

DOCUMENT RESUME

ED 397 591

EC 304 921

AUTHOR Walker, Sylvia, Ed.; And Others
 TITLE Lifelong Transitions. Proceedings of the Annual Parent/Family Conference (3rd, Washington, District of Columbia, October 2-4, 1992).
 INSTITUTION Howard Univ., Washington, DC. Research and Training Center for Access to Rehabilitation and Economic Opportunity.
 SPONS AGENCY National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
 PUB DATE 93
 CONTRACT H133B80059-92
 NOTE 351p.
 AVAILABLE FROM Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity, 2900 Van Ness Street, N.W., Holy Cross Hall, Suite 100, Washington, DC 20008.
 PUB TYPE Collected Works - Conference Proceedings (021) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC15 Plus Postage.
 DESCRIPTORS *Disabilities; Educational Legislation; *Education Work Relationship; Federal Legislation; *Federal Programs; Government Role; Housing; Individual Development; Labor Legislation; Long Range Planning; Parent Participation; Personal Autonomy; Public Policy; *Rehabilitation; Secondary Education; Self Determination; Special Education; Supported Employment; *Transitional Programs
 IDENTIFIERS Empowerment; Life Span Development; *Office of Special Educ Rehabilitative Services

ABSTRACT

This conference proceedings report focuses on the theme of "lifelong transitions" in the context of strengthening linkages between the Office of Special Education and Rehabilitative Services and parents and families of special needs students throughout the United States. Section 1 includes the following presentations: "Lifelong Transitions" (Robert R. Davila); "Transitions, Empowerment, and Independence: The National Institute on Disability and Rehabilitation Research's (NIDRR's) Role" (William McLaughlin); "Reauthorization of the Rehabilitation Act as It Relates to Transition" (Nell Carney); "IDEA (Individuals with Disabilities Education Act) Update" (Judith A. Schrag); "Transitions: A Personal Perspective" (George Covington); "Transition through the Lifespan" (Patricia McGill Smith); "Supported Employment" (Sharman Davis Jamison); "Housing: A Vital Component of the Transition Process" (Martha Ziegler); and "Empowerment and Decision Making through Group Action Planning" (Ann and Rutherford Turnbull). Section 2 offers summaries of issues and strategies identified in each of four groups, which discussed: (1) early and direct involvement of all relevant parties in planning for transitions; (2) availability of transition resources and support services including health, supported living, and working vendorships; (3) self-determination and quality of life; and (4) training consistent with community and labor market demands. These are followed by interpretations of the Fair Labor Standards Act. Section 3 contains profiles of approximately 250 federally funded projects which address: transition in the early years, self-determination, transition in postsecondary programs, transition from school to work, supported employment, and transition services training for related personnel. A conference agenda and participants list are appended. (DB)

ED 397 591

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Prints of view or opinions stated in this document do not necessarily represent official OERI position or policy.

*Proceedings of the
Third Annual Parent/Family Conference*

LIFELONG TRANSITIONS



BEST COPY AVAILABLE

Sponsored by

**Office of Special Education and Rehabilitative Services
United States Department of Education**

EC304921

ERIC
Full Text Provided by ERIC

*Proceedings of the
Third Annual Parent/Family Conference*

LIFELONG TRANSITIONS

Edited by

Sylvia Walker

Robert W. Nicholls

Kimberley A. Turner

Ruth J. Palmer

Sponsored by

**Office of Special Education and Rehabilitative Services
United States Department of Education**

1993

Proceedings of the Conference "Lifelong Transitions" - The Third Annual Parent/Family Conference, Office of Special Education and Rehabilitative Services, United States Department of Education

October 2 - 4, 1992

This publication was supported by a grant from the U.S. Department of Education, National Institute on Disability and Rehabilitation Research, Grant Number H133B80059-92.

The opinions expressed herein are those of the authors and should not be attributed to the U.S. Department of Education.

