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ABSTRACT

Project COED (Career Opportunities through Education for Persons with Disabilities) was developed to: (1) provide career instruction for adults who are functionally mentally retarded, through job training opportunities in food services, clerical/office work, or housekeeping/janitorial work; (2) increase levels of clients' financial independence; (3) provide assistance and outreach to minorities and women who are mentally retarded; and (4) provide a bridge from career instruction to internship placement in a job that fits the goals and needs of both employee and employer. Project COED is a model that matches the job training with the desires and expectations of the clients and with the desires and expectations of employers. It offers classroom instruction (16 weeks), an 8-week paid internship as a bridge between the classroom and the world of work, and advocacy support for long-term career development. Project COED's strengths are the identification of the key knowledge, skills, and competencies expected by employers and transition of clients into the world of work with a look toward a long-term career objective rather than just a short-term job. This handbook addresses: marketing, selection, curriculum, assessment, transition, personnel, facilities, and evaluation. Numerous exhibits are provided, including recordkeeping forms, a work interest inventory, lists of curriculum goals, and skills assessment forms. (JDD)

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COED

ED 378 745

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Project COED: Bridge to the Future

from classroom to internship to career

A How To Handbook for Client Success

Project COED was created and developed by
Association for Retarded Citizens of Dallas
2114 Anson Road, Dallas, Texas 75235
(214) 634-9810
Carole Shafner, Project Director

and funded by
Office of Special Education and Rehabilitation Services
Grant HO 78C10012

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Table of Contents

•	Bridge to the Future	i
•	Project COED: An Overview	1
•	Marketing & Exhibits	6
•	Selection & Exhibits	10
•	Curriculum & Exhibits	17
•	Assessment & Exhibits	24
•	Transition & Exhibits	27
•	Personnel & Exhibits	29
•	Facility & Exhibits	32
•	Evaluation & Exhibits	34

Bridge to the Future

Description

This handbook is provided as a tool for organizations with an interest in creating a bridge to the future for adults who are functionally mentally retarded through job training opportunities in Food Services, Clerical/Office or Housekeeping/Janitorial.

The handbook addresses the following key topics:

- Project COED: An Overview.
- Marketing.
- Selection.
- Curriculum.
- Assessment.
- Transition.
- Personnel.
- Facilities.
- Evaluation.

Handbook

Each topical section includes:

- Description of Topic.
- Process Activities to Implement Topic.
- Caveats.
- Appendix with Sample Forms.

Project COED offers:

- Classroom Instruction--16 weeks.
- Paid Internship--8 weeks.
- Advocacy Support for Long-Term Career.

Project COED is a model that matches the job training with the desires and expectations of the clients and with the desires and expectations of employers. This Handbook provides information that will assist others in replicating Project COED.

For questions or additional information about Project COED:

contact Carole Shafner, Director, Project COED
Association for Retarded Citizens of Dallas
(214) 634-9810.

Project COED: Overview

Description

Project COED (Career Opportunities through Education for Persons with Disabilities) created and developed by the Association for Retarded Citizens of Dallas was funded through the Office of Special Education and Rehabilitation Services in 1991.

Purpose

Project COED is dedicated to a four-fold purpose:

- Provide career instruction for adults who are functionally mentally retarded through job training opportunities in three career areas: Food Services, Clerical/Office, and Housekeeping/Janitorial.
- Increase levels of clients' financial independence.
- Provide assistance and outreach to minorities and women who are mentally retarded.
- Provide a bridge from career instruction to internship placement in a job that fits the goals and needs of both employee and employer.

COED

Goals

Project COED has five goals:

- Develop Career Education and Training Programs in Food Services, Clerical/ Office, and Housekeeping/Janitorial to serve adults who are mentally retarded.
- Increase awareness of Project COED opportunities for adults who are functionally mentally retarded by targeting consumers and advocates.
- Develop a referral and selection process to transition consumers to Project COED clients.
- Develop an evaluation plan for clients enrolled in Project COED and for grant staff.
- Develop a program plan to transition clients from Project COED to career, jobs, and long-term employment.

Successes

Project COED success is measured by both successes of individual clients and achievement of project goals and objectives at a high level of effectiveness and efficiency.

COED

Client success is evaluated by:

- Growth in the knowledge, skills and competencies associated with the training program of choice based on pre-post quantitative and qualitative assessments.
- Graduation from Project COED classroom training.
- Completion of the Internship.
- Placement in a career position which is a foundation for long-term employment.

Over three years, Project COED reports the following:

- 90% of the clients graduated from the 16 week classroom training program.
- 83% of the clients from Years One and Two are still employed in jobs in their training fields of choice one to two years after successful completion of the Internship.
- 500% increase in the number of consumers applying for selection and invitation to participate in Project COED.

Rationale

“Not working is perhaps the truest definition of what it means to be disabled.” (1986 ICD Survey of Disabled Americans.) “...years after the enactment of PL 94-141, adults with disabilities contributed disproportionately to the population of under-educated and under-employed Americans.” (OSERS News-Winter, 1990, Vol. III, No. 3.)

Two-thirds of the disabled are not working. This phenomenon contributes to the loss of personal self-esteem, loss of income, loss of opportunity for participation in society and continued dependence on public support. Recent national trends stress the importance of employment training and opportunities for women, African-Americans, and Hispanics who are mentally retarded, many of whom have untapped skills and high employment potential. Yet, these groups are still underrepresented in the world of work.

Process

Project COED successfully concluded Year 3 of implementation September 30, 1994.

In addition to providing a basis for long term career opportunities for clients, Project COED has developed a replicable recruitment and training model with a fully validated curriculum which includes goals, objectives, performance-based, paper and pencil, and qualitative assessments. In cooperation with Brookhaven Community College and Dallas County Community College District, Project COED clients receive continuing education credit upon completion of the 16 week classroom training.

COED

This model will give others in the Dallas area and across the nation the same opportunities to enter either the Food Services, Clerical/Office, or Housekeeping/Janitorial fields with knowledge, skills, and competencies that are desired and expected by employers.

Project COED offers the classroom instruction for development of knowledge, skills and competencies and the internship as a bridge between the classroom and the world of work. Project COED prepares its clients for success in the workplace and supports the opportunity to truly develop a career path that will meet the clients' needs, abilities, and interests.

Project COED's strengths are the identification of the key knowledge, skills, and competencies expected by employers and transition of clients into the world of work with a look toward a long-term career objective rather than just a short-term job. Project COED lays the foundation for long-term career placement which ensures that Project COED clients do indeed have the knowledge, skills, competencies and the commitment of an advocate supporting clients' success in their long-term career choices.

With a continuation of the follow-up study to monitor the career experiences of these clients, Project COED will obtain a valuable information base and the state-of-the-art training methodologies that will assist in better preparing persons with disabilities to enter the job market.

These findings will ensure that both current and future clients will have better training than ever before so they can match their personal career expectations with those of their current or potential employers in the workplace. In addition, these findings will assist advocacy groups in better training clients for the workplace and in better identifying the goodness of fit between client career goals, client skills and employer requirements.

Marketing

Marketing

Description

Priorities for Project COED are the identification and notification of consumers interested in applying for job training in one of three career areas and/or identification and notification of those who might know and refer potential clients. Project COED objectives include development of an awareness of:

- Opportunities and benefits related to participation in Project COED.
- Criteria for eligibility.
- Procedures for application.

Process

Awareness and marketing activities included print and oral presentations to the targeted community e.g.

- Consumers.
- Parents.
- Social Service Agencies.

Marketing

- Community Facilities.
- School District Personnel.
- Job Placement Agencies.
- Vocational Counselors.
- Advocacy Groups for Persons with Disabilities.
- Business and Industry.

A copy of the Brochure developed for Project COED appears as **Exhibit A**. The brochure is distributed in a variety of ways:

- Direct Mail/Brochure Only.
- Direct Mail Accompanied by Letter.
- Free Standing Brochure Offerings.
- Distribution at Events (e.g. Job Fairs) and Presentations.

Communication strategies include direct mail, telephone contact, personal visits to potential referral sources, brief announcements at meetings, and formal, live presentations specifically scheduled to market Project COED.

Marketing

Project COED's most successful awareness and marketing activities are those efforts that are directed toward individuals....personal visits, telephone calls and/or letters directed to specific individuals....and planned follow-up with individuals after the first contact to respond to inquiries, provide additional information, and request assistance in identifying potential clients.

Caveats

Timing and targeting of awareness and marketing activities are critical.

- Avoid entering a campaign just before holidays.
Consider holiday periods which may interfere with even the best communications strategies. Project COED finds that training opportunities generate little interest just before holidays for both potential clients and potential referral sources. Everyone seems too busy!
- Avoid mass mailings.
Target carefully and send materials to those individuals and provide personal follow-up. Project COED finds that targeted, direct mailings with follow-up result in a higher percentage of qualified applicants than mass mailings.
- Avoid eligibility criteria that are too broad.
Delineate clearly and carefully the eligibility criteria in the communications.

