the program. The group activities have a holistic, whole-life emphasis, following the philosophy that addressing both employment- and non-employment-related issues in an informal atmosphere and on a regular basis will help consumers to maintain employment and increase their level of independent functioning. Program staff are also available for emotional support and counseling.

OUTCOMES

For the period May 1990 - May 1991, the following outcomes have been demonstrated by the program:

- ten of 12 people with developmental disabilities or multiple disabilities (measured IQ range 41 - 81 and measured adaptive behavior range 5 years - 15 years) have been placed and maintained in community-based, integrated employment positions, for a placement rate of 83 percent;
- all job placements are for a minimum of 20 hours per week, earning at least minimum wage;
- examples of employment locations in which employees work are restaurants (3 people); university -- housekeeping, groundskeeping, carpentry (5 people); newspaper (1 person); and lumberyard (1 person);
- of these ten placements, six people have maintained their employment for 12 months or longer; one person has maintained employment for 9 months or longer; two people have maintained employment for 6 months or longer; and one person has maintained employment for 3 months or longer;
- all supported employees receive the same benefits as any other employee would receive in the same job position.

COSTS

The costs for providing program services over a one-year period are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 29,000
Facilities/Space	in kind
Equipment	in kind
Materials	3,000
Transportation	1,000
Other	1,000
TOTAL	\$ 34,000

Based upon ten employment placements over the period May 1990 - May 1991, the cost per placement is calculated at \$3400.

STAFF

The following staff have provided program services during the period under consideration:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Director	1	10	Program administration and funding
Assistant Director	1	10	Support to Program Coordinator
Program Coordinator	1	50	Day-to-day program oversight; job development and on-the-job training; daily group meetings
Job Coach	3	50	Job development and on-the-job training/ documentation of employee progress; daily group meetings

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701-3281
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Regional Rehabilitation Exchange



May, 1990

SUPPORTED EMPLOYMENT SERVICES

Red Rock Mental Health Center Red Rock Projects With Industry

ORGANIZATIONAL MISSION

The Board of Directors of the organization has adopted as its mission "to develop and deliver innovative, responsive, and high-quality mental health services within a financially realistic environment, through the involvement of each staff member." A more informal statement of the goal of the organization is to provide services that enable the mentally restored to become more productive citizens.

ORGANIZATIONAL PROFILE

Red Rock Mental Health Center is a private, non-profit, comprehensive mental health center; its vocational programs operate according to the principles of a psychosocial clubhouse. It is located in Oklahoma City and offers services to individuals who would be classified as severely disabled according to state vocational rehabilitation agency guidelines for severe and persistent mental illness. Red Rock Mental Health Center is certified by the Oklahoma Department of Mental Health in the areas of mental health and drug and alcohol abuse.

CONTACT PERSON

Ms. Joane Rosemont
Director of Employment Programs
Red Rock Mental Health Center
4400 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105
(405) 425-0381

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Long-term mental illness

Age Range: 19 - 57 years

Educational Range: 4th grade - college
graduate

ORGANIZATIONAL SERVICES/ACTIVITIES

Psychosocial Services
Vocational Evaluation
Job Placement
On-the-job Training
Residential Services
Independent Living

PROGRAM DESCRIPTION

The Red Rock Projects With Industry/Supported Employment Program was begun in September 1987 to provide paid employment opportunities to persons with severe and persistent mental illness. The program was an expansion of a PWI program that began in 1984 that has successfully provided placement and training services to over 200 individuals

with long-term mental illness. This employment programming was expanded to include supported employment to enhance services for those consumers with the most severe disabilities. The supported employment program is an integral part of the organization's Psychosocial Clubhouse program that began in 1985.

MAJOR ACTIVITIES

Referrals to the supported employment program are made by the Oklahoma Division of Rehabilitation Services, Central State Mental Hospital, and other organizational programs. When consumers enter the program, the information available to program staff include a medical evaluation, a psychological evaluation, and a social history, all of which help to determine appropriateness of the individual for supported employment programming. Formal neurological or psychological assessments, when necessary, are conducted by professional organizational staff members.

Additional assessments of the individual may be conducted in simulated work settings in the clubhouse setting or in actual community jobsites to determine appropriateness of those job placement preferences expressed by the consumer. These preferences are identified through exercises, a review of the individual's social and work histories, observation of behavior, and the development of an individual Job Success Plan with the consumer.

Once these preferences have been identified, the program job developer will contact community business persons to locate employment based upon the short-term employment goal set jointly by the consumer and program staff. Members of a Business Advisory Council are often called upon to assist in the process of identifying and developing new jobsites.

Once a potential employment position has been identified, the job developer will conduct a preliminary job analysis; a detailed task analysis is not completed until a specific consumer has been matched with a

particular job. Before actual job placement occurs, the consumer is informed of the job possibility and the task analysis is reviewed with the consumer so that an informed choice can be made. If the consumer agrees to take the job that is being offered, the employee interviews with the employer.

When an individual job placement has been made, the job coach will provide one-on-one job coaching until the employer is satisfied that the employee's job performance is up to standard. Follow-up job coaching is provided in the event the job changes over time or the employee assumes different job responsibilities. Non job-specific skills are taught at the clubhouse and are supplemented by the job coach on an individual basis.

The first week of employment is generally considered a situational assessment, a time to test the appropriateness of the job match. At the end of the first week of employment, a work personality profile is completed and reviewed by program staff. During the initial on-the-job training phase, work performance and productivity are monitored daily and training is tailored to individual levels of performance.

Fading by the job coach takes place when the employee is performing the job to the satisfaction of the supervisor and is not showing signs of stress that might lead to job failure if support were withdrawn prematurely. The fading process is a gradual one, with daily contact occurring with the worker and supervisor during the first week of fading. After 3 - 4 weeks, contact generally is reduced to twice per week, and after 8 - 10 weeks, contact occurs only once per week.

After fading is complete, performance is monitored weekly, and workers are evaluated by their employers on a monthly basis. Any additional training or retraining is offered in response to changes in measured levels of work productivity. During this same time period, the job coach will conduct informal assessments to determine consumer satisfaction with the position; if the consumer is dissatisfied, the job coach will explore the possibility of making job modifications, as appropriate, or will begin looking for an alternate, possibly more appropriate placement. Employers are assessed monthly to determine satisfaction with the consumer; the job coach will address any problems that may be identified.

To help the employee maintain the job placement, the job coach provides work adjustment counseling off the jobsite a minimum of once per week after fading is complete. A weekly support dinner group is provided at the clubhouse, and attendance at other clubhouse functions is encouraged during off hours, to offer personal support. In addition, employer training is provided to increase employer and co-worker sensitivity to the particular job-related and non job-related needs of the employee. Other long-term support services available to employees include a medication clinic, individual case management, and individual and group psychotherapy.

OUTCOMES

During the period September 1988 - August 1989, 64 persons with long-term mental illness were referred to the supported employment program. Of this number, 37 persons were placed in employment, for a placement rate of 58 percent.

Of the 37 individuals placed during this 12-month period:

- 7 have successfully maintained their initial placement for at least 3 months;
- 12 have successfully maintained their initial placement for at least 6 months;
- 6 have successfully maintained their initial placement for at least 9 months; and
- 2 have successfully maintained their initial placement for 12 months or longer.

According to data reported to the Oklahoma Supported Employment Project, 69% of all employment placements have been maintained.

Persons placed in supported employment positions work a minimum of 20 hours per week and earn between \$3.35 and \$6.00 per hour. The largest

number of placements is in the maintenance/custodial category, with placements at Marriott hotels, several medical office buildings, the state hospital system, and professional custodial firms.

Other job placements that have been made include:

- a manufacturing position in a computer assembly company;
- a data entry position with a contractor to the county clerk's office;
- a food preparation position, customer service position, and a sacking position in a grocery store;
- an assembly line position in a large manufacturing company;
- food service positions at Wendy's, Pizza Hut, a cafeteria, and a cafe; and
- a position at the city zoo.

Employee benefits received have included such things as uniforms, paid vacation leave, paid holidays, paid sick leave, and discounted/free meals. During the last fiscal year, 12 supported employees have received promotions and increases in salary.