Copies of this report may be obtained by writing to:

Dr. Sylvia Walker
Director
Howard University Research and Training Center for
Access to Rehabilitation and Economic Opportunity
2900 Van Ness Street, N.W.
Holy Cross Hall, Suite 100
Washington, D.C. 20008

These proceedings will also be made available on audiotape by special request

CONTENTS

Contents	iii
Preface	v
Acknowledgments	vii
Conference Overview	ix

SECTION I: PRESENTATIONS

Lifelong Transitions	
Robert R. Davila	2
Transitions, Empowerment, and Independence: NIDRR's Role	
William McLaughlin	5
Reauthorization of the Rehabilitation Act as it Relates to Transition	
Nell Carney	9
IDEA Update	
Judith A. Schrag	14
Transitions: A Personal Perspective	
George Covington	19
Transition Through The Lifespan	
Patricia McGill Smith	26
Supported Employment	
Sharman Davis Jamison	31
Housing: A Vital Component Of the Transition Process	
Martha Ziegler	34
Empowerment and Decision Making Through Group Action Planning	
Ann and Rutherford Turnbull	39

SECTION II:

1. PRIORITY ISSUES AND STRATEGIES

Group A: Early and Direct Involvement of All Relevant Parties 46
Group B: The Availability of Resources and Supported Services 50
Group C: Self-determination and Quality of Life 53
Group D: Training Consistent with Community and Labor Demands 58

2. INTERPRETATIONS OF THE FAIR LABOR STANDARDS ACT 63

SECTION III: PROJECT PROFILES

Transition in the Early Years 69
Self-determination 87
Transition in Post-secondary Programs 109
Transition from School to Work 163
Supported Employment 247
Transition Services Training For Related Personnel 271

APPENDICES

A. Conference Agenda 329
B. Conference Participants 335

PREFACE

To ensure successful transition during the early school years, all relevant parties (parents, caregivers, teachers, administrators, and therapists) must form partnerships. These partnerships will help the child, family, relevant caregivers, and teachers cope effectively with the changes which confront the young learner in his/her new educational adventure. Many schools have incorporated transition programs into their preschool curriculum in order to alleviate separation anxiety. Effective transition programs involve a series of steps designed to help the young child ease into the school routine. Such programs facilitate communication among the relevant parties and a smooth move from one level to another (i.e. home to school or preschool to primary school).

The Rehabilitation Act and its amendments make provisions which facilitate the smooth transition of students with disabilities from school to both secondary education and the world of work. Effective use of available services will take place by the person with the disability and his/her family when: (a) there is provision of proper knowledge of all those services mentioned and the resources available to them, and (b) these vital components are actively working to assist the child in the transition process. The collaborative efforts of the family, schools, resources, and supportive services will ensure successful transition. As a result, the family's strengths may be utilized and, at the same time, needs relative to enhancing the development of their child (at all levels) can be met. Similarly, the provision of services and resources which are needed to meet the unique needs of the individual with a disability, whether it be for early intervention or independent living (i.e., housing, job placement, or job success), will be inevitable.

Current trends and challenges of the immediate future make it necessary to enhance the self-advocacy and decision-making preparation of students and other persons with disabilities. It is essential that individuals with disabilities be given the same opportunities as their able-bodied counterparts to enjoy life to its fullest.

As we approach the 21st Century, there is a critical need to provide students with disabilities with independent living skills and the ability to make life and work-related decisions. Thus, there is critical need for the development, implementation, and assessment of comprehensive and innovative demonstration and training models and programs, which facilitate greater independence, assertiveness, and decision-making skills among youth and young adults with disabilities. It is also imperative that: (a) relevant parties collaborate to maximize the utilization of resources, and (b) effective dissemination strategies be put into place in order to communicate information about successful programs and collaborative strategies.