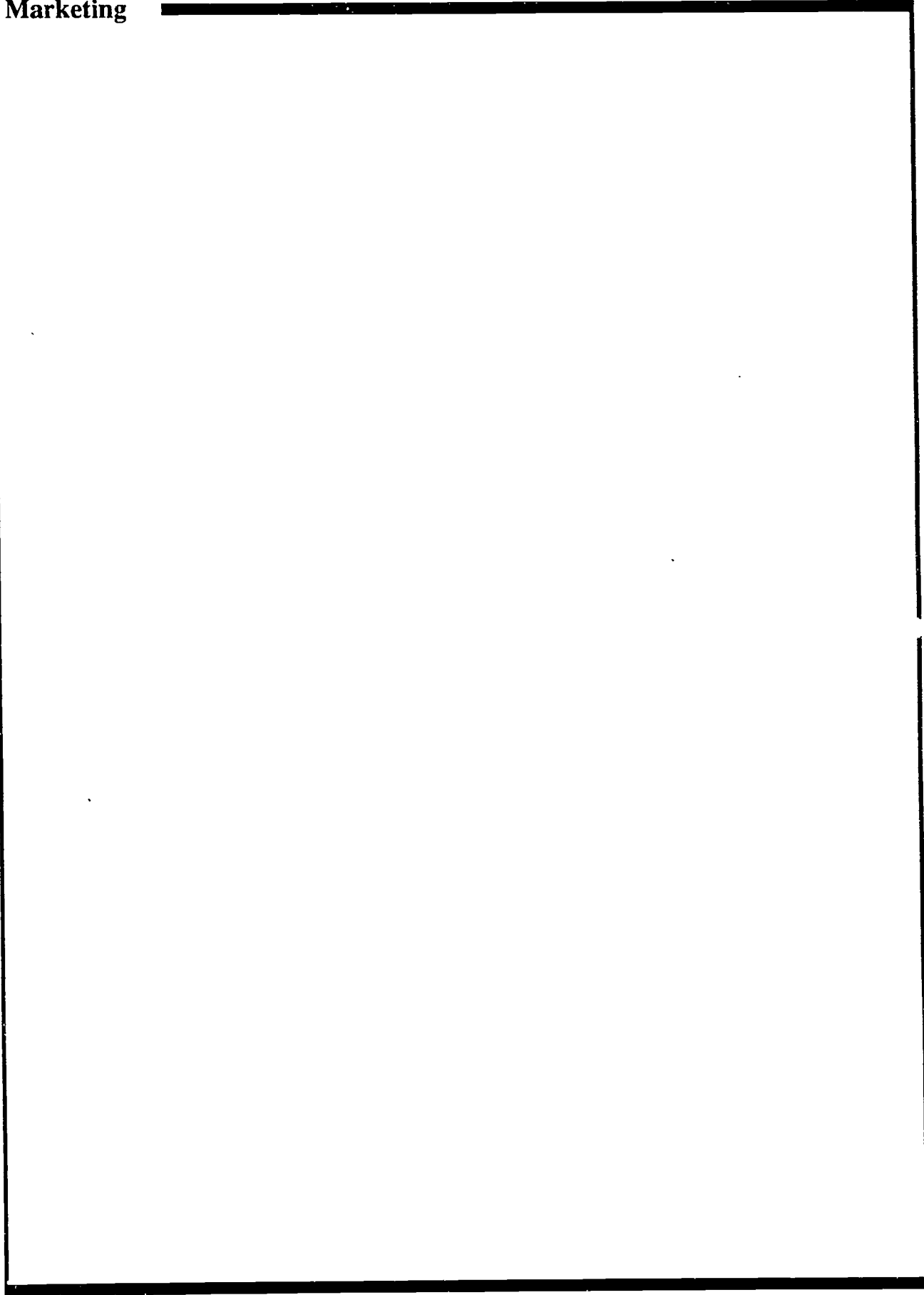
Marketing

- Avoid announcement timelines that are too far in advance of class or too close to time for class to begin. Allow time for receipt of material, follow-up, application, and selection. Project COED finds that eight to ten weeks is appropriate to give clients an opportunity to apply for the start of classes. More advance notice often results in changing interests and change in client availability for class. Less advance notice does not allow time for referral application, interviews, and selection.

Marketing

Marketing Exhibits

Marketing



Selection

Selection

Description

The Selection Process includes:

- Consumer Referral.
- Consumer Application.
- Consumer Intake.
- Consumer Interview.
- Consumer Acceptance and Invitation to Participate in Project COED.

Process

Referral

The Referral Form appears as **Exhibit B**. This form is important since it not only provides important personal, demographic, professional and reference

Selection

information about the consumer, but this form also provides important data to use in target marketing for future Project COED programs. Project COED cross-references the referral sources identifying and referring the most successful candidates who benefit from the job training curriculum.

Application

The Application appears as **Exhibit C**.

Intake

The Intake Form appears as **Exhibit D**.

Interviews

Interviews are conducted by a three person team including the Placement Coordinator, Education Coordinator, and Co-Director. As part of the interview, each interviewer individually ranks the consumers on identified selection criteria based on the interviewers' questions and observations. Secondary interviewer sources are references from referring advocates.

The criteria include:

- Eye Contact.

Selection

- Work Attitude.
- Realistic Occupational Goals.

Additionally, the interview confirms that consumers meet basic criteria for eligibility:

- At least 18 years of age or older.
- Mentally retarded or borderline intellectual capacity.
- Appropriate social skills.
- Appropriate grooming and hygiene.
- Eligible for Texas Rehabilitation Commission certification.
- Payment of \$25 registration fee.
- Reliable transportation (public or private...bus mobility training will be offered.)
- Support system (agency or family or significant other) attend COED orientation and agree to the acceptance criteria established by Project COED.

Selection

- Currently unemployed and will remain unemployed throughout the COED training.
- Commitment to complete COED training.
- Motivated to work.
- Good (appropriate) references.

Project COED: Student Acceptance Criteria appear as **Exhibit E**.

Additionally, job-specific Student Acceptance Criteria supportive of the training of interest to the consumer are included in the Selection Process. Janitorial/Housekeeping and Food Services Student Acceptance Criteria appear as **Exhibit F** and Clerical/Office Student Acceptance Criteria appear as **Exhibit G**.

The Interview also establishes any special needs that might inhibit access to and participation in Project COED classes, the internship, and possible continuing employment. Example areas of need include bus mobility training, assistance in reading of bus schedules, working with house parents or significant others to confirm support and assistance so that clients could and would attend classes if selected, and assistance and payment options of \$25 registration fee.

As part of the Interview Process, the Work Interest Inventory is administered. The Work Interest Inventory appears as **Exhibit H**. The results assist in validating that the consumer has interests and/or wishes that support the job-training program for which he/she has applied.

Selection

Acceptance

After the Interview Process, the Interview Team rates each student based on Interview Criteria. If there is a discrepancy between and/or among the three Interviewers, they then discuss their ratings and come to consensus as to the final rating given the consumer. The highest ranked consumers are invited to participate in the job training course.

Consumers invited to join Project COED are then referred to as clients. The Acceptance Process includes the signing of an Agreement between Project COED (Association for Retarded Citizens) and the Agency, Parent or Guardian responsible for including Project COED in the client's staffing and responsible for ensuring that client's commitments are met.

The Agreement appears as **Exhibit 1**. This Agreement provides the structure and the parameters of the Project COED, as well as the expectations for both parties to the Agreement.

Once the client accepts the job-training opportunity offered by Project COED, the client completes the following:

Registration

The client either pays the fee of \$25 or agrees to a payment plan. The Registration Payment Plan appears as **Exhibit J**.

Selection

Student Emergency Form

The client completes the Student Emergency Information Form. The Student Emergency Form appears as **Exhibit K**.

Medication Form

The client completes the Medication Form. The Medication Form appears as **Exhibit L**.

Consent for Release of Information

The client completes the Release of Information for potential employers. The Release of Information appears as **Exhibit M**.

Caveat

- Consider carefully whether the program will accept consumers who are currently employed and plan to remain so during job training course. Project COED often finds work schedules interfere with class, even when specific efforts are made to work with employers because some

Selection

employers often will not be able to allow clients to attend classes due to demanding work schedules. After piloting different employment options, Project COED does not accept consumers as clients who are already employed and plan to remain employed during the job training.

- Consider carefully the number of participants selected for each of the classes. Project COED finds that a total of 10 clients is appropriate for each class so that individual attention is provided and the performance-based assessments which provide authentic experiences may be implemented and scored.
- Avoid implementing the example legal documents without having legal review by organizational attorney. The example is presented as an example only.

Selection

Selection Exhibits

Selection

DATE: _____

REFERRAL FORM

REFERRAL SOURCE: _____

TELEPHONE: _____

Have referral give a recommendation of consumer: _____

Consumer Information:

NAME: _____ TELEPHONE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

SOCIAL SECURITY # _____ BIRTHDATE: _____ SEX: _____

Are you a member of TRC? _____

Highest Grade Completed _____

Can you pay the \$25.00 registration fee? _____

Does consumer have transportation (or) can they ride the bus?

Does intake counselor think consumer is appropriate for program?

Interview Schedule _____

SELECTION

1993 - 94
Application

Name:		Telephone:	
Present Address: Apt.#		Social Security Number:	
City:	State & Zip:	Birthdate:	Male ___ Female ___
Present Address:		City:	State & Zip

Are you certified through the Texas Rehabilitation Commission? Yes ___ No ___

Counselor _____ Phone _____

Have you ever had a vocational assessment? Yes ___ No ___

If so, when? _____ Where? (which agency, etc.) _____

Are you a client of MHMR? Yes ___ No ___ Counselor _____ Phone _____

Have you had any vocational training in the past? Yes ___ No ___

Where? _____

Are you currently receiving vocational training? Yes ___ No ___ Where? _____

Are any other agencies assisting you? Yes ___ No ___

Which agencies? _____

What is your disability/diagnosis? _____

Are you currently taking any medications? Yes ___ No ___ If so, please complete medication form.

Would you need accommodations? Yes ___ No ___ If so, what kind? _____

Are you able to perform the necessary functions of the training program for which you are applying?
Yes ___ No ___

Have you ever been convicted of a felony or misdemeanor? Yes ___ No ___
if so, when? _____ What was the offense? _____

Are you on probation? Yes ___ No ___ Are you on parole? Yes ___ No ___
If so, Probation/Parole Officer's Name _____ Telephone _____

Grade completed in school _____

Can you read? Yes ___ No ___

Can you write? Yes ___ No ___

Can you type? Yes ___ No ___

Add/subtract? Yes ___ No ___

Please return application to: Project COED c/o Association for Retarded Citizens of Dallas, 2114 Anson, Dallas, TX 75235.

WORK HISTORY

Have you ever been employed? Yes ___ No ___

Have you ever been fired? Yes ___ No ___ If so, why?

Please list any experience in your area of interest: _____

Survey for Students Interested in Project COED

Briefly, state what you expect to learn from this program. _____

Which of the three courses offered (Food Service, Housekeeping, Office/Clerical) are you most interested in? Briefly explain why. _____

Are you willing to work a paid internship for 8 weeks? Yes ___ No ___

Do you have transportation? Yes ___ No ___ If so, what? _____

Do you need bus mobility training? Yes ___ No ___

How did you find out about Project COED? Agency ___ Friend ___ Family ___ Other _____

Signature _____ Date _____

Designed by the Association for Retarded Citizens of Dallas
Supported by a federal grant from the Office of Special Education and Rehabilitation Services.
Grant #H078C10012

SELECTION

DATE: _____

I N T A K E F O R M

NAME: _____ TELEPHONE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

SOCIAL SECURITY #: _____ BIRTH DATE: _____ SEX: _____

Can you attend class in the evenings? Daytime? _____

Are you willing to do an internship for 8 weeks? _____

Do you have a driver's license? _____

Do you have a Handi-Ride card? _____

Do you have a DART handicap card? _____

Do you have a job now? _____ If so, where? _____

Would you be willing to do your internship at your present job?
Yes ___ No ___

What type of job would you most prefer? _____

If you were going to be late or absent from school would you call? _____

Do you get along well with others? _____

What kinds of help might you need from someone else to complete this program? _____

Would you be willing to have a job coach? Yes ___ No ___

Can you pay the \$25.00 registration fee? _____

Interviewer: _____

The student registration fee of \$25.00 is non-refundable.