COSTS

Costs for providing the current level of supported employment services by Red Rock Mental Health Center on an annual basis are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 123,987
Facilities/Space	7,009
Equipment	3,701
Transportation	6,509
TOTAL	\$ 141,206

STAFF

The following staff have provided supported employment services during the period of time under consideration:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Director	1	75	Administration, coordination, community liaison
Job Developer	1	100	Employer/job development, site management
Job Coach	5	100	Job coaching, individual case management

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701-3281
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Regional Rehabilitation Exchange



May, 1990

SUPPORTED EMPLOYMENT SERVICES

Sheltered Workshop For Payne County



CONTACT PERSON

Ms. Melissa Gofourth
Supported Employment Program Director
Sheltered Workshop for Payne County
Rt. 1, Box 729
Stillwater, Oklahoma 74074
(405) 377-0834

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Mental Retardation (mild-moderate)
Mental Retardation (severe-profound)

Age Range: 22 - 46 years

Educational Range: 0 - 12th grade

ORGANIZATIONAL SERVICES/ACTIVITIES

Speech and Hearing
Occupational Skills Training
Vocational Development
On-the-job Training
Supported Employment

ORGANIZATIONAL MISSION

The Supported Employment Program of the Sheltered Workshop for Payne County provides services that contribute to an increased quality of life for persons with disabilities by offering opportunities to work in integrated employment settings in the community.

ORGANIZATIONAL PROFILE

The Sheltered Workshop for Payne County is a private, non-profit, community-based organization that offers a range of services to persons with developmental disabilities. It is located in Stillwater, a relatively small city that derives a large portion of its economic support from the presence of Oklahoma State University. The supported employment program is offered as an available service option to consumers, in addition to more traditional workshop-related activities.

A total of 68 consumers are currently in the workshop component, which is a primary source of referrals of persons to the supported employment program. Additional sources of program referrals include the Oklahoma Division of Rehabilitation Services, Developmental Disabilities Division of the Oklahoma Department of Human Services, Stillwater Group Homes, a local private ICF-MR facility, and individuals themselves. The Sheltered Workshop for Payne County is accredited by the Oklahoma Department of Human Services.

PROGRAM DESCRIPTION

The supported employment program began in March 1988 under an agreement with the Oklahoma Division of Rehabilitation Services to provide supported employment services to persons in the community. Eligibility for supported employment services has been defined as a measured IQ of less than 51 or a measured IQ of less than 70, with secondary disabilities that would prevent the individual from obtaining and maintaining employment without ongoing support.

At the end of the first year of program funding, the program was expanded and began to provide services on a fee-for-service basis, as it now does. A state inter-agency agreement stipulates that the Oklahoma Division of Rehabilitation Services shall pay for consumer screening, evaluation, and on-the-job training following placement. Once stabilization has occurred, the state Developmental Disabilities Division of the Department of Human Services pays for ongoing support. A detailed computer program has been developed and is used to document on a

daily basis program staff time across several categories of activity. This information is summarized on a monthly basis and produces the documentation required for billing to these two consumer funding sources. In addition, the computer program allows accurate tracking of individual staff member level of effort expended by individual consumer by category of activity over the period of time each consumer has been in the program.

Additional funds have recently been made available to the supported employment program to hire two more employment training specialists to provide supported employment services to persons who will be returning to the community in compliance with the gradual closure of a state institution located nearby. Finally, the agency has received a state contract to provide technical assistance to other supported employment programs around the state that will provide supported employment services to other individuals exiting the institution and re-locating to their original communities.

MAJOR ACTIVITIES

As noted previously, consumers are referred to the supported employment program by the state Division of Rehabilitation Services, the state Developmental Disabilities Division, a local group home, a local ICF-MR facility, and from the sheltered workshop component of the larger organization. Following program referral, existing evaluation information is reviewed in conjunction with a family and consumer interview.

A consumer must indicate a desire to work in the community in order to be accepted into the program. Consumers are asked to specify their employment preferences and are provided with situational assessments at various job sites in the community in order to expose them to a range of employment experiences to facilitate making an informed choice and to help to determine individual skill levels in performing specific types of work. If the consumer has been referred from the organization's sheltered workshop, information regarding past work experience is also obtained from the workshop supervisors.

Once employment preferences have been identified and program staff have gathered information regarding skills and abilities, job development begins. Program employment training specialists contact

potential employers to give an overview of supported employment and its benefits. Job analyses are conducted when appropriate employment options have been identified by an employer. When a job match has been made, the consumer is interviewed by the potential employer and, if hired, a detailed task analysis is performed by the employment training specialist. On-the-job training is conducted in accordance with the task analysis and can be changed as job duties are modified or as data reflect the need to break down specific job tasks even further for more detailed training. During the on-site training, the employment training specialist encourages interaction between the employee and other staff members and works gradually to transfer responsibility for day-to-day support of the employee to co-workers.

Work performance is monitored daily during training to ensure that it meets employer standards. Additional training and/or retraining is provided as necessary to maintain performance and appropriate levels of productivity. Both employer and employee are informed of the fact that supported employment services will continue even after the intensive, on-the-job training component ends. Consumer job satisfaction is assessed informally on the job through obser-

vation of the employee's behaviors, attendance, specific work-related behaviors, and attitudes toward co-workers. The employment training specialist also completes monthly employer satisfaction reports.

employee's shift are made twice per month, at a minimum. Once every quarter, the employment training specialist stays throughout the entire work shift to monitor employee performance and interaction with co-workers and to assess informally employee job satisfaction.

Once the employment training specialist has faded from the work site, visits for a portion of the

OUTCOMES

During the period January 1989 - December 1989, 26 persons with mental retardation entered the supported employment program. Of this number, 15 persons were placed in 19 individual community jobs, for a supported employment placement rate of 58 percent. Of these 15 consumers, 2 individuals had 2 placements and 1 individual had 3 placements, for a total of 19 placements. The remaining individuals were at a pre-placement stage in the supported employment process.

Benefits offered to employees have included such things as uniforms, paid vacation leave, paid sick leave, paid holidays, merchandise discounts, health insurance, discounted meals, and employee profit sharing. All placements have been of the individual variety to maximize the potential for interaction on the job with persons without disabilities. During the 12-month period under consideration, 3 individuals, at their request, changed jobs to better pay, hours, and benefits. Six individuals received pay increases.

Examples of types of employment settings into which individuals have been placed and maintained are: YMCA; Oklahoma State University; an environmental impact agency; Wendy's; El Chico; Hardee's; and the local newspaper.

The 19 placements in supported employment positions can be described as follows:

<i>Occupational Category</i>	<i>Number</i>	<i>Hours/Week</i>	<i>Hourly Wage</i>
Custodial/maintenance	11	22	\$3.78
Food Service	6	23.5	3.48
Production	2	21	3.35

COSTS

The Oklahoma Supported Employment Project of the Division of Rehabilitation Services has calculated start-up costs at \$27,600 per job coach per year. The supported employment program of the Sheltered Work-

shop for Payne County has been able to function within this funding ceiling. Costs for providing the current level of supported employment services on an annual basis (January - December 1989) are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 81,142
Equipment	1,794
Materials	516
Transportation	5,733
Telephone/postage	364
Other	164
TOTAL	\$ 89,713

STAFF

The following staff members of the Sheltered Workshop for Payne County have been involved in providing supported employment services during the period under consideration:

Job Title	Number	% Time	Job Roles
Program Director	1	50	Administration, coordination, job development, maintaining program data, community liaison
		50	Consumer assessment, job placement, job training and ongoing support
Employment Training Specialist	4	100	Consumer assessment, job development, job placement, job training, providing ongoing support
Executive Director	1	10	Administration, community liaison
Bookkeeper	1	10	Maintaining financial records
Secretary	1	10	General office duties

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



June, 1990

SUPPORTED EMPLOYMENT SERVICES

Volunteers of America Community Living Centers Employment Program

CONTACT PERSON

Ms. Nola Feltner
Program Coordinator
Community Living Centers
Supported Employment Program
Volunteers of America
3900 North Causeway Blvd, #750
Metairie, Louisiana 70003-7291
(504) 836-5225

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Mental Retardation (mild-moderate)
Mental Retardation (severe-profound)

Age Range: 22 - 55 years

ORGANIZATIONAL SERVICES/ACTIVITIES

Vocational Evaluation
Job Placement
On-the-Job Training
Follow-Along Services

ORGANIZATIONAL MISSION

To improve individual quality of life by offering appropriate support and training to assist persons with disabilities to live in the community rather than in a more restrictive setting.

ORGANIZATIONAL PROFILE

Volunteers of America is a private, non-profit, community-based organization that offers a range of services to persons with developmental disabilities and mental illness in the greater New Orleans metropolitan area. The agency has been offering independent living-related programming since 1979 when it was initially funded by grants from the Louisiana Developmental Disabilities Council as the first Independent Living Program funded in the state. Since that time, it has begun to receive funding from the Louisiana Office of Mental Retardation and Office of Mental Health. The agency as a whole currently serves in community-based residential programs 150 persons with developmental disabilities or mental illness.