Association for Retarded Citizens of Dallas
(Print Name)

Signature

Agency/Guardian
(Print Name)

Signature

Student
(Print Name)

Signature

Agency Address:

(Name)

(Street Address)

(City, State, Zip)

(Phone)

SELECTION

Project COED: Student Acceptance Criteria

- * 18 years of age or older
- * Mentally retarded or "borderline intellectual capacity"
- * Appropriate social skills
- * Appropriate grooming and hygiene
- * Eligible for TRC certification
- * Payment of \$25.00 registration fee
- * Reliable transportation (public or private); bus mobility training will be offered
- * Support system (agency or family) attend COED orientation and agree to the acceptance criteria established by Project COED
- * Currently unemployed and will remain unemployed throughout the COED training
- * Commitment to complete Project COED
- * Motivated to work
- * Good (appropriate) references

SELECTION

Janitorial/Housekeeping
Food Services

Student Acceptance Criteria

1. Interest in housekeeping/janitorial/ food services
2. Functional mobility of at least 3 limbs
3. Good sense of balance
4. Has good physical stamina
5. Is able to lift 25 lbs.
6. At least 96 points on Housekeeping Assessment or 112 point on Food Services Assessment

SELECTION

OFFICE SKILLS/CLERICAL

Student Acceptance Criteria

Minimum skill level acceptable for the clerical/office skills training class:

1. Interest in office/clerical or mail room jobs, either stated interest or through testing/assessment.
2. Good vision and hearing.
3. Good verbal skills, can communicate with supervisor and co-workers.
4. Good fine motor skills.
5. Minimum 3rd grade reading and math skills.

Five (5) minutes for each section:

- a. Knows alphabet upper and lower case, which letters come before and after.
 - b. Can read and follow simple instructions.
 - c. Knows numbers 1-20.
6. Good grooming - potential to be trained in this area for an office setting.
 7. Good eye-hand coordination.
 8. Commitment to 16 weeks, 3 evenings a week, of training with the expectation of work to be completed outside of class time.
 9. At least 44 points on clerical assessment.

SELECTION

Name _____

Date _____

Work Interest Inventory

Read each activity. Decide if you would enjoy doing that activity. Then do this:

- Circle 1 if your answer is no!
- Circle 2 if your answer is I don't think so.
- Circle 3 if your answer is I'm not sure.
- Circle 4 if your answer is I think so.
- Circle 5 if your answer is yes!

	no!	don't think so	not sure	think so	yes!
1. Would you enjoy . . . ?					
a. typing letters	1	2	3	4	5
b. dusting, cleaning, . . . polishing	1	2	3	4	5
c. moving furniture	1	2	3	4	5
d. adding numbers on a . . calculator	1	2	3	4	5
e. running a copy machine	1	2	3	4	5
f. serving food in a . . . restaurant	1	2	3	4	5
g. opening and sorting . . mail	1	2	3	4	5
h. helping people to have fun	1	2	3	4	5
i. filing letters in an . . office	1	2	3	4	5

Work Interest Inventory

j. selling fruits and vegetables . . .	1	2	3	4	5
k. preparing food in a restaurant . . .	1	2	3	4	5
l. running factory machines . . .	1	2	3	4	5
m. answering telephones . . .	1	2	3	4	5
n. selling things over the phone . . .	1	2	3	4	5
o. working at a computer terminal . . .	1	2	3	4	5
p. helping customers choose gifts . . .	1	2	3	4	5
q. moving crates in warehouses . . .	1	2	3	4	5
r. bus tables in a restaurant . . .	1	2	3	4	5
s. vacuum or shampoo carpet . . .	1	2	3	4	5

SELECTION

The Association for Retarded Citizens of Dallas
and Agency Agreement

(Purpose) The Association for Retarded Citizens of Dallas' Project COED will provide individuals with disabilities an opportunity to perform meaningful vocational and employment skills in a natural environment. During his/her participation in Project COED's paid internship, the participant will transfer skills learned in the vocational training to a job setting to further their career development.

(Responsibilities) Project COED will provide each participant with 16 weeks of instruction in job skills training. After the instruction is completed, Project COED will attempt to place the participant in an 8 week paid internship. Each participant will be placed in the most appropriate internship available. The internship will begin as soon as one is appropriate and available. Project COED's Job Placement Coordinator will be the sole contact person for all potential employers throughout the Internship. If appropriate, Project COED will obtain a job coach for the participant through the Texas Rehabilitation Commission or other appropriate funding sources. COED will assess the participant's transportation needs for class and do bus mobility training to and from class, if required. COED staff are not responsible for transporting the participant to and from classes and/or the job site.

(Agency) _____ (agency name; guardian) will be responsible for including a COED staff member in the participant's staffing. Unless mutually agreed upon, the participant should not be employed during the training and/or internship. It is part of this agreement that the participant complete the training and the internship. The parent, guardian and/or representative agency must be willing to provide support and cooperation for both the student and COED staff during all phases of the program (classroom training, job placement, and internship).

Project COED will be responsible for attempting placement of students in one internship according to the criteria described in the Agency Agreement. If the student leaves or is fired from that internship, it will be up to the discretion of Project COED staff whether to help that individual obtain further employment. All factors, including the circumstances of the termination and availability of other job opportunities, will be taken into consideration when making this decision.

SELECTION

Project COED

I, _____, an unable to pay the class registration fee at this time but do agree to pay according to the following payment schedule:

<u>Payment</u>	<u>Amount</u>	<u>Due Date</u>
#1	\$5.00	_____
#2	\$5.00	_____
#3	\$5.00	_____
#4	\$5.00	_____
#5	\$5.00	_____

I also understand that this agreement is binding and that even if I do not finish the class I am still liable for the registration fee.

Student Signature

Witness

SELECTION

Date: _____

Project COED
Student Emergency Information

Student Name: _____

Closest major cross streets to your home: _____

DART Handi-Ride I.D. Number: _____

In case of an emergency, please contact:

Last Name First (Relationship to you)

Address Apt. #

City State Zip

Home Phone Number Work Phone Number

Last Name First (Relationship to you)

Address Apt. #

City State Zip

Home Phone Number Work Phone Number

Medical Information:

Medications or other medical needs during class? _____

Primary Physician Name: _____

Telephone: _____

SELECTION

MEDICATION FORM

It is imperative that the staff of Project COED be made aware of any medications or special needs of each student in class. If any medication is changed, in any way (e.g. dosage, time of administering, etc.) during the training or internship, Project COED needs to be informed immediately.

Please list all medications or special needs.

Medication Name	Reason for Taking	Possible Side Effects
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Signature of Responsible Party

Date _____

SELECTION

Consent for Release of Information

CLIENT: _____

DATE OF BIRTH: _____

I, _____ hereby authorize:

(name) _____

(address) _____

to disclose psychological, social, educational, vocational/
employment, and medical records concerning _____
to:

Project COED
c/o Association for Retarded Citizens
2114 Anson Road
Dallas, Texas 75235

Signature: _____ Date: _____

Relationship to Client: _____

Photograph Authorization

Date: _____

To Whom It May Concern:

I hereby authorize the Project COED and the Association for
Retarded Citizens of Dallas of 2114 Anson Road, to use
photographs of myself and/or my child, _____,
in their pamphlet, newsletters and/or audio/visual presentations.

Signature _____

Curriculum

Curriculum

Description

Project COED established three post-secondary career education and training programs to serve adults who are mentally retarded. The three training programs addressed both personal and workplace knowledge, skills, and competencies in:

- Food Services.
- Clerical/Office.
- Housekeeping/Janitorial.

Process

Project COED initiated the Curriculum System that includes Curriculum Content, Assessment, and Evaluation to determine whether or not the Curriculum System is indeed accomplishing the results expected at the level of

Curriculum

of success desired. The first component of that Curriculum System is Curriculum Content—Curriculum Goals, Objectives, Instructional Activities and Evaluation to determine this component's effectiveness and efficiency.

In developing and implementing the Curriculum Content, the following structures are used:

- Identification of Priority Objectives.
- Development of Classroom Activities.
- Development of Internship Activities.
- Evaluation of the Curriculum Content, Implementation, and Client Performance.

Curriculum Development

Identification of Priority Objectives

Project COED identifies priority objectives designed to assist clients in becoming successful in the workplace. The Identification Process for each curricula includes:

- Input from potential employers, Project COED Staff, and Advisory Committee Members.

Sample questions from a survey of 20 employers in the Housekeeping/Janitorial area appears as **Exhibit N**. The surveys are conducted to ensure that the goals and objectives of Project COED are indeed addressing the knowledge, skills, and competencies desired and expected by employers.

Development of Classroom Activities

Classroom activities address the goals and objectives identified for each of the course areas. An example of Classroom Activities from the Food Services course appears as **Exhibit O**.

Development of Internship Activities

Internship Activities are developed with the Project COED staff, client, employer and job coach if appropriate. A sample of the Internship Form appears as **Exhibit P**.

Evaluation of the Curriculum Content, Implementation, and Client Performance

Evaluation of the curricula to ensure that students did:

- Show growth in knowledge, skills, and competencies that students need for success in the workplace.

Curriculum

- Use knowledge, skills, and competencies in their jobs classroom, internship, and long-term employment.
- Demonstrate knowledge, skills, and competencies valued by employers and are successful in the workplace.
- Perform successfully in the internship and establish a foundation for long-term employment.

The Curriculum Validation Process is monitored and the goals and objectives based on revisions are revalidated annually. Revised goals and objectives are not expected to change unless the job descriptions of positions in the field change and/or the knowledge, skill, and competencies in the Food Service, Clerical/Office, and/or Housekeeping Janitorial industry change.

The following Curriculum Products are documented for each curricula area:

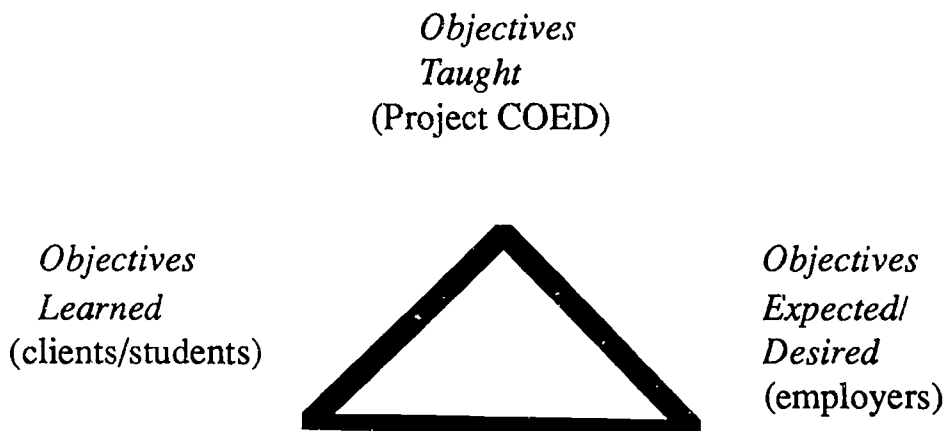
- Course Outline. (Example of Course Outline appears as **Exhibits Q and R.**)
Samples include Goals from Housekeeping/Janitorial and Goals and Indicators from Clerical/Office.
- Course Syllabus. (Example of Course Syllabus from Food Services appears as **Exhibit S.**)
The Syllabus addresses Week 5 of the course.

- Course Objectives. (Example of Course Objectives for Food Services, Emergency Procedures and Safety appear as **Exhibits T1-T2.**)

Project COED is vitally aware of the importance in developing knowledge and skills that can be transferred into the world of work as part of the career path for each client.

Caveat

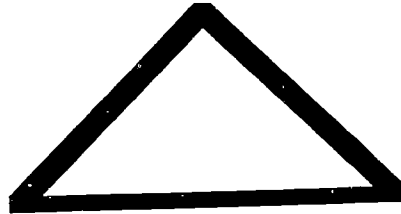
- Ensure that alignment of the curriculum is in place. Alignment ensures that Objectives Taught In Project COED are in fact Objectives Expected and Desired By Employers in the Field and that Objectives Are Learned by Clients/Students.



Curriculum

- Ensure that alignment of the curriculum is in place. Alignment ensures that Objectives Taught in Project COED are in fact Learned by the Clients (students) and are the same objectives that are Measured in the classroom and internship evaluations.

*Objectives
Taught
(Project COED)*



*Objectives
Learned
(clients/students)*

*Objectives
Measured*

Curriculum

- Ensure that the alignment of the curriculum is in place. Alignment ensures that the Objectives evaluated in the classroom and the Objectives evaluated in the Internship are the same as the Objectives that are evaluated by employers.

*Objectives
Evaluated
(Project COED)*



*Objectives
Evaluated
(Internship)*

*Objectives
Evaluated
(Employment)*

Curriculum Exhibits

Housekeeping Survey Questions

- What type of basic job skills do you feel are essential for an entry level housekeeping position in your company?
- What are the typical daily tasks performed by your housekeeping department?
- What daily tasks do you feel are important?
- What type of employment opportunities are available for individuals specifically trained in the housekeeping field?
- What are the typical work hours for someone in housekeeping?
- What is the typical production rate per person per day?
- Is this contract or agency work?
- What type of orientation/training is provided for new employees?
- What concerns do you have in hiring a person with mental retardation?
- If you had a job opening suitable for Project COED client, would you agree to a job coach?
- Would you say that housekeeping or laundry has more employment opportunities? Why?
- How would you classify your Agency or Company as to type...hospital, maid/cleaning service, hotel/motel, retirement home?

Curriculum

IL.B1 Emergency Procedures
Area: Reporting Emergencies

Goal: Students will develop competencies needed to report emergency situations.

Instructor Activities	Student Activities	Student Objectives	Evaluation Methods	Resources	Administrative Activities
<ol style="list-style-type: none"> 1. Administer Pre-test. 2. Describe the following procedures for reporting a fire: <ul style="list-style-type: none"> a) Dial 911 give the following: <ul style="list-style-type: none"> • Your name • The name of the business • The address of the business • The type of fire • The location of the fire • The size of the fire b) Move to safety 3. Have all the students repeat in unison the above steps. Then, go around the room and request each individual student tell you the procedures for reporting a fire. 4. Describe the following procedures for reporting a medical emergency: <ul style="list-style-type: none"> a) Immediately report the emergency to your supervisor. 5. Have all the students repeat the above step. Then go around the room and request each individual student tell you the procedures for reporting a medical emergency. 6. Administer Post-test. 	<ol style="list-style-type: none"> 1. Take Pre-test. 2. Recite out loud the steps for reporting a fire, in unison with other students. 3. Well called upon, state the steps for reporting a fire. 4. Recite out loud the step for reporting a medical emergency, in unison with other students. 5. When called upon, state the step for reporting a medical emergency. 6. Take Post-test. 	<ol style="list-style-type: none"> 1. Students will correctly state the steps for reporting a fire or medical emergency, without assistance. 	<ol style="list-style-type: none"> 1. Pre/Post Tests. 	<ol style="list-style-type: none"> 1. Chapter 4 in ref. book. 	<ol style="list-style-type: none"> 1. Usual classroom responsibilities.



CURRICULUM

Evaluation Results for 8 Week Internship
 By Client By Average Score for Each Work Habits
 N = 8 (Continued from previous Table)
 Scale 4 poor; 3 fair; 2 good; 1 excellent

Average Score by Client

Work Habits	E	F	G	H
Overall Work	3.0	4.0	*	3.0
Attitude				
..Guests	2.0	3.0	*	2.0
..Peers	2.0	3.0	*	2.0
..Supervisor	2.0	4.0	*	2.0
Personal Appearance	1.0	2.0	*	2.0
Safety	3.0	3.0	*	3.0
Sanitation	2.0	2.0	*	2.0
Kitchen Routine	3.0	5.0	*	3.0
Pre-Service Responsibility	3.0	3.0	*	3.0
Interest in Learning	2.0	3.0	*	1.0
Avoids Mistakes	3.0	4.0	*	2.0
Learns from Mistakes	3.0	4.0	*	2.0
Retains Instructions	3.0	3.8	*	3.0
Follows Instructions	3.0	3.0	*	3.0
Flexibility in Adapting to Other Routines	3.0	3.0	*	2.0
Volunteers Help	3.0	4.0	*	3.0
Plans Ahead	3.0	4.0	*	4.0
Seeks Self Improvement	2.0	3.4	*	2.0
Capable of Responsibility	2.0	3.3	*	2.0

*client did not have internship placement

Curriculum

Curriculum Goals: Housekeeping/ Janitorial

- Strip and make a bed in 10 minutes.
- Clean stock and store equipment.
- Clean bathroom of 200 sq. ft.; sink and toilet in 15 minutes; w/sink, toilet, shower, and tub in 20 minutes.
- Wash walls 1000 sq. ft. in 20 minutes.
- Clean windows 1 bedroom window in 20 minutes.
- Dust 200 sq. ft. office, hotel room etc. in 5 minutes.
- Vacuum floor 200 sq. ft. in 5 minutes.
- Clean floors; sweep 200 sq. ft. in 5 minutes; mop 200 sq. ft. in 8 minutes.
- Clean elevator: 1 cab in 12 minutes, 1 track in 2 minutes.
- Clean bedroom and bathroom: 200 sq. ft. in 30 minutes.
- Clean office area: (dust, sweep, mop or vacuum) 2000 sq. ft. in 30 minutes.

Curriculum

Curriculum Goals: Clerical/Office

- Exhibit professional employment skills to include appropriate social skills, grooming skills, and good work habits.
- Type on an electric typewriter or computer keyboard using correct fingers and being familiar with the usage of all special function keys.
- File documents both alphabetically and numerically at a speed that is acceptable in an entry level position.
- Prepare a mail out to include copying, collating, labeling, weighing mail, assessing postage and sorting by zip code, department, name, and suite number.
- Use the basic functions of a computer and enter information and/or use basic word processing.
- Use a ten-key machine or computer number pad to enter numerical information.
- Operate a check processing machine to proof checks.
- Interview and obtain employment in the clerical field.

CURRICULUM

Week 5

Safety

Tuesday: Describe and discuss types of food service accidents and the causes and workers responsibilities to maintain safety standards.

Lab: Students will state the safety hazards and the correct technique to lift a heavy load.

Wednesday: Describe and discuss ways to prevent falls, cuts, and maintain safety standards in food preparation.

Lab: Students will demonstrate appropriate ways for handling knives and the ways to prevent falls and back strains.

Week 6

Sanitation

Tuesday: Students will learn hygiene standards appropriate for the food service worker, equipment, and utensils.

Lab: Demonstrate the sanitary method of handwashing, washing dishes, silverware, glassware, and dishwashing with the use of a machine.

Wednesday: Students will learn sanitation practices appropriate to a food service environment, and food sanitation skills.

Lab: Students will perform cleaning tabletops, chairs, countertops. Students will demonstrate how to clean raw foods, take temperatures of poultry and other food items.

CURRICULUM

II.B1 Emergency Procedures
Area: Reporting Emergencies

Goal: Students will develop competencies needed to report emergency situations.

Instructor Activities	Student Activities	Student Objectives	Evaluation Methods	Resources	Administrative Activities
<ol style="list-style-type: none"> Administer Pre-test. Describe the following procedures for reporting a fire: <ul style="list-style-type: none"> a) Dial 911 give the following: <ul style="list-style-type: none"> Your name The name of the business The address of the business The type of fire The location of the fire The size of the fire b) Move to safety Have all the students repeat in unison the above steps. Then, go around the room and request each individual student tell you the procedures for reporting a fire. Describe the following procedures for reporting a medical emergency: <ul style="list-style-type: none"> a) Immediately report the emergency to your supervisor. Have all the students repeat the above steps. Then go around the room and request each individual student tell you the procedures for reporting a medical emergency. Administer Post-test. 	<ol style="list-style-type: none"> Take Pre-test. Recite out loud the steps for reporting a fire, in unison with other students. Well called upon, state the steps for reporting a fire. Recite out loud the step for reporting a medical emergency, in unison with other students. When called upon, state the step for reporting a medical emergency. Take Post test. 	<ol style="list-style-type: none"> Students will correctly state the steps for reporting a fire or medical emergency, without assistance. 	<ol style="list-style-type: none"> Pre/Post Tests. 	<ol style="list-style-type: none"> Chapter 4 in ref book. 	<ol style="list-style-type: none"> Usual classroom responsibilities.