The Community Living Centers Employment Program operates in conjunction with the Independent Living Program of Volunteers of America to provide employment opportunities to individuals with severe developmental disabilities who are being assisted to live independently in several different housing options in various locations across the city.

PROGRAM DESCRIPTION

The Community Living Centers Employment Program began in May 1987 as a result of funding from the Louisiana Developmental Disabilities Council to provide community-based employment for persons with severe disabilities who had been previously considered unemployable. Program eligibility has been defined as an IQ of 50 or less; measured IQ scores of persons currently in the program range from 20 to 50.

Most participants have a secondary disability as well, including physical, psychological, or psychiatric disabilities, and the vast majority of persons have

never worked before. All referrals to the supported employment program to date have come from the various programs of Volunteers of America.

In the last year, funding for the supported employment program has been assumed by the Louisiana Department of Rehabilitation Services. Beginning in July 1990, the program will operate on a fee-for-service basis and will accept referrals from sources outside the agency's community living program. The Louisiana Office of Mental Retardation has agreed to support the cost of ongoing services after job stabilization has occurred.

MAJOR ACTIVITIES

After program referral is made, consumers are given functional assessments to determine skills and abilities and job preferences. Many of the living skills-related assessments will have already been conducted since the individuals currently in the program have been participating in Volunteers of America's Community Living Centers and Independent Living Programs.

A supported employment program staff member (the staff member who also does job development) conducts a consumer vocational interview to discuss and identify work activities, places where work is performed, individuals with whom the consumer may be familiar who have been placed in supported employment positions, and job preferences, likes, and dislikes. The interview utilizes line drawings and photographs of actual work and work sites, with consumer response modes including verbal, pointing, nodding, or eye gaze.

A more detailed consumer vocational assessment is also conducted, covering academic skills, speech, vision, hearing, social skills, adaptability, motor skills, transportation, family/home support for employment, and other work-related issues. Data are obtained from testing, direct observation by the supported employment staff member, staff member of the community living residence, and/or family member.

The functional assessment portion of the vocational assessment uses items and materials ordinarily

found in the individual's environment, and all observations are conducted in natural settings. The information obtained from these assessments will be used by the program's job developer to identify employment possibilities appropriate to individual consumer abilities and job preferences.

Once a job possibility has been identified, the job developer conducts a job analysis of the jobsite and provides this information to the job trainer, who conducts a detailed task analysis following job match and successful interview of the potential employee by the employer. Before employment actually begins, the job trainer will work on the jobsite to learn the job and will train the employee until employer specifications for job performance have been met.

After on-site training begins, job performance is monitored on a daily basis and job satisfaction is regularly assessed on an informal basis; some employees evaluate their individual work performance on a daily basis by using pictorial devices. Other work-related, but not necessarily job-specific, skills are addressed as necessary, either by the job trainer or by staff in the employee's residential setting.

During the on-the-job training phase, integration with co-workers is facilitated by the job trainer. A natural and gradual transfer of responsibility to co-workers and employers is addressed through modeling, and employer problem-solving is encouraged so that

difficulties can be addressed by the employer once the job trainer has left. On average, three to four months of intensive on-the-job training is generally required before the fading process can begin, although this estimate may vary, depending upon the level of disability and the specific job position.

additional training when job tasks change or behavior problems occur. Employers are contacted quarterly to ensure satisfactory job performance, and employees are provided ancillary skills training as necessary, e.g., transportation training if the residential setting should change.

When fading from the jobsite does occur, trainers return at least twice per month and are available to provide

OUTCOMES

During the period February 1989 - January 1990, 21 persons have been served by the Community Living Centers Supported Employment Program. Of this number, 16 have been placed and maintained in community-based supported employment placements, for a placement rate of 76 percent; the remaining five individuals are currently in a pre-placement stage of the supported employment process.

Of the sixteen individuals placed:

- 10 have been working for 12 months,
- 4 have been working for 6 months or longer, and
- 2 have been working for 3 months or longer.

Examples of types of employment settings in which individuals have been placed and maintained are:

- restaurants;
- grocery stores;
- day care center;
- hotel; and
- shopping mall.

Types of employment positions are primarily food service and custodial/maintenance. Number of hours per week worked ranges from 20 - 28, and hourly wages range from \$3.35 - \$3.60.

All supported employees receive the same benefits as their co-workers, and all job sites provide opportunities for integration with persons without disabilities, both within and outside of work hours.

COSTS

Costs for providing the current level of supported employment services on an annual basis by the Community Living Centers Employment Program are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 74,180
Facility/Space	4,690
Materials	1,672
Transportation	1,500
TOTAL	\$ 80,542

Given these cost figures, cost per placement over this time period is \$5034 per person.

STAFF

The following staff have been involved in providing supported employment services during the period under consideration:

Job Title	Number	% Time	Job Roles
Director of Training and Employment	1	80	Supervision of employment staff, training, budgeting
Job Trainer	3	100	On-the-job training, job-related training, follow-along services
Job Development Specialist	1	100	Client assessment, marketing, job development

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701-3281
(512) 476-6861 (Voice/TDD)

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EXEMPLARY PROGRAMS

SCHOOL-TO-ADULT LIFE TRANSITION SERVICES

Albuquerque Technical-Vocational Institute
Special Services Program

Irving Independent School District
Business Advisory Committee for Vocational Special Education

Mega Co-op
Transition Services Project

University of the Ozarks
Jones Learning Center

Regional Rehabilitation Exchange



May, 1990

TRANSITIONAL SERVICES

Albuquerque Technical-Vocational Institute Special Services

CONTACT PERSON

Mr. Paul Fmerella
Director of Special Services
Albuquerque Technical-Vocational
Institute
525 Buena Vista, S.E.
Albuquerque, New Mexico 87106
(505) 224-3259 (Voice)
(505) 224-4739 (TDD)

ORGANIZATIONAL CONSUMER POPULATIONS SERVED

Visual Impairment
Hearing Impairment
Mental Retardation (mild-moderate)
Orthopedic Impairment
Other Health Impairments
Behavior Disorder
Learning Disability
Communication Disorder
Multiple Disabilities

Age Range: 19 - 86 years

Educational Range: 3rd - 12th grade

ORGANIZATIONAL & SERVICE/ACTIVITIES

Vocational Evaluation
Vocational Counseling
Psycho-social Services
Vocational Development
Job Placement
On-the-job Training

ORGANIZATIONAL MISSION

To give students with disabilities equal access to educational opportunities in order to prepare them for gainful employment in the community:

- by helping them to identify their abilities and limitations;
- by providing accommodations necessary to allow students with disabilities to participate fully in an appropriate program of studies in the least restrictive environment; and
- by assisting students with disabilities in successfully transitioning from school to work.

ORGANIZATIONAL PROFILE

Albuquerque Technical-Vocational Institute is located in Albuquerque, the largest city in New Mexico. Approximately 16,000 post-secondary students attend the institution annually, across two campuses. It offers 37 certificate programs, 14 associate degree programs, 175 continuing education classes, and 13 basic adult education classes. Albuquerque Technical-Vocational Institute is certified by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

PROGRAM DESCRIPTION

The Special Services program was begun in 1979 and receives student referrals from admissions counselors; state and private rehabilitation agencies; secondary public schools; local four-year colleges; private rehabilitation, medical, and psychological practitioners; instructors; and students themselves. The transitional program serves persons with severe disabilities, defined according to New Mexico Division of Vocational Rehabilitation standards.

There are currently 349 students receiving some type of service from the Special Services program; this number may include students who are not interested in community job placement, but are interested only in taking courses and need some special assistance in order to do so. The Special Services program serves approximately 600 students annually.

The Special Services program is located within the Developmental Studies Department of Albuquerque Technical-Vocational Institute, along with five additional departments which together make up the Instructional Division: Trades, Technologies, Health Occupations, Business Occupations, and Arts & Sciences. The Director of the Special Services program coordinates program activities with the

Deans of the respective instructional departments in order to ensure that they are prepared to meet the needs of students with disabilities. The Special Services program director is also responsible for providing information to the administration to ensure the provision of adequate financial support for the program and to remove any architectural barriers.

MAJOR ACTIVITIES

When students enter the Special Services program, admissions math and reading test results are obtained for certificate-bound students and ACT results are obtained for degree-bound students. Medical, psychological, vocational, and educational information is obtained from rehabilitation agencies making referrals or from public schools. This information is used:

1. to assist students in deciding appropriate educational and vocational goals;
2. to determine special accommodations required for students to benefit from instruction; and
3. to develop a transition plan that identifies needed training, placement, and support services from Albuquerque Technical-Vocational Institute Special Services and from other community agencies, including such additional services as counseling and psychotherapy; limited medical assistance; and assistive/adaptive or other technological devices.