CURRICULUM

II.A.I. Safety
Area: Employee Responsibilities

Goal: Students will maintain safety standards in food preparation, service, and cleanup tasks.

Instructor Activities	Student Activities	Student Objectives	Evaluation Methods	Resources	Administrative Activities
<p>4. (continued)</p> <p>Accident Causes</p> <p>Cuts</p> <ul style="list-style-type: none"> Dull Knives Improper use of cutting equipment Broken glass Sharp corners and edges Falling objects <p>Burns, shocks, explosions</p> <ul style="list-style-type: none"> Touching hot surfaces Scalding liquids and food Hot grease Flammable materials near flame Garments near flame Careless disposal of smoking materials Use of wrong fire extinguisher Faulty electrical equipment Improper handling of electric cords and appliances Careless lighting of gas stoves and ovens <p>Strains and Bruises</p> <ul style="list-style-type: none"> Overloading trays Lifting heavy objects Carries loads incorrectly Horsey play and practical jokes Colliding with objects or other people 					



Assessment

Description

The Curriculum System not only includes the content in the form of curriculum goals and objectives, but also the assessment component to ensure that clients are in fact learning the content at the level of success expected by Project COED.

Process

Assessment includes not only quantitative measures in the form of paper and pencil tests but also performance-based assessments in which clients demonstrate skills in an authentic environment. In addition to quantitative measures, Project COED also includes assessments using qualitative measures.

The Assessment Process includes:

- Analysis of Quantitative Data.
- Analysis of Qualitative Data.
- Instructor Observations.
- Internship Employer Evaluation.
- Client Interviews.

Assessment

Examples of some of the available assessments are provided according to the following:

- Star Chart—**Exhibit U.**
- Food Service Skill Assessment—**Exhibit V.**
- Clerical Office Skill Assessment—**Exhibit W.**
- Housekeeping/Janitorial Skill Assessment—**Exhibit X.**

Assessments are part of the selection process, the curriculum process and the evaluation process. The results of these assessments are used in preparing students for success in the classroom, success in the Internship, and success in future employment.

Assessment includes status assessment during the selection process to identify areas of individual growth needs. An example of results of the Work Inventory appears as **Exhibit Y.**

Assessment includes assessment of knowledge, skill, and competency growth from measurement by pre-test to measurement by post-test in the classroom session. An example of a summary report of growth in Food Services, skill: Bus Tables, appears as **Exhibit Z.**

Assessment also includes status assessment to identify areas of individual growth needs in the Internship. An example of a summary report appears as **Exhibit aa.**

Caveat

- Ensure rater reliability.
Any number of raters should rate each client at very close to the same rating level. Therefore, the focus of the assessment, the criteria for successful achievement, and the standard of performance expected for different rating levels must be clearly identified. Raters should pilot their rating system for both short answer, observation, and performance-based assessment before using the ratings for evaluation of clients. For example: what does the skill of sweeping look like? what is the level of success for minimum achievement of that skill? etc.

Assessment Exhibits

ASSESSMENT

STAR CHART

Project COED

Week of

Name

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Shower or Bathe														
Shampoo														
Brush Teeth														
Use Deodorant														
Brush/Comb Hair														
Clean Shaven or Makeup														
Appropriate Attire														
Name Badge														
Appropriate Shoes														
Hair Net														
Apron														

Instructor's Comments



ASSESSMENT

FOOD SERVICE SKILL ASSESSMENT

	Points	Comments
<u>Busing Tables</u>		
1. Functional motor skills	1 2 3	_____
2. Follows directions	1 2 3	_____
3. Completes assigned tasks	1 2 3	_____
4. Thoroughness of job	1 2 3	_____
5. Ability to work independently	1 2 3	_____
6. Asks for assistance when needed	1 2 3	_____
7. Physical stamina	1 2 3	_____
8. Sense of balance	1 2 3	_____
9. Works in a safe manner	1 2 3	_____

ASSESSMENT

FOOD SERVICE SKILL ASSESSMENT

	Points	Comments
<u>Measuring</u>		
1. Functional motor skills	1 2 3	_____
2. Follows directions	1 2 3	_____
3. Completes assigned tasks	1 2 3	_____
4. Thoroughness of job	1 2 3	_____
5. Ability to work independently	1 2 3	_____
6. Asks for assistance when needed	1 2 3	_____
7. Physical stamina	1 2 3	_____
8. Sense of balance	1 2 3	_____
9. Works in a safe manner	1 2 3	_____

ASSESSMENT

Name _____

Date _____

CLERICAL/OFFICE SKILLS
ASSESSMENT

A. <u>WRITING</u>	Points	Comments
1. Write upper case alphabet	1 2 3	_____
2. Write lower case alphabet	1 2 3	_____
3. Write numbers 1-20	1 2 3	_____

FOLLOWING DIRECTIONS

1. Pulls 3 forms	1 2 3	_____
2. Uses labels & affixes to envelopes correctly	1 2 3	_____
3. Seal envelopes	1 2 3	_____

B. <u>FILING</u>		
1. 10 cards in order by first letter	1 2 3	_____
2. 10 cards in order by second letter	1 2 3	_____
3. 10 cards in order by first, second, & third letter	1 2 3	_____
4. 10 cards in numerical order	1 2 3	_____

C. MAIL SORTING

- | | | |
|----------------------|--|--|
| 1. Sort mail by name | | |
|----------------------|--|--|

V. Filing

Put 10 cards in A, B, C order by first letter.

Put 10 cards in A, B, C order by second letter.

Put 10 cards in A, B, C order by first, second, and third letter.

Put 10 cards in numerical order.

VI. Mail Sorting

Sort mail by name using ledge. _____

VII. 10-Key _____

Typing _____

Observations

Vision and Hearing: _____

Verbal Skills: _____

Fine Motor Coordinations: _____

Comments: _____

ASSESSMENT

Name _____

Date _____

CLERICAL/OFFICE SKILLS
ASSESSMENT

Interview Portion

	Points	Comments
1. Punctuality	1 2 3	_____
2. Appearance/Hygiene	1 2 3	_____
3. Ability to communicate effectively (ability to be understood and to get their point across)	1 2 3	_____
4. Eye contact	1 2 3	_____
5. Appropriateness of responses	1 2 3	_____
6. Appropriateness of questions asked	1 2 3	_____
7. Realistic occupational goals	1 2 3	_____
8. Work attitude	1 2 3	_____
9. Stress level	1 2 3	_____
10. Affect	1 2 3	_____
11. Reading ability and/or to interpret symbols*	1 2 3	_____

Scale:

- 1 = poor/nonfunctioning/cannot handle
- 2 = satisfactory
- 3 = outstanding

* Note reading level and/or type of communication system used.

ASSESSMENT

Name: _____ Date: _____

ASSESSMENT FOR CLERICAL/OFFICE SKILLS TRACK - #2

I. Write upper case alphabet.

II. Write lower case alphabet.

III. Write numbers to 1-20.

IV. Please mail a Project COED brochure, Student Application, and Business Card to each of the following individuals.

John Robert
231 Central Ave.
Garland, Texas 76081

Mary Carter
1919 Maple Street
Dallas, Texas 75235

Roger Brown
5050 Main Street
Dallas, Texas 75201

Go to the file box and pull 3 of each form requested. Use the sheet of labels provided and affix the correct mailing labels to the envelopes. Seal the envelope.

(Alternative) B. Filing

1st Letter

2nd Letter

Garrison _____
Foster _____
Ingle _____
Allen _____
Davids _____
Cromwell _____
Jackson _____
Barter _____
Heinrick _____
Elmer _____

Emerson _____
Brent _____
Caldwell _____
Dryer _____
Ellie _____
Cranston _____
Baxter _____
Dinnison _____
Allison _____
Adson _____

3rd Letter

Put in Numerical Order

Betson _____
Alfred _____
Alstes _____
Almer _____
Cramy _____
Crenshaw _____
Deitrich _____
Crist _____
Beckley _____
Benson _____

351 _____
160 _____
360 _____
250 _____
268 _____
368 _____
313 _____
461 _____
320 _____
470 _____

ASSESSMENT

HOUSEKEEPING/JANITORIAL SKILL ASSESSMENT

	Points	Comments
<u>Vacuuming</u>		
1. Functional motor skills	1 2 3	_____
2. Follows directions	1 2 3	_____
3. Completes assigned tasks	1 2 3	_____
4. Thoroughness of job	1 2 3	_____
5. Ability to work independently	1 2 3	_____
6. Asks for assistance when needed	1 2 3	_____
7. Physical stamina	1 2 3	_____
8. Sense of balance	1 2 3	_____
9. Works in a safe manner	1 2 3	_____

ASSESSMENT

HOUSEKEEPING/JANITORIAL SKILL ASSESSMENT

	Points	Comments
<u>Empty Trash</u>		
1. Functional motor skills	1 2 3	_____
2. Follows directions	1 2 3	_____
3. Completes assigned tasks	1 2 3	_____
4. Thoroughness of job	1 2 3	_____
5. Ability to work independently	1 2 3	_____
6. Asks for assistance when needed	1 2 3	_____
7. Physical stamina	1 2 3	_____
8. Sense of balance	1 2 3	_____
9. Works in a safe manner	1 2 3	_____
10. Able to lift 25 lbs.	1 2 3	_____

ASSESSMENT

Work Behavior Scores
 By Percentage of Possible Points
 By Behavior By Each 8 Week Period & Final
 N = 8

Behavior	By Percentage Possible Points		
	Wk 1-8	Wk 9-16	Final
N=8			
Follows Work Schedule	66%	72%	69%
Prepares Job/Works Station	70%	68%	69%
Obtains Necessary Materials	66%	69%	68%
Maintains Order/Organization While Working	64%	73%	69%
Follows Written/Oral Instructions	71%	67%	69%
Cleans Area When Finished	64%	69%	67%
Observes Safety Rules	69%	66%	67%
Communicates With Supervisor When Needed	65%	69%	67%
Responds Appropriately to Criticism/Evaluation	65%	68%	66%
Initiates/Maintains Appropriate Interaction With Co-Workers	68%	67%	67%
Evaluates Own Job Performance	76%	60%	64%
Self Corrects	67%	60%	63%

ASSESSMENT

Bus Tables: Pre/Post Assessment
Growth By Individual/By Group
N=8
(Maximum Score Possible 15)

<u>Client</u>	<u>Pre/</u>	<u>Post/</u>	<u>Growth</u>
A	7	9	+2
B	9	11	+2
C	8	9	+1
D	10	10	+0
E	10	11	+1
F	9	8	-1
G	8	9	+1
H	10	10	0
Group Scores	8.9	9.6	+.7

ASSESSMENT

Evaluation Results for 8 Week Internship
 By Client By Average Score for Each Work Habit
 N = 8
 Scale 4 poor; 3 fair; 2 good; 1 excellent

Average Score by Client

Work Habits	A	B	C	D
Overall Work	3.0	2.0	3.0	2.6
Attitude				
..Guests	3.0	1.3	3.0	2.0
..Peers	2.0	2.0	2.0	2.0
..Supervisor	3.0	2.0	2.0	2.0
Personal Appearance	3.0	1.2	1.0	1.6
Safety	2.0	2.4	2.0	2.0
Sanitation	2.0	2.3	2.0	2.0
Kitchen Routine	3.0	2.0	3.0	3.0
Pre-Service Responsibility	4.0	2.0	3.0	2.0
Interest in Learning	3.0	1.0	3.0	2.5
Avoids Mistakes	2.0	2.0	2.6	2.4
Learns from Mistakes	3.0	2.0	3.0	2.8
Retains Instructions	2.8	2.0	2.0	3.0
Follows Instructions	3.0	2.0	2.0	2.8
Flexibility in Adapting to Other Routines	3.8	3.0	3.0	2.5
Volunteers Help	4.0	3.0	3.9	3.0
Plans Ahead	4.0	4.0	4.0	3.1
Seeks Self Improvement	3.0	2.0	3.0	3.1
Capable of Responsibility	2.3	1.7	2.0	2.3

Transition

Description

Project COED supports transition from the classroom to the workplace with an Internship, advocacy for Job Placement, and long-term follow-up with clients by Project COED staff to determine ongoing success after completion of Project COED.

Process

Transition activities include:

- Identifying potential Internship sites. A Survey of Job Options appears as **Exhibit bb**.
- Marketing Project COED to potential employers.
- Matching job wishes of client with requirements to perform that job, available jobs and potential employers. A Student Job Profile appears as **Exhibit cc**.
- Placing client in Paid Internship. An Employment Form appears as **Exhibit dd**.

Caveat

- Ensure a match between the client and the Internship.
The importance of preliminary feedback from client as to desires, wishes, and requirements of a job are important. Project COED does not consider employment a success...only long-term employment. Also critical is the match between employer expectations and the client...e.g. how can employer acceptance of a job coach be enhanced?...how can the employer better understand those with disabilities?
- Review the sample Internship Agreement with organizational legal counsel. This sample is intended as an example only.

Transition

Transition Exhibits

TRANSITION

Survey of Job Options

Name of Company: _____

Address: _____

Contact Person: _____ Telephone: _____

Department: _____

I am _____, with the Association for Retarded Citizens, and we are getting ready to conduct a 16 week job skills training course for adult individuals with a high functioning level of mental retardation. What type of basic job skills do you feel are essential for an entry level position in your company? _____

What are the typical daily tasks performed by the department?

What daily tasks do you feel are the most important? _____

What type of employment opportunities are available within (Name of Company) for individual's specifically trained in the field?

What are the typical work hours for someone in your department?

What is the typical production rate per person per day? _____

What type of orientation/training is provided for new employees?

What concerns do you have in hiring a person with mental retardation? _____

If you had a job opening suitable for a Project COED student would _____ (Name of Company) agree to a job coach, provided by the Association for Retarded Citizens and/or its affiliates, to assist with on the job training, if needed, to promote a successful job placement for both _____ (Name of Company) and the perspective employee? _____

If you were to hire a person who is high functioning mentally retarded, are you familiar with the American Disability Act that was passed? _____ Would you be willing to adjust and accommodate some job requirements if needed? _____

TRANSITION

STUDENT JOB PROFILE

Applicant Name: _____

Type of Position Desired: _____

Description of Position Desired

Hours Available	Days Available
Pay Desired	
Dress Preferred	
Job Skills	
Physical Demands	
Environment (Large/Small) (Indoor/Outdoor)	
Supervision (Style/Level)	
Location/Transportation	
Public Contact	
Coworker Contact	
Production Demands (Speed)	
Flexible or Predictable Duties	
Specific Traits Desired in Company	
Other	

Completed by: _____ Date: _____ 10/15/94 #1\PROFILE



TRANSITION

Employment Form

 INTERN'S NAME

The Association for Retarded Citizens of Dallas
 and Employer Agreement

Project COED - Paid Internship

PURPOSE: The place of employment _____
 ("Employer") will provide Intern with disabilities an opportunity to perform meaningful vocational experiences in a natural environment. During his/her participation in Project COED's paid internship, the (Intern) will transfer skills learned in the COED class to the job setting to further his/her career development.

EMPLOYER: Intern will be considered a paid employee and will receive all benefits/wages as do similar employees (positions). Students will be under direct supervision of the employer. An employee of the Association for Retarded Citizens of Dallas may assist an Intern if deemed necessary by either ARC, the Employer, or the Intern. It is understood that the Intern may need a job coach (paid by participating agency) to be agreed upon by the Association for Retarded Citizens of Dallas, Intern, and Employer. The job coach is contract labor through the Texas Rehabilitation Commission or another funding source and is not an employee of Employer or ARC.

INTERN: The Intern working through Project COED will adhere to Employer's policies and procedures, and arrange transportation to and from the work site.

LIABILITY: The Intern will be covered under _____
 Employer's
 liability insurance or a voluntary reimbursement program. Interns are employees of Employer, therefore, workers' compensation will be required. The Interns will be considered employees of said business and therefore, the Association for Retarded Citizens of Dallas is not responsible.

TIME: Days and hours of employment will be determined by the Employer.

EMPLOYMENT: The Employer agrees to hire the Intern for 8 weeks. The Employer is encouraged to continue to employ the Intern once the 8 week internship is completed, but is under no obligation to do so.

We, the undersigned, as representatives of our agency or business, agree to abide by this agreement. We understand that this agreement may be cancelled by any party upon a two week notice to the other.

Association for Retarded Citizens of Dallas

By: _____

Title: _____

Intern: _____
(Name)

Employer: _____

Employer Representative & Title

(Street Address)

(City, State, Zip)

(Phone)

Personnel

Description

Project COED operates with the following personnel allocations for initial implementation of one course. If courses are offered concurrently, personnel allocations may be adjusted based on program needs.

- Education Coordinator—50%.
- Placement Coordinator—50%.
- Curriculum Writer—Contract.
- Administrative Assistant—50%.
- Instructor for Each Course—Contract.
- Assistant Instructor (required by one of the facility owners so that a facility employee would be on-site at all times.)—Contract.
- Co-Director—25%.

Personnel

- Co-Director—25%.
- External Evaluator—Contract.

Process

Selection of Project COED Personnel is integral to a high level of program success. For example, the Food Service Instructor, a professional cafeteria manager, not only is well-qualified to teach Food Service classes but she is also experienced in working with persons with disabilities. She creates a climate of trust, caring, and professionalism where learning can take place. Instructional climate is documented as one of the five essential correlates of Effective Schools.

The Instructors for both the Clerical/Office and Housekeeping/Janitorial are Training Managers for the organizations which donated the facilities. Both have experience in training and a familiarity with the site and equipment that prove extremely important to Project COED success.

For example, the Instructor's Interview for Clerical/Office appears as **Exhibit ee**.

For example, the Instructor's Agreement for the Food Services Course appears as **Exhibit ff**.

Personnel

The Responsibilities of Instructor appropriate for all courses appears as **Exhibit gg**.

Complete Job Descriptions are in place for all Project COED personnel. Samples of the Job Descriptions appear for Job Placement Coordinator as **Exhibit hh**, Education Coordinator as **Exhibit ii**, and Curriculum Writer as **Exhibit jj**.

Caveat

- Avoid implementing these legal agreements without having legal review by organizational attorney. The examples are presented as starting points only.

Personnel

Personnel Exhibits

PERSONNEL

Instructor Interview
Clerical

Background: _____

Education: _____

Work: _____

Why are you interested in this job? _____

What is your strongest trait? _____

What is your weakest trait? _____

If chosen as the Instructor, what do you think you could add to the program? _____

What is your method of teaching . . .

Filing: _____

Data Entry: _____

10-Key: _____

Which do you feel is more important, speed or accuracy? _____

What materials do you feel like you would need? _____

How would you schedule your time to be able to work with each group and keep up with their progress? _____

If you observed a student performing an activity incorrectly, would you allow them to finish? _____

Are you flexible? _____

Do you have any problems with transportation? _____

Do you have any obligations that might interfere? _____

PERSONNEL

INSTRUCTOR'S AGREEMENT

I, _____, Instructor for Project COED, coordinated by the Association for Retarded Citizens, 2114 Anson Road, Dallas, Texas and funded by the Office of Special Education and Rehabilitation Services (OSERS), agree to the following terms and conditions:

- 1) To teach Food Prep classes over a period of 16 weeks on a schedule determined by Project COED.
- 2) To provide the Project COED Grant with the following information:
 - a) Current resume
 - b) Course comments, evaluations, and recommendations
 - c) Performance check list - after each class
- 3) To verify enrollment information on all students and maintain student's attendance.
- 4) To adhere to established policies and procedures governing the program.
- 5) To take responsibility for the maintenance of the facility in which the class is located - this responsibility includes restoration of the space utilized to its condition prior to the class and protection of the property during class hours from misuse, vandalism, or theft.
- 6) To provide instruction designed to meet the individual needs of the students enrolled in the course.
- 7) In the event an instructor must be absent he/she must notify the Project COED staff 24 hours in advance (634-9810).