As necessary, other assessment services may be provided by the transitional program, including intelligence tests, aptitude tests, achievement tests, interest inventories, dexterity tests, or work samples. Upon completion of all assessments, students are provided individual academic and occupational counseling to determine tentative educational objectives.

Once students have been admitted to the Special Services program, they are enrolled in their desired major program of study. Students who do not meet entry requirements, based upon assessment information, are enrolled in preparatory courses and once they develop the necessary academic competencies, they are transitioned to a major program of study. Whether enrolled in preparatory or major courses, students are provided follow-up services by a transitional program aide, which allows for prompt intervention by the student's counselor when problems

arise. As needed, counselors arrange for curriculum modifications or provision of adaptive/assistive devices and services.

Once students have completed their desired educational objectives, or withdraw from school due to personal or financial reasons, job placement assistance is provided. After job placement, the program's community liaison maintains contact with the students and employers throughout a 60-day follow-up period. During this period, the following information is obtained: whether the consumer is still employed and doing well; whether there have been any changes in job title or salary; and whether the consumer is experiencing difficulty and requires some assistance or support from the transitional program or other rehabilitation service provider that may be involved in the transition plan.

Examples of the full range of in-house support services available for use by students are:

1. Diagnostic and vocational evaluation
2. Counseling (group and individual)
3. Remedial spelling, language, math, and employability skills classes
4. Tutoring (individual and small group)
5. Sign language interpreters
6. Reader/writer services
7. Assistive/adaptive devices and other ancillary services, e.g., special testing
8. Job Club and Job Placement

During their involvement in the Special Services program, students are assigned individual counselors who meet with the students at regular intervals, and as needed, on an ongoing basis. Instructional aides are assigned to follow-up students at regular intervals, including contacting students who are not

attending classes regularly and obtaining input from students' instructors to ensure that any necessary classroom accommodations are being provided. In addition, other program staff facilitate and monitor students' transition to employment by providing job development services, providing assistance to prospective employers regarding accommodations, modifying jobsites and work stations, informing employers of tax incentives that may be available to them and providing them with technical assistance regarding affirmative action planning, and on-the-job training for students following job placement.

For those students who desire it, an Employability Skills Class is offered that provides students with instruction in job seeking skills, grooming, appropriate work attitudes and habits, and establishing positive working relationships with co-workers and supervisors. In addition, a Job Club is offered for students who desire supportive placement assistance. Job Club helps students to develop appropriate job seeking and job maintenance skills. It also provides the opportunity to hear about job leads and to obtain assistance with interviewing techniques, completing job applications, developing resumes, and establishing appropriate work attitudes and behaviors.

OUTCOMES

During the period January - December 1989, 198 students were referred to the Special Services program specifically for job placement assistance. Of this number, 109 were successfully placed in community

competitive employment positions, for a placement rate of 55 percent. These 109 competitive placements can be categorized as follows:

<i>Occupational Category</i>	<i>No. Consumers</i>	<i>Wage Range</i>
Professional, technical, managerial	20	\$4.00 - 15.00
Service	36	3.35 - 6.00
Clerical & Sales	23	3.35 - 7.54
Processing	1	3.75
Machine Trades	9	3.35 - 5.50
Bench Work	7	3.35 - 5.00
Structural Work	8	3.35 - 22.50
Miscellaneous		
Packaging/Materials Handling	2	4.00 - 5.50
Truck Driving	2	3.50 - 4.25
U. S. Navy Recruit	1	6.86

Of these 109 competitive placements, 13 students successfully completed their major program of study and received the certificate or degree appropriate to their training. The remaining 89 students have not yet completed the transitional program, have entered other educational/training programs or on-the-job training programs, or were forced to drop out of school for personal or financial reasons.

In addition, the Special Services program of Albuquerque Technical-Vocational Institute has agreed to serve as a resource for all two-year post-secondary schools

in New Mexico and has provided technical assistance to three such institutions in response to their desire to implement a similar transitional program.

The program also shares instructional materials and equipment with local high schools and other training institutions. Information on the transitional program is shared with students and educators in secondary through post-secondary settings in the form of presentations, tours, and parent meetings. More than 100 such presentations were made during calendar year 1989.

COSTS

Costs for providing the current level of Special Services programming on an annual basis are as follows:

<i>Category</i>	<i>Dollar Amount</i>
Personnel	\$ 441,831
Equipment	1,158
Materials	14,766
Transportation	1,000
Interpreter Services	20,122
Telephone	2,240
TOTAL	\$ 481,117

Start-up expenses for a similar program in another location have been estimated at approximately \$129,000.

STAFF

The following staff have been involved in providing transitional services for the period under consideration:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>	<i>Job Roles</i>
Director	1	100	Administration/management; testing; counseling
Counselor	1	100	Testing; counseling
Diagnostician/Evaluator	1	100	Testing; counseling; report writing
Community Liaison/ Job Developer	1	100	Job development; placement; liaison with community agencies
Instructors	4	60	Teaching remedial classes
Instructional Aides	5	60	Assisting instructors; tutoring; follow-up in training programs; follow-up after placement
Counselor/Evaluator Aide	1	100	Group testing; coordinating assistive devices and services
Sign Language Interpreters	7	50	Interpreting for hearing impaired/deaf students
Writers/Readers	5	50	Notetaking; reading; recording
Tutors	4	75	Individual and small group tutoring

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Regional Rehabilitation Exchange



August, 1992

SCHOOL-TO-ADULT LIFE TRANSITION SERVICES

Business Advisory Committee for Vocational Special Education

CONTACT PERSON

Ms. Ellen Waller
Vocational Adjustment Coordinator
Irving Independent School District
1600 E. Shady Grove Road
Irving, Texas 75060
(214) 438-5141

CONSUMER POPULATIONS SERVED

Special Education students in the following disability categories:

Autism
Mental Retardation (mild-severe)
Emotional Disturbance
Other Health Impaired
Long-term Mental Illness

(These disability categories describe those students most directly affected by the Business Advisory Committee during school year 1991-92, although all special education students have access to the transition-related assistance of the BAC.)

Age Range: 17 - 21 years

Educational Range: 10th -12th grade

PROGRAM SERVICES/ACTIVITIES

Advocacy
Vocational Assessment
Community Networking
Vocational Development
Job Placement

ORGANIZATIONAL MISSION

The Business Advisory Committee (BAC) for Vocational Special Education is a service offered by the special education department of Irving Independent School District, located in the midst of the Dallas/Ft. Worth greater metropolitan area. The goal of the BAC is to provide business expertise to vocational-special education training programs, by:

- assisting in locating training sites for community-based instruction;
- contacting and soliciting cooperation of community business leaders;
- assisting in locating competitive employment for vocational special education students;
- assisting in locating supported employment sites for students with more severe disabilities;
- serving as a liaison between the school district and cooperating businesses; and
- serving as a forum for conducting student/employee interviews.

PROGRAM DESCRIPTION

The BAC was established in March 1990 through the cooperative efforts of two Irving Independent School District (IISD) Vocational Adjustment Coordinators (VACs), the Special Education Coordinator, and the local Chamber of Commerce. Its development was viewed as an integral part of the school district's overall set of transition services offered for students with disabilities. Its rationale is that educational and vocational programs for students with disabilities are more effective when local community business leaders are actively involved in the operations of transition services programs. Transition services are defined as "those services, both of short and extended duration, that enable persons with disabilities to live in the community, participate in work and other meaningful activities, have access to appropriate medical, mental health, and non-medical support services, and engage in satisfying social interactions."

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The BAC consists of 21 business, education, and rehabilitation professionals, with 15 of the members being local business leaders; the remaining six members are school district staff members and representatives of community service providers, including vocational rehabilitation counselors. The BAC meets once a month, including the summer months; members may also meet at other times for sub-committee activities and to make contacts in the community with other business people. Every other month, the BAC meeting is a lunch meeting catered by students with disabilities. This practice allows students to practice catering and provides opportunities for the committee members to become acquainted with the students and to observe directly the students' skills and abilities.

BAC members are active in advocating for student transition into the community. A videotape is being developed by BAC members for their use in presentations to civic groups and personnel departments.

News articles are regularly developed and submitted to local newspapers to highlight the successes of the BAC and specific students.

Self-expressed benefits to community business people that have resulted from participation in the BAC include:

- a sense of "getting things accomplished" that comes from seeing the tangible employment-related outcomes for students with disabilities
- a perception of contributing to the community through their involvement with the school in helping students to plan for and make transition
- an increased sensitivity to the employment-related needs of people with disabilities, including their obligations as employers as embodied in the Americans with Disabilities Act
- an opportunity to diversify their own work force by hiring a person with a disability

MAJOR ACTIVITIES

Following the Admission, Review, and Dismissal (ARD) Meeting, special education student employment preferences, likes, and dislikes are identified through aptitude and interest inventories, teacher evaluations, diagnostics, and conferences involving the student, parent, teachers, and VACs. The information obtained from these sources is used to determine if a student needs vocational community-based instruction, academic instruction, and/or vocational adjustment programming. Once a decision regarding student programming has been made, the BAC will assist teachers and supervisors in locating vocational assessment and/or employment sites as needed. After community placement in either vocational assessment or employment sites, ongoing evaluations (once every six weeks, at a minimum) are completed by teachers and employers, individual conferences are held with students, job visits are made by the VAC, and parent conferences are held. This information is used by transition program staff and BAC members to identify placements for students on first jobs or new jobs, as necessary.

Students who are assisted in the transition process by the BAC are generally those students for whom it has not been possible to locate an appropriate community job placement (i.e., one reflecting their preferences and in accordance with their skills, abilities, and experiences) by using other transition-related resources of the school district.

The BAC is called in by the Vocational Adjustment Coordinator to assist in the process when other resources are not sufficient to the task of job development and placement. In some cases, the BAC is indicated as a resource that can be tapped in the transition process, during the Individual Transition Plan (ITP) meeting. Parents are generally very receptive to using the BAC to facilitate job placement for their children.

While the BAC is not directly involved in developing an ITP, it may assist in implementing the plan. The BAC may also assist in expanding the level of student awareness and understanding of employment options available in the community, through the interactions with students during BAC meetings, identification of community-based instruction and/or vocational assessment sites, and participation in the BAC Job Fair. During the 1990 and 1991 Job Fairs held at the high school, students in the school district transition process had the opportunity to present their resumes and to have their employment-related questions addressed by talking to BAC members. In addition, BAC members informed students of ways to access employment and of job opportunities in the members' respective companies.

In the area of matching students' employment preferences with specific community employment opportunities, the BAC has been especially active and effective. Students who have expressed a desire for a particular type of job have often been assisted by BAC members in locating a position in the community, by helping the VACs to

identify employment possibilities and by making employment-related contacts in the community. In addition, the BAC provides assistance to the vocational

special education training programs by providing business expertise related to curriculum content and instructional methods.

OUTCOMES

For the period August 1991 - July 1992, the following outcomes have been demonstrated by the Irving ISD Business Advisory Committee for Vocational Special Education:

- 25 special education students were directly assisted by the BAC to obtain either vocational assessment placements or employment placements in the community;
- 15 students were in the employment phase of the transition program and were directly assisted by the BAC in locating employment placements; after 60 days following job placements, all students were still employed;
- of these 15 students, 2 were placed in clerical positions (examples: sorting mail at a large business; assembling policies at an insurance company), at hourly wages ranging from \$4.25 - 6.50; 1 was placed as an inventory assistant in an car dealership parts department at \$4.25/hour; 1 was placed in a landscaping/greenhouse position at \$4.25/hour; 1 was placed as a veterinary helper at \$4.25/hour; and 10 were placed in positions ranging from working lobby/crew at McDonald's, maintaining inventory and lot/lobby at Pizza Hut, courtesy clerking at a grocery store, maintaining salad bar and lot/lobby at Wendy's, stewarding for a restaurant at a large hotel, and preparing food in a cafeteria, at hourly wages ranging from \$4.25 - 5.00;

- the remaining 10 students not in the employment phase of the transition program were placed on community-based vocational assessment sites identified and developed by the BAC, and will be placed in the employment phase during school year 1992-93.

The effectiveness of the BAC in particular is measured by its successes in:

- (1) making contacts in the community;
- (2) establishing community-based assessment sites;
- (3) educating the business community in regard to the school district's special education transition programs; and
- (4) assisting school district VACs in locating employment opportunities for specific students based upon student preferences.

It is the intent of the BAC to identify and develop employment opportunities for students that are representative of the jobs available in the wider community; however, for those students expressing interest in service-related positions, service jobs are developed. Members of the BAC have also presented a session on establishing and operating a similar committee at the 1991 Texas Association of Vocational Adjustment Coordinators statewide conference. As a result of this presentation and other information dissemination methods, five other school districts have undertaken preliminary activities to establish BACs as a part of their transition programs.

COSTS

There are no direct expenses for operating the Business Advisory Committee for Vocational Special Education. All services and supplies have been donated, and staff time for school district personnel, community service providers, and community business leaders has been contributed.

STAFF

The following individuals have provided services by serving on the Business Advisory Committee during the 1991-1992 school year:

<i>Job Title</i>	<i>Number</i>	<i>% Time</i>
Special Education Director	1	3
Coordinator	1	3
Vocational Adjustment Coordinator	2	7-15
Community agency personnel	3	3
Business leaders/representatives	15	varies

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



June, 1991

TRANSITIONAL SERVICES

Mega Co-op



CONTACT PERSON

Marie J. Lowery, Ed. D.
Project Coordinator
Transition Services Project
Mega Co-op
2111 Pleasant Valley Drive
League City, Texas 77573
(713) 334-3433

CONSUMER POPULATIONS SERVED

Primary Disability

Mental Retardation
(mild-moderate or severe-profound:
measured IQ range 11-75)
Mental Health

Secondary Disabilities:

Hearing Impairment
Visual Impairment
Physical Disability
Cerebral Palsy
Autism
Seizure Disorder
Downs Syndrome

PROGRAM SERVICES/ACTIVITIES

Independent Living Skills Evaluation
Vocational Counseling
Vocational Development
Vocational Evaluation
Job Placement
On-The-Job Training

PROGRAM GOAL

To facilitate the transition of special needs students in Galveston and Brazoria Counties from high school to the community, including living, working, and recreation.

PROGRAM DESCRIPTION

The Mega Co-op Transition Services Project is not a part of the current public school program or curriculum. The recommendations of the interagency individualized Transition Plan (ITP) Team are made available to all entities involved, but they are not binding and are included in the legal Individualized Education Plan (IEP) only if deemed appropriate by the Admission/Review and Dismissal (ARD) Committee. The transition project provides for parental involvement in the entire process, including informational meetings, open house, parent training sessions, the evaluation process, the curriculum development process, and the ITP process.

MAJOR ACTIVITIES

Referrals to the Mega Co-op Transition Services Project are made by transition coordinators of the fourteen participating school districts; on average, 20 referrals to the program are made per year. Only minimal information concerning referrals is required: measured IQ and adaptive behavior level. Other information that can be provided may include a medical profile, job experience history, and a summary of strengths and weaknesses in the academic, vocational, physical, and behavioral/emotional areas.

Students who participate in the program receive a thorough assessment of approximately 2000 independent living and vocational skills during a 12-day assessment period (1st Sunday - 2nd Friday) conducted during two-week intervals in the summer. The assessment is conducted with a group of four students at a time and occurs in a residential setting where students live during the 12-day period; during the assessment, staff conduct a minimum of 3 evaluations on each of the 2000 skills that are assessed. Across each summer, five assessment cycles are scheduled in consecutive two-week

The Mega Co-op Transition Services Project is unique in that it began in June 1988 as a pilot cooperative venture involving 12 independent school districts in Galveston and Brazoria Counties (an area adjoining the Greater Houston metropolitan area), a local office of the Texas Rehabilitation Commission, and The Gulf Coast Center, Mental Health/Mental Retardation office. Initiated through grant funding from the Texas Education Agency and the Region IV Education Service Center, an intermediate education agency, the original purpose of the pilot project was to develop and implement the most appropriate model to evaluate the independent living and vocational skills of students with disabilities to ensure that their living and working potentials are met when they exit the public schools.

The program has now grown to include all 14 school districts in the original two-county area, three additional agencies, and 19 community colleges. Representatives of these organizations are also members of regional transition task forces and the state higher education task force, allowing the representation of specific community issues.