The Association for Retarded Citizens agrees to the following:

- 1) To reimburse said instructor at a rate of _____ per hour up to a maximum of \$_____, following submission of course evaluations and attendance at completion of the course.
- 2) To notify said instructor of course cancellation due to lack of enrollment. In this event, instructors will be paid for only scheduled class hours prior to notification.

Instructor's Contract
Project COED

- 3) To notify said instructor of course cancellation due to inclement weather or emergency. In this event it is assumed that the class will be rescheduled at the mutual convenience of the instructor, student, and operator of the facility in which the class is located.
- 4) To provide consultation in course design, location and development as requested by said instructor.

Termination of agreement by either party shall be in writing 14 days prior to final date of termination.

Date

Instructor's Signature

Program Director/ARC

The instructor has been informed about all types of client rights, including: Confidentiality, client abuse, etc.

Instructor's Signature

The Instructor will be responsible entirely for any Worker's compensation or other coverages required by Federal, state or local statute, and will hold the customer harmless in the case of injury to our employees or agents. Further, we assume responsibility for all employment or other tax or general liabilities which may be incurred in the carrying out of the services enumerated above. We hereby certify that a strict independent contractor relationship exists between us and the customer being billed and that we are entitled to no rights and benefits normally furnished to employees of the customer. We hereby certify that we are either self-employed, a partnership or a corporation offering services to the general public.

Thank you.

SS#/Fed. ID#

PERSONNEL

Responsibilities of Instructor

(Type of Training Program)

Keep record of student's attendance.

Become familiar with the curriculum and materials for class.

Planning daily lessons.

Inform Education Coordinator of the plan for the day - a day ahead.

Assess students skills at the beginning of class, and periodically during class, to determine areas of strength and chart their progress.

Write monthly progress notes.

Keep written record of student progress (assessment sheets, etc.) and give paperwork to Education Coordinator.

Provide verbal communications of student's progress to Education Coordinator.

Keep record of student rotations and give to the Education Coordinator.

Inform the Education Coordinator of any supplies or equipment needed or to be made ready for class one week in advance.

Students are to be dismissed at 7:00 p.m. unless transportation requires they leave early.

PERSONNEL

JOB PLACEMENT COORDINATOR

A. COED CLASSES

1. Interview students
2. Help recruit and select students
3. Teach interviewing skills to students
4. Set up mock interviews with feedback
5. Have students fill out employment forms
6. Make sure all TRC certification is current. Set appointments if needed.
7. Help with class as needed.

B. JOB DEVELOPMENT - EMPLOYERS

1. Mail Intro. letter and marketing material to employers.
2. Follow-up letter with call (goal of personal meeting).
3. Meet with employers to discuss/sell Project COED.
4. Arrange to tour and examine possible positions.
5. Invite employers to tour COED classes.
6. Give employers tours.
7. Send Thank You's to all employers involved.

C. JOB DEVELOPMENT - STUDENTS

1. Keep up on students progress on skills via Progress Notes, and discussions with staff.
2. Keep up on students behavioral needs.
3. Have students answer Job Profile Questions (regarding job desired, location, physical needs, etc.)
4. Keep students and involved guardians informed as to job development progress.

D. JOB PLACEMENT

1. Match students to job openings.
2. Bring students to interviews (bring all employment information).
3. If hired, obtain job coach from TRC counselor.
4. Establish self as main contact and crisis intervention for all parties.

E. INTERNSHIP

1. Meet job coach and fully explain job tasks and student needs.
2. Keep in frequent contact with coach, employer, and student; use judgement on a situational basis to decide frequency.
3. Have employer complete 2 week evaluations for first 8 week period.
4. Set up meetings as necessary to address any job difficulties.
5. Call TRC to discuss job coach if there is a problem.
6. Help employer to better understand and communicate with employee.
7. Fade out as appropriate.

F. PAPERWORK - FOR STUDENTS/JOBS

1. Keep student employment lead sheets to explain efforts that have been made.
2. Keep student mock interview sheets to track practice interviews.
3. Keep up with student progress notes; objectively citing important events from job-search process on.
4. If in agreement, have employers complete Internship Agreement Form.
5. Keep 2 week evaluation forms up to date and in file.
6. Keep information on employers and leads current in computer Job Bank.
7. Create new forms as needed.

G. PAPERWORK - FOR SELF

1. Keep daily time sheet; turn in at end of month.
2. Clock all miles.
3. Keep receipts from all parking - ask employers to validate when appropriate.
4. Keep statistics sheet up-to-date; turn in each week.
5. Turn in expenses with #2 and #3 each month.

H. GENERAL - COED

1. Participate in weekly meetings.
2. Help to promote COED to various agencies.
3. Establish rapport with other agencies and share resources when appropriate.

PERSONNEL

PROJECT COED
EDUCATION COORDINATOR
JOB DUTIES

Curriculum

- Complete surveys on functional skills for curriculum
- Adjust curriculum as needed (additions and deletions)
- Develop progress notes/assessments for each career track
- Assist in interviewing curriculum writer(s)
- Review curriculum

Class

- Put together application, survey, cover letter, brochure for mailouts
- File applications according to interests (clerical, food service, housekeeping)
- Contact agencies via telephone/letter for prospective applicants
- Contact/schedule applicants for interviews
- Interview applicants
- Develop interview skills test
- Develop interview questionnaire with point scale
- Make folders for each applicant
- Obtain pertinent history on each student in writing
- Justify their eligibility for class
- Research facility options
- Secure facilities for classes
- Develop contract agreements for facilities and get them signed
- Develop class schedules (over and over and over)
- Complete petty cash request for class supplies
- Grocery shop for food service classes (weekly)
- Coordinate/conduct orientation meetings for each career track
- Write acceptance/rejection letters to all applicants
- Contact agencies via telephone/letter/FAX for prospective instructors
- Interview prospective instructors
- Get instructor's agreement signed
- Inservice instructor's on their duties, time sheets, students rights
- Review curriculum with instructors
- Assist in monitoring instructor's
- Turn in instructor's time sheet/invoicing
- Assist in classroom instruction
- Complete student progress notes

- Complete task analysis survey on each skill area (production rate per skill area/minimum requirements)
- Make emergency cards for each student
- Bus mobility training as needed
- Coordinate Handiride applicants as needed
- Obtain individual bus schedules
- See that students depart class site safely (catch right bus, etc.)
- Set up/clean up class site as needed
- Counsel students as needed
- Inventory supplies
- Collect class fees from students
- Give receipts to students for class fee
- Keep each students' records up to date/complete
- Develop supplies/equipment lists for each career track
- Order supplies/equipment for classes
- File student work/records
- Write syllabus for each career track
- Photograph each applicant
- Assist in planning/conduction graduation ceremonies

Other Duties

- Work with Job Placement Coordinator on matching jobs to students skills & abilities
- Communicate/brainstorm with co-workers on Project & student needs
- Complete ART stat sheet weekly

Upcoming Duties

- Review each career track
- Write a comprehensive summary on each career track
- Prepare all COED information/materials for forwarding to Washington

PERSONNEL

CURRICULUM WRITER'S CONTRACT

Project COED (Career Opportunities through Education for Persons with Disabilities) is coordinated by the Association for Retarded Citizens, 2114 Anson Road, Dallas, Texas and funded by Office of Special Education and Rehabilitation Service (OSERS):

This contract outlines the responsibilities of Project COED and the curriculum writer for the grant curriculum in _____ (track).

The curriculum writer agrees to the following:

- 1) To write curriculum for Project COED over a period of _____ weeks (deadline date: _____) for Project COED Grant.
- 2) To provide the Project COED Grant a completed curriculum on selected career track to include: _____
 - a) course goals, objectives and outlines
 - b) PRE and POST test data
 - c) course evaluation, comments and recommendations
 - d) other (specify): _____
- 3) to provide consultation in course design, and development as requested
- 4) To adhere to established Policies and Procedures governing the program.
- 5) To attend in-service education and/or Orientation as applicable.
- 6) To submit curriculum directly to Project COED Directors.
- 7) To provide Project COED Directors with an invoice prior to the end of each month: _____

The invoice should include your name, address, social security number, and specify for Project COED Grant #H078C10012.

Project COED Grant agrees to the following:

- 1) To reimburse curriculum writer at a rate of \$20 per hour up to a maximum of \$_____.

Termination of contract by either party shall be in writing 14 days prior to final date of termination.

Date

Curriculum Writer's Signature

Date

Project COED Director's Signature

Facility

Description

The identification of the facility for the training is critical. Considerations include:

- Availability of Equipment, Supplies, Lab Space.
- Layout Appropriate for Authentic Experiences and Performance-Based Assessment of Skills.
- Access for Clients Through Public Transportation.

Process

Project COED uses the following facilities which have been donated for the job training:

- Food Services—High School Home Economics Classrooms.

Facility

- Clerical/Office —Office Skills Training Classrooms in a Corporate Facility.
- Housekeeping/Janitorial—Rehabilitation Hospital with Patient Rooms, Offices, Public Areas, and Hospital Infection Control Areas.

In each of the above facilities, student have opportunities to apply their skills using state-of-the-art equipment. In Clerical/Office and Housekeeping/Janitorial, students have opportunities to train in authentic environments which are open and operating when clients are on-site.

A Facilities Agreement identifying responsibilities of Project COED and the agreeing party appears as **Exhibit kk**

Caveat

- Avoid implementing the Facilities Agreement without having legal review by organizational attorney. The example is presented as a starting point only.

Facilities

Facilities Exhibits

FACILITIES

FACILITIES AGREEMENT

Project COED (Career Opportunities through Education for Persons with Disabilities) is coordinated by the Association for Retarded Citizens, 2114 Anson Road, Dallas, Texas and funded by the Office of Special Education and Rehabilitation Service (OSERS) Grant #H078C10012:

This contract outlines the responsibilities of (Name of Facility) and Project Name for the use of Name of Facility as a training facility for Type of Training Program.

Name of Facility grants permission to Project Name to use the facilities as follows:

times and dates

Project Name shall use the above described facility for the purpose of type of training program and no other; unless written permission is first obtained from Facility Name.

Project Name is responsible for repairs and/or replacement of any damage done to buildings, equipment, or other property belonging to Name of Facility while being used by Project Name.

Project Name shall be responsible for the conduct of any and all persons associated with Project Name using said facility.

Name of Facility shall not be responsible for any injury, accident, loss, damage, or claim that might arise from Project Name's use of said facility.