Over time, a commitment by all participating parties has been made to cooperate as a group in all state and regional transition activities, to develop common and collaborative goals, to hire a transition coordinator/consultant, to cooperate in the development and utilization of common forms and procedures, and to provide training at all levels. The transition coordinator/consultant has been designated as the agent to represent all 14 school districts in negotiations and development of procedures for a workable system to facilitate the participation of all entities involved in the Individualized Transition Planning (ITP) process.

blocks of time. Students participating in the assessments conducted during summer 1990 can be described as follows

Measured IQ: below 50 -- 50 %
 50 - 59 -- 20 %
 60 - 69 -- 25 %
 70 - 79 -- 5 %

Sex: male -- 60 %
 female -- 40 %

Adaptive Behavior Level: severe -- 45 %
 moderate -- 30 %
 mild -- 25 %

Grade Level Classification: 12th grade -- 30 %
 11th grade -- 55 %
 below 11th -- 15 %

Beginning in June 1991, the fourteen participating school districts, the Gulf Coast Center, and the Texas Rehabilitation Commission have agreed to continue the evaluation activities on a year-round basis by committing both funds and personnel. Individual school districts will identify students for participation according to particular district transition priorities, with the focus being on students classified as having severe/profound mental retardation, and at an earlier age in order to develop an appropriate three-year transition plan that can be feasibly implemented before exit from the public school system.

Results of the assessment activities will include a detailed independent living skills evaluation, a mental health/mental retardation evaluation, and a vocational assessment. Reports will be provided to the student, his/her family, the referring school district, adult service providers (including The Gulf Coast Center), and the local office of the Texas Rehabilitation Commission.

During the evaluation sessions, the employment component offered work or work-related activity for two hours every weekday. For two full days during the assessment period, a job coach accompanied students to two community worksites (one indoor site and one outdoor site) to provide actual work experience. Work performance was assessed and reported in the final evaluation. In addition, a four-level occupational skills training component has been developed for implementation in the public schools beginning as early as junior high (ages 12-14), with an emphasis on classroom-based guided employment skills instruction, and continuing through competitive employment at the high school level (to age 22). The philosophy underlying this occupational skills training component is that by beginning instruction early, students will have developed the necessary skills to be employed in the community by the time they graduate from public school.

Beginning in the fall of 1989, students were placed in employment in either school-based or community-based situations. Using the information obtained from the detailed skills evaluation, public school evaluations, student interviews, interest inventories, and other vocational evaluations and assessments, student profiles are produced that are matched with job

analyses conducted on a wide range of employment options, resulting in appropriate job placements for students. When problems arise, the school district vocational adjustment counselor, vocational rehabilitation counselor, job coach, or MH/MR case manager provides assistance on an "as needed" basis. Parents and employers are provided information about possible problems that might arise in order to facilitate early identification and intervention. Solutions have included discussions, conferences, counseling, retraining, and different job placements.

The project coordinator regularly (at a minimum, once every three months) conducts follow-up evaluations with the student placed on a job, family members, and the employer to determine satisfaction and identify any needs for additional assistance to ensure job maintenance. Follow-up is accomplished by telephone contact, onsite visits, or written evaluations. Annual follow-up is conducted by public school personnel, vocational rehabilitation counselors, and mh/mr counselors to determine progress and the need for individual services.

Information resulting from the detailed evaluation conducted by the Mega Co-op Transition Services Project can be used by the school district in developing their required final three-year independent living skills evaluation, final three-year vocational evaluation, the ITP, and the IEP. This information can also be used by school district instructional staff, other service providers, and parents to address skills areas in which deficiencies have been identified, with progress being monitored and documented. Parent training is provided to assist the student and his/her family to develop skills that would allow the individual to live and work as independently as possible in the community.

OUTCOMES

During the first three years of the project, 54 students have participated in the independent living skills evaluation activities. Information resulting from these activities has been shared with the student, his/her family, the school district, and adult service providers, including The Gulf Coast Center and the local office of the Texas Rehabilitation Commission. The information has been incorporated into Individualized Transition Plans and Individualized Education Plans to assist in planning for and implementing a timely and individually appropriate transition from public school to community life, including employment, postsecondary training or education, community integration, independent living, and adult services. The project has included and directly involved the student with a disability, his/her family, public school personnel, personnel of the Texas Rehabilitation Commission and The Gulf Coast Center, private care provider personnel, and employers.

Of those 19 students who participated in the transition project in summer 1988, received independent living skills evaluations, and are now leaving public school, 12 have been placed in community-integrated employment positions (a placement rate of 63 percent). Types of employment positions represented by these placements include technical, service, clerical, sales, and veterinary. Hourly wages have ranged from \$4.25 to \$6.25. The remaining seven students are still in school; most are enrolled in either a school-based

employment program or a community-based instruction program leading to employment.

Additional outcomes accomplished by the Mega Co-op Transition Services Project are:

- a model for interagency cooperation for transition services for students with disabilities;
- a model for an independent living skills evaluation center;
- a model for developing community-based employment job training sites;
- a job opportunity directory for students with disabilities;
- a basic curriculum for independent living and work skills training;
- an interagency training program for administrators, teachers, paraprofessionals, vocational personnel, parents, and other agency personnel;
- an evaluation process for the entire transition model; and
- a plan for disseminating these models for replication.

COSTS

Annual costs for operating the MEGA Co-op Transition Services Project are as follows:

Category	Dollar Amount
Personnel	\$ 60,000
Facilities/Space	21,600
Equipment	-----
Materials	1,600
Transportation	200
Other	310
TOTAL	\$ 83,710

As an example for one year, cost per student served during summer 1988 (N=19) is calculated at \$ 4405. cost per student placed in community employment (N=12) is calculated at \$ 6976. The fee per student charged to public schools for the 12-day evaluation activity is \$ 2000 and covers the cost of the detailed independent living skills evaluation, residence at the evaluation center for 12 days, a vocational evaluation, an MH/MR evaluation, a final three-year ITP, and a final three-year comprehensive evaluation and IEP. The comprehensive evaluations completed by the appropriate participating parties are shared by all parties to eliminate duplication of services.

STAFF

Current staff for the Mega Co-op Transition Services Project include the following persons, funding for most of whom is contributed by the participating agencies with which they are employed:

Job Title	Number	% Time	Job Roles
Project Coordinator	1	50	Coordination; public relations; interagency staff training; curriculum development; scheduling; evaluations
Occupational Analyst	1	100	Liaison among participating parties; in-service training; curriculum development; job development
Direct Care Staff	7	100	Student evaluations during evenings, nights, & weekends
Educational Staff	2	100	Student evaluations during the day; ITP development
Job Coach	1	40	Job placement training; evaluations; ITP development
Vocational Rehab. Counselor	4	5	Job site identification; counseling; training; ITP development
MH/MR Trans. Coordinator	1	20	Student evaluation; personnel training; ITP development
Curriculum Specialist	2	100	Develop independent living & vocational skills curriculum for public schools

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange



June, 1991

TRANSITIONAL SERVICES

University of the Ozarks



CONTACT PERSON

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CONSUMER POPULATIONS SERVED

Specific Learning Disabilities

PROGRAM SERVICES/ACTIVITIES

Psychosocial Services
Educational Services for College
Students with Specific Learning
Disabilities
Vocational Counseling
Vocational Development
Independent Living

PROGRAM GOALS

The goals of the Jones Learning Center are for students with learning disabilities to:

1. participate as completely as possible in the experience of higher education;
2. be integrated into the total college environment as thoroughly as possible through academic and personal development;
3. be prepared for life after college through career planning and development; and
4. be taught to develop skills for coping with everyday personal experiences.

ORGANIZATIONAL PROFILE

The Jones Learning Center for students with learning disabilities is a part of the University of the Ozarks, a four-year private university located in Clarksville, a relatively small community approximately 100 miles northwest of Little Rock. The University of the Ozarks currently has an enrollment of 680 students and offers coursework in business administration, elementary and secondary education, humanities, fine arts, natural sciences, mathematics, and social sciences. Students attending the university can pursue studies leading to any one of six degrees: bachelor of arts, bachelor of science, bachelor of general studies, bachelor of music education, master of education, and associate of applied science.

The University of the Ozarks is certified by the North Central Association of Colleges and Schools and by the National Council for the Accreditation of Teacher Education. It places a strong emphasis on person-to-person interaction at every academic level, and students benefit from a student/faculty ratio of 18:1.

PROGRAM DESCRIPTION

The philosophy of the transitional program, begun in 1971, is that students with learning disabilities should be afforded a post-secondary education by whatever means are most appropriate for each individual. It attempts to meet the educational needs of college-age students by teaching them to overcome, cope with, or circumvent their specific learning disabilities through prescriptive individual educational programming. Program objectives are accomplished by a staff of professionally trained learning disabilities specialists and support personnel who work directly with students with learning disabilities on both a one-to-one and small group basis. Students are taught reading, writing, spelling, math, study skills, cognitive skills, social/interpersonal skills, techniques of organization, and career planning. In addition, personal counseling is offered to enhance emotional adjustment, and various compensatory aids are used for measured deficiencies in reading, writing, and spelling.

include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such terms do not include persons who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage."

During the 1991 spring semester, 90 students with learning disabilities, representing approximately 13 percent of the entire student body, received services offered by the Jones Learning Center. They ranged from 17 to 37 years of age, with an average age of 21.4 years. Average student age at admission is 19.5 years, and average age at graduation is 24.5 years, with most students requiring five years to complete a degree plan. Enrollment in the program is purposely limited so as not to exceed 15 percent of the entire student body. The reason for this limitation is to expose students to a standard post-secondary educational environment that will require them to compete academically and develop personally within a totally integrated student body comprised primarily of students without learning disabilities. Referrals to the program are made by high school counselors, other students, and vocational rehabilitation agencies and have come from across the United States and from several foreign countries.

The transitional program offered by Jones Learning Center addresses itself to students with learning disabilities, defined according to P.L. 94-142 as:

"Those persons who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders

Facilities of the Jones Learning Center have grown from one room when the program began in 1971 to a 10,000 square foot building first occupied in 1988. The building housing the program is designed to accommodate a maximum of 120 students and contains space for staff offices, a computer lab, study rooms, test monitoring room, a research lab, and auxiliary services.

MAJOR ACTIVITIES

In the program admissions process, it is essential to ensure (1) that a student has a specific learning disability and (2) that the student's level of ability and motivation are appropriate for college-level work, both as indicated by the results of a comprehensive 1 1/2 - 2 day evaluation and assessment session. The central question that is asked in the admissions process relates to whether or not the program can adequately meet the needs of the applicant; many students with learning disabilities have experienced failure in their earlier educational experiences, and college should not present yet another opportunity.

Each student's educational program is based on information collected during the comprehensive application for admissions process, plus an in-depth diagnostic evaluation. Strengths and weaknesses are identified in various areas of student perform-

ance and based on this information, program staff assist in designing student course schedules and individually determining the need for specialized instruction in reading, writing, and other skills. The number of credit hours for which a student may be enrolled will depend upon the level of specialized instruction the student needs. However, no minimum number of instructional credit hours is required for a transitional program student to be considered full-time, since most students are initially deeply involved in the program's skills development component.

Students receive specialized skills instruction according to the areas of need they indicate. As they demonstrate competency in and mastery of the various skills areas, their overall academic functional level increases, they become more independent, and they generally require fewer specialized services from the transitional program. In recognition of this growth, a system of phases is used

to specify student placement according to the types and amount of services a student is likely to need and is eligible to obtain. Students receive the maximum level of services in Phase I and progressively lesser amounts in Phases II and III, until only minimal support services are provided in Phase IV. In Phase IV, students will be functioning almost totally independently, thereby fulfilling a basic program objective.

In determining phase placement, the following basic guidelines are applied: (1) all entering students will be placed in Phase I; (2) students must complete each criterion associated with the previous phase before movement to the next higher phase; (3) the proposed academic load and the individual abilities of the student must be considered; (4) near the end of each semester, student progress will be reviewed by both the student and his/her service coordinator; (5) each student will be involved in setting up goals to meet the phase criteria and will be made aware of personal responsibility in attaining the goals; and (6) final decisions on phase placement will be made in a joint review by the program director, staff, and the student.

Criteria for phase placement relate to skill development and personal development on the part of each student and include such variables as: amount of transitional program staff time per day and per week needed; level of one-on-one testing needed; number of hours of tutoring needed per week; level of assistance needed to complete written assignments; demonstrated competence in study skills; earned grade-point average and number of credit hours completed; and rate of attendance in class, tutoring, and other program sessions.

Students progress through the phases on the basis of skill mastery, personal maturity and responsibility, and academic performance. They are expected to mature and develop to the level consistent with their individual capabilities, and one factor that enhances the probability of successful academic and personal development is student motivation to participate fully in the transitional program and to pursue an academic degree. Evaluations are conducted at the end of each semester to determine student progress and phase placement for the next semester, although under some circumstances a plan can be adjusted in mid-semester, if necessary or desired by the student.

Academically, students in the transition program must meet the same performance criteria as any student in the university. However, accommodations for their learning disabilities are made by assigning students to a program coordinator and by providing such support services as: test-taking in Jones Learning Center offices and providing extra testing time, up to 2 times longer than offered for students without disabilities; testing assistance (having test read, having questions reworded or explained, dictating answers or typing them on a computer); note-taking by another student in the class; peer tutoring; audiotaping textbooks; assistance in preparing research papers; proofreading of assignments; typing of lessons; receiving instruction in a modular study skills curriculum, fundamentals of communication, and reading remediation; faculty support and understanding; and career counseling.

OUTCOMES

Outcomes for students receiving services from the Jones Learning Center are not readily determined for a single 12-month period. The outcome information presented below relates to the 250 students who were admitted to the program over the period spring semester 1981 - spring semester 1991.

current students - 78
 university graduates - 65
 students transferred to other academic programs - 44
 academic non-successes - 21
 disciplinary dismissals - 12
 withdrawals for personal reasons - 12
 withdrawals for health reasons - 9
 withdrawals for financial reasons - 4
 death - 1
 unknown - 4

Learning disabilities represented by students over this period included total non-readers (true dyslexics), students with dysgraphia or dyscalculia, attention

deficit disorders, auditory discrimination disorders, visual perception disorders, other information processing disorders, and long- or short-term memory deficits.

While no formal follow-up is conducted to determine job placement following graduation, informal feedback has indicated that University of the Ozarks graduates who received services from the Jones Learning Center during their academic tenure have secured employment positions in business, management, sales, forestry, and teaching. Others have continued their education and training by pursuing advanced degrees at other training institutions and colleges and universities. Additional positive outcomes indicated by program staff include total interpersonal integration and academic competition with a large number of students without learning disabilities, resulting in the development of increased levels of self-esteem and independence on the part of learning disabled students and increased understanding and appreciation of people with disabilities by the other students.

COSTS

Costs for providing comprehensive services available from the Jones Learning Center on an annual basis are as follows:

Category	Dollar Amount
Personnel	\$ 644,510
Facilities/Space	-----
Equipment	12,500
Materials	16,500
Transportation	5,000
Other	2,250
TOTAL	\$ 680,760

Based on the 90 students who received program services during the 1991 spring semester, cost per student served is calculated at \$7,564. Charges for services from Jones Learning Center are as follows:

	Per Semester	Per Year
Phase I	\$3,700	\$7,400
Phase II	3,350	6,700
Phase III	2,900	5,800
Phase IV	2,450	4,900

These costs are in addition to those charged to all students attending the University of the Ozarks, including tuition, room and board, and other fees. Funding sources for admissions include scholarships, loans, grants, foundations, and vocational rehabilitation.

STAFF

Current staff of the Jones Learning Center include the following persons:

Job Title	Number	% Time	Job Roles
Director	1	100	Administration; fund raising
Assistant Director	1	100	Daily operations; staff development
Assessment Director	1	100	Selecting assessment instruments; assisting in admission
Psychological Examiner	1	100	Administration of assessments
Program Coordinator	8	100	Coordination of any and all areas regarding students
Learning Disability Assistant	9	100	Back-up support for Coordinators
Researcher	1	100	Development of long-range plans
Director of Auxiliary Services	1	100	Responsibility for audiotaping, tutoring, and note-taking
Tape Reader	1	100	Reading textbooks and other material onto audiotapes
Reading Specialist	1	100	One-to-one assistance for students with low reading skills
Study Skills Specialist	1	100	Assistance to students to improve study habits/techniques
Writing Specialist	1	100	One-to-one assistance for writing papers on a college level
Clerical Personnel	2	100	Scoring diagnostic tests; performing general office duties

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PAST ACHIEVEMENTS AND AFFILIATIONS

Previous Exemplary Programs

Previous Peer Review Advisory Council Members

Previous Exemplary Programs

Since the RRX began its work in March 1982, the project's Peer review Advisory Council has identified a significant number of exemplary programs. Originally, exemplary programs were not considered to have "time limits." However, as the project continued in its exemplary program identification efforts, it became clear that some consideration of a finite period of time for each exemplary program designation should be established.