Name of Facility agrees to:

If an employee from Name of Facility is hired as an instructor and does not complete the contract conditions, Project Name will maintain facility use.

Termination of this contract, by either party, shall be in writing 14 days prior to the final date of termination.

Name of Facility Representative's Signature

Date

Project Name Director's Signature

Date

Evaluation

Description

A variety of evaluation methodologies are used to monitor ongoing Project COED activities, as well as summative evaluations to measure success on an annual basis. Evaluation includes:

Process

Interim and Annual Evaluation Reports

The evaluation procedures include:

- Interviews with Staff including ongoing, interim evaluation to ensure that program was performing so that goals/objectives could be met.

Evaluation

- Pre/Post Assessments to measure knowledge, skill, and competency growth of clients as a result of the classroom training.
- Observations and Check Lists to measure growth of clients in work behaviors and social skills necessary to the workplace.
- Evaluations of the clients' performance by their employers during Internships.
- Longitudinal follow-up with all clients completing Project COED internships to determine current career status.
- Curriculum Validation by both Project COED Staff and representatives from the world of working including potential employers to ensure that the Project COED curriculum does in fact reflect the needs of employers and employees in the Food Services, Clerical/Office and Housekeeping/Janitorial industries.
- Validation of an Alignment between the Food Services , Clerical/Office and Housekeeping/Janitorial

Evaluation

Curriculum, Internship, and expectations for certain Skills and Knowledge held by the Workplace to ensure a direct relationship between the classroom training, the internship, and career success and to support a smooth transition for clients between these phases.

- Random Audit of project and client files to ensure that records are up-to-date and appropriately maintained.
- Review of the products produced by Project COED to evaluate both the accomplishment of goals/objectives and the level of effectiveness of the accomplishments, as well as to evaluate both the processes used to achieve the products and the efficiency of implementation.

The Project COED Evaluation was designed to measure both the effectiveness and the efficiency of the program implementation. Year 1 began November 1, 1991, and concluded September 30, 1992. Year 1 is noted for the introduction of Food Service Programming with the first classroom training, Food Service I, and the beginning of the second classroom training, Food Service II. (See Final Evaluation Report, Year 1, November, 1992.)

Year 2 began October 1, 1992, and concluded September 30, 1993. Year 2

Evaluation

featured the continuation of the Food Services Curriculum, Food Service II, and the introduction of the Clerical/Office programming, Clerical Skills I and Clerical Skills II. (See Final Evaluation Report, Year 2, November, 1993.)

Year 3 began October 1, 1993, and concluded September 30, 1994. Year 3 is noted for the continuation of the Food Services and Clerical/Office Curricula and the introduction of the Housekeeping/Janitorial Curriculum. (See Final Evaluation Report, Year 3, November, 1994.)

To measure the effectiveness of program implementation, the actual documented products and outcomes of the program were evaluated against the proposed products and outcomes delineated in the original Project COED Evaluation Plan developed by Project COED Staff. In addition, an Evaluation Action Plan with Key Research Questions developed by the Third Party External Evaluator was used to structure the evaluation.

Effectiveness addressed “what product or outcome” was actually accomplished and “whether that accomplishment was at the proposed level of success.”

To measure the efficiency of the program implementation, the process or strategies for implementation were evaluated as to timeliness. The process or strategies were also evaluated as well as to their contribution to successful achievement of the defined program goals and objectives.

Efficiency addressed “how” the program was implemented and additionally considered cost-benefit in terms of maximizing utilization of resources including staff, clients, facilities, materials, dollars and time to deliver the highest level of benefits.

The Methodology

The Annual Evaluation Report is the summative evaluation and provides a formal evaluation report from a third party, external evaluator.

The Annual Report includes information from the interim interviews, as well an overview of grant implementation. The Annual Report also provides formative evaluation data to be used in planning and implementing the next year of Project COED.

In addition to the aforementioned reporting mechanisms, the methodology for acquiring information for the reports included:

- Key Research Questions To Be Answered Through Grant Implementation Activities.
- Evaluation Plan Design.
- Evaluation Action Plan Identifying Research Questions and Documentation Verifying Achievement of Objectives.
- Analysis of Quantitative Data.
- Individual Interviews.
- Classroom Observations.
- Audit of Records.

Evaluation

As part of each of the two interim interviews, each objective was evaluated in terms of:

Product Evaluation

- Description of Product or Outcome.
- Timeliness of Accomplishments Based on Action Plans and Annual Objectives.
- Documentation or Support.
- Status of Objectives as Achieved, In-Process, or Not Achieved.

Process Evaluation

- Process (Strategies To Achieve Objectives.)
- Modification e.g. Change, if any, from original grant implementation strategies.
- Recommendations e.g. Recommended Change, if any, based on observations and needs to meet annual plan requirements or to improve efficiency and/or effectiveness of program implementation.

Format

The CIPP Model

The CIPP Model (Context, Input, Process, Product) provides the format for Project COED Interim and Annual Evaluations.

- *Context* addresses the situational variables which support project development, including the target audience, project purpose, and project goals.
- *Input* addresses the resources allocated to Project COED, including the variables of personnel and other human resources, facilities, materials, dollars, and time. Inputs are measured in terms of effectiveness of resources, as well as efficiency of utilization.
- *Process* addresses the way in which the project was implemented. Process includes the strategies and methodologies selected to achieve goals and objectives.
- *Product* addresses the actual project results in terms of statistics, numbers, observations, and physical products.

A sample of the Project COED Evaluation appears as **Exhibit 11**.

Evaluation

Evaluation Exhibits

**Final Evaluation Report
Project COED Year 2
November 1, 1993**

Executive Summary

This Final Evaluation of Project COED Year 2 covers the period October 1, 1992, to September 30, 1993. This evaluation provides both a summative review of the project's second year of implementation and also provides a formative needs assessment for Year 3 of Project COED.

Goals and objectives have been evaluated as to *accomplishment* of the desired outcomes (products), as well as to actual *level of effectiveness* of the accomplishment of desired outcomes in line with the terms of the grant. In addition, the goals and objectives have been evaluated as to the *level of efficiency* of the process of implementation (the process).

Project COED developed and implemented a career training program for adults who are functionally mentally retarded or who have borderline intellectual capacity. The focus is on the development of individual clients' abilities and capabilities in the Food Service and Clerical Skills areas. Project COED has produced a validated curriculum in each of these two aforementioned fields. These curricula are designed to address priority knowledge and skills demanded by employers in each of these work-places.

The Food Service Curriculum was developed and implemented first in 1991-92, as Food Service I. This curriculum was validated, revised and implemented for a second class as Food Service II with graduation in January, 1993.

The Clerical Skills Curriculum was developed, validated and implemented first in 1992, as Clerical Skills I with graduation in May, 1993. This curriculum was revised and implemented for a second class as Clerical Skills II with graduation in October, 1993.

Project COED developed a model transition program to take clients from the classroom to internships. As part of this transition program, skills learned in the classroom are refined and expanded during the internship. With Project COED as an advocate, clients then move from successful completion of the internship to the opportunity for long-term career success in either Food Service or Clerical Skills positions.

By looking to a career direction rather than just a short-term job, clients not only ensure financial and personal success in the present but also prepare themselves to progress in their jobs in the future. During Year 2 of Project COED, clients were successfully placed in internships in both Food Service and Clerical Skills. Many clients also were successfully employed in continuing career positions after the internships in both of these areas.

Project COED' s Successes

- 100% of the Project Goals and Objectives met with demonstrated increases in effectiveness, timeliness, and efficiency over Year 1.
- 90% of the clients graduated from each of the Classroom Trainings: Food Service II, Clerical Skills I and Clerical Skills II in Year 2.
- 78% (7 of 9) of Food Service II graduates of Classroom Training successfully placed in Internships.

- 67% (6 of 9) of Clerical Skills I graduates of Classroom Training successfully placed in Internships.
- 69% (9 of 13) of Food Service II and Clerical Skills Interns successfully employed in career positions.
- 1 Food Service II client received a promotion.
- 54% (7 of 13) of both Food Service II and Clerical Skills interns completed Internships and remained in their Internship positions for career placement.
- 67% (6 of 9) of the graduates in Food Service II are employed almost one year after graduation from Project COED.
- 75% (6 of 8) of graduates in Food Service I are employed almost one and one-half years after graduation from Project COED.
- 500% increase in number of clients interested in participation in one of the training programs since the beginning of Project COED in Year 1 due to increases in marketing success rates.
- Continued development of performance-based assessments featuring pre-post tests to evaluate client growth in each of the training programs.

- State-of-the-art donated Clerical Skills Training Facilities and Training Equipment.
- A replicable model that focuses on successful transition from classroom to employment.
- Longitudinal follow-up to determine clients' ability to maintain long-term stability either in a particular career position or entry into the job market after successfully completing Project COED training.
- Continued revision and adaptation of the curriculum, classroom training, and internship activities to meet myriad needs of the individuals and the rapidly changing requirements of the workplace.
- Smooth transition with new staff members as three of five staff resigned their positions during Year 2 with little loss of program effectiveness and efficiency.

Recommendations: Project COED Year 2

- Increase the number of clients showing growth from pre-post measures with growth defined as fewer cues leading to correct answers and/or an increase in the number of correct answers.

- Increase evidence of inter-rater reliability based on recording format of performance-based assessment by different raters and increase levels of consistency in methodology for recording.
- Increase evidence of ongoing implementation of alternative strategies to meet individual client needs and to enable the clients to be successful.
- Identify minimum performance standards for graduation based on performance criteria and provide options for reteaching and additional instructional support for those clients not meeting performance standards.
- Review areas for improvement identified as a result of selection criteria, classroom assessment, employer evaluation during internship and reasons for clients' leaving career positions and implement strategies to address the priorities in the two instructional arrangements: classroom and internship placement designed to lead to long-term career success.
- Develop plan for longitudinal follow-up to determine clients' ongoing situation relative to the job market.
- Develop plan for the Handbook to be published in line with the terms of the grant.

Project COED has had a most successful year based on individual clients' success in classroom trainings and internships. The model program that has supported this growth has provided new opportunities for performance-based training that will better prepare clients to meet the requirements of the workplace and to develop and to support clients' personal career goals. Importantly, Project COED has ensured that the skills addressed in this project are indeed the priorities for job attainment and success in the workplace.