The RRX Peer Review Advisory Council established a framework requiring programs identified as exemplary to undergo a "re-validation" process. The basic elements of this review process included the following:

1. All programs identified as exemplary will maintain that status for three years past the date of exemplary program designation.
2. Exemplary programs are responsible for completing an Information Request Form and returning it to the RRX by the exemplary program status original expiration date.
3. Onsite visits will be conducted to programs requesting renewal of their exemplary program status provided the completed Information request Form has been returned in a timely manner.
4. All exemplary program being reviewed for continuance of their exemplary program status will be considered by members of the RRX Peer Review Advisory Council along with other nominated programs in their respective core areas.
5. All exemplary programs seeking renewal of their exemplary program status must meet the same set of prerequisites as apply to for programs being considered for exemplary status for the first time.
6. Exemplary programs will serve as Implementation Assistance resources until their exemplary program status expiration date. Previously identified exemplary programs may be available under special circumstances for special consultation assistance in RRX-planned Implementation Assistance activities.

The following identifies programs that were previously identified as exemplary programs but no longer retain that designation.

State	City	Program/Organization Name	Core Area	Year
Arkansas	Little Rock	Arkansas Office for the Deaf & Hearing Impaired Div. of Rehabilitation Services	Job Placement/ Job Development	1984
	Little Rock	Tax Service Representative Training Program AP. Enterprises for the Blind	Job Placement/ Job Development	1984
	Little Rock	Computer Programmer Training AR Enterprises for the Blind	Short-Term Transitional Program	1985

State	City	Program/Organization Name	Core Area	Year
Arkansas (continued)	West Memphis	Computerized Individual Program Plans Sheltered Workshop of Crittenden County, Inc.	High Technology Applications in the Voc. Rehab. Process	1985
	Jonesboro	Expanded Placement/ Supportive Work Program Focus, Inc.	Job Placement/ Job Development	1985
	West Memphis	Rehabilitation Employment Committee Arkansas Rehabilitation Service	Job Placement/ Job Development	1985
	Ft. Smith	Ft. Smith Skills Training Center Bost Human Development Services, Inc.	Short-Term Transitional Program	1986
	Hope	School of Hope - Supervised Living Component Hempstead County Association for Handicapped Citizens	Independent Living Service Programs	1987
	Hot Springs	Arkansas Statewide Project with Industry Association of Rehabilitation, Industry & Business, Inc.	Job Placement Services	1990
Louisiana	Baton Rouge	Computer Rehabilitation Training for the Handicapped Louisiana State University	Job Placement/ Job Development	1984
	New Orleans	Specialized Job Placement Services Delgado Community College Vocational Rehab. Center	Job Placement/ Job Development	1984
	Ruston	Rehabilitation Engineering Center Louisiana Tech University	High Technology Applications in the Voc. Rehab. Process	1985
	Metairie	Independent Living Volunteers of America	Independent Living Services	1987

State	City	Program/Organization Name	Core Area	Year
Louisiana (continued)	New Orleans	Transportation/Mobility; Housing Services; IL Skills; Community Integration Independent Living Center, Inc.	Independent Living Service Programs	1987
New Mexico	Albuquerque	Job Placement Program Career Services for the Handicapped, Inc.	Job Placement/ Job Development	1984
	Albuquerque	Special Vocational Services Albuquerque Technical- Vocational Institute	Short-Term Transitional Program	1985
	Albuquerque	Learning Disabled Component Career Services for the Handicapped	Adult Learning Disabled Programs	1986
	Santa Fe	Counseling; Housing; IL Skills; Community Integration; Employment Related New Vistas Independent Living Center	Independent Living Service Programs	1987
Oklahoma	Tulsa	Rehabilitation Engineering Dept Tulsa Rehabilitation Center	High Technology Application in the Voc. Rehab. Process	1985
	Tulsa	Projects with Industry Tulsa Speech and Hearing Association	Job Placement/ Job Development	1987
Texas	Houston	Employment Skills Development Clinic The Lighthouse of Houston	Job Placement/ Job Development	1984
	San Antonio	Job Readiness Program Goodwill Industries of San Antonio	Job Placement/ Job Development	1984
	San Antonio	Southwest Center for the Hearing Impaired Methodis Mission Home	Job Placement/ Job Development	1984

State	City	Program/Organization Name	Core Area	Year
Texas (continued)	San Antonio	Community Based Work and Independent Living Training Program Education Service Center, Region XX	Transitional Program with Ongoing Services	1985
	Wichita Falls	Food Services Program Individual Development Center	Transitional Program with Ongoing Services	1985
	Dallas	Project LINK Mainstream, Inc.	Job Placement/ Job Development	1985
	Klein	Project PASSAGE Klein Indep. School District	Short-Term Transitional Program	1985
	Austin	Rehab Tech Texas Rehabilitation Commission	High Technology Application in the Voc. Rehab. Process	1985
	San Antonio	Sheltered Employment Program Goodwill Industries of San Antonio	Job Placement/ Job Development	1985
	Big Spring	Southwest Collegiate Institute for the Deaf Howard County Junior College District	Supportive Services for Post-Secondary Disabled Students	1985
	Austin	The Workshop, The Residence Vaughn House, Inc.	Transitional Program with Ongoing Services	1985
	Klein	Project PASSAGE Klein Indep. School District	Adult Learning Disabled Programs	1986
	Gonzales	Texas Jaycee Campus of the Victoria College Gonzales Warm Springs Rehabilitation Hospital	Supportive Services for Post-Secondary Disabled Students	1986
Austin	Vocational Assessment and Training Department Texas School for the Blind	Short-Term Transitional Program	1986	

State	City	Program/Organization Name	Core Area	Year
Texas (continued)	Houston	Vocational Services West Oaks Psychiatric Hospital	Short-Term Transitional Program	1986
	El Paso	Community Integration; Housing Services; II Skills; Counseling Services Disabled Ability Resource Environment (D.A.R.E.)	Independent Living Services Programs	1987
	San Antonio	Lackland AFB Commissary Transitional Work Program Bexar County MH/MR Opportunity Workshop	Job Placement/ Job Development	1987
	Dallas	Project IMPACT Dallas Indep. School District	Short-Term Transitional Program	1987
	Dallas	Computer Programmer Training for the Physically Challenged El Centro Community College	Supportive Services for Post-Secondary Disabled Students	1988
	Dallas	Independent Living Rehabilitation Program Dallas Lighthouse for the Blind	Independent Living Services	1988
	Fort Worth	Project Genesis Easter Seal Society of Tarrant County	Transitional Services	1989
	Klein	Project PASSAGE Klein Indep. School District	Transitional Services	1989
	Klein	Project PULSE Klein Indep. School District	Transitional Services	1989
	Dallas	Transportation/Mobility; Living Skills; Counseling; Employment Related Dallas Center for Independent Living	Independent Living Services	1989

The following identifies programs *outside* Region VI that were previously identified as exemplary programs but no longer retain that designation.

State	City	Program/Organization Name	Core Area	Year
Illinois	Chicago	Job Placement Unit The Center for Rehabilitation & Training of Persons with Disabilities	Job Placement/ Job Development	1984
	Joliet	Supported Employment Prog. Cornerstone Services, Inc.	Supported Employment Services	1988
	Champaign	Supported Employment Prog. Developmental Services Center	Transitional Program with Ongoing Services	1988
	Chicago	Job Placement Unit The Center for Rehabilitation & Training of Persons with Disabilities	Job Placement Services	1989
Kansas	Wichita	Center Industries Corporation Cerebral Palsy Research Foundation of Kansas, Inc.	Transitional Program with Ongoing Services	1985
Kentucky	Crestwood	Supported Employment Services Community Employment, Inc.	Transitional Program with Ongoing Services	1988
Maryland	Baltimore	Schapior Training and Employment Program, Inc.	Transitional Program with Ongoing Services	1988
Minnesota	Saint Paul	Kaposia, Inc.	Supported Employment Services	1989
Virginia	Virginia Beach	Virginia Beach Adult Services Community Alternatives, Inc.	Transitional Program with Ongoing Services	1986
Washington	Auburn	Supported Employment Enclave at Physio Control Corp. Trillium Employment Services	Transitional Program with Ongoing Services	1986

Previous Peer Review Advisory Council Members

1983 - 1992

Glenn Anderson, Ph.D. (1986 - 1988)
Director of Training
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University of Arkansas
Little Rock, Arkansas

Duane Balentine (1983 -1984)
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Assistant Professor/Coordinator of Placement
Weiss Rehabilitation Center
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Lorraine Parker Beene (1984 - 1985)
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Harold Viaille, Ph.D. (Ex-Officio 1983 - 1991)

Regional Commissioner, Region VI
Rehabilitation Services Administration
Dallas, Texas

R.A. Wade (1985 - 1988)

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Sherry Watson (1991 - 1992)

Executive Director
Disability Resource Center
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Carol Whitcraft, Ph.D. (1983 - 1985)

Assistant Deputy Commissioner
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Maunsell Wilkinson (1983 - 1985)

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