Research conducted by the Hudson Institute (1987) revealed several startling trends with regard to the American workforce as we approach the year 2000. As we approach the 21st Century, there is a growing concern for transition training for individuals with disabilities and their families which will reflect contemporary and future community and labor market demands. America is changing from an industrial society to a competitive entity which must compete in the global market place. In light of the fact that the global market emphasizes economics, computer automation, and technology, transition programs must meet these contemporary demands. All too often, students with disabilities are denied access to information and training which will equip them with the necessary skills and tools to satisfy current labor market needs. It is essential that the potential of persons with disabilities and other under-represented groups (including ethnic and racial minorities) be developed to its fullest in order that our country may keep its competitive edge in the world market place.

Sylvia Walker, Ed.D.
Kimberley A. Turner, M.Ed.

ACKNOWLEDGMENTS

The editors would like to extend their warmest and sincere appreciation to the conference participants and persons who contributed to the success of this publication. We are especially appreciative of the outstanding contributions made by each of the group leaders, the Office of Special Education and Rehabilitative Services (OSERS) staff, presenters, and group leaders. We are grateful for the guidance which was received from Mr. Michael Vader, former Deputy Assistant Secretary, OSERS; and members of the conference planning committee including Ms. Delores Watkins, Team Leader for Vocational, Rehabilitation, Behavioral and Social Sciences Research, NIDRR; Ms. Ethel Bright, Senior OSEP Associate, Office of Special Education Programs; and Mr. Fred Isbister, Chief of Supported Employment Services, Rehabilitation Services Administration. Special thanks are given to members of the Advisory Committee and Mr. Santiago Garcia, Dr. James Scott, Dr. Marilyn Johnson, and Ms. Alma Banner.

We would like to thank staff members of the Howard University Research and Training Center especially Mr. Carlyle Mose and Ms. Marilyn Miles. We would also like to thank other institutions and organizations who facilitated the accomplishment of the project's goal, providing a stimulating and informative conference in an atmosphere of fellowship, and the subsequent publication and dissemination of this conference report.

CONFERENCE OVERVIEW

The Third Family/Parent Leadership Conference was held on October 3-4, 1992 in Washington, D.C. This conference was convened in order to continue and strengthen the Office of Special Education and Rehabilitative Services (OSERS) linkages with parents and families of special needs students throughout the United States. In addition to OSERS staff, conference participants came from various regions of America. The participants consisted of grassroots persons as well as representatives of local, state, and national parent and advocacy groups. Participants reflected a wide array of racial and ethnic groups including European, African American, Afro-Caribbean, Latino, Haitian, Asian, and Native American cultures.

The conference was designed to attain the following goals:

- Strengthen and maintain OSERS' links to families of individuals with disabilities
- Inform OSERS of the needs and concerns of families
- Inform all participants about promising programs and practices

The conference agenda was designed to facilitate the discussion of the theme "Lifelong Transitions" in the context of dynamic change. Some of the questions addressed during the conference included:

- 1) What collaborative strategies can communities undertake to maximize the full participation of persons with disabilities based on the new legislation, the 1992 reauthorization of the Rehabilitation Act and PL 101-476, Individuals with Disabilities Education Act?
- 2) What can parents do to assist their children in making their own decisions and acting on them?
- 3) Since transition requires the availability of community resources ranging from support services to supported living and working vendorships, what linkage and communication

strategies may be developed to identify and maximize the use of such support?

In addition to presentations by Dr. Robert Davila, former Assistant Secretary of OSERS, each of the heads of the departments under the OSERS umbrella (specifically OSEP--the Office of Special Education Programs, RSA--the Rehabilitation Services Administration, and NIDRR--the National Institute on Disability and Rehabilitation Research) and a number of invited guests, conference participants were divided into four groups and asked to review concept statements in each of the topical areas listed below:

- Group A: Early and Direct Involvement of All Relevant Parties.
- Group B: The Availability of Resources and Support Services Including: Health, Supported Living, and Working Vendorships.
- Group C: Self-Determination and Quality of Life.
- Group D: Training Consistent with Community and Labor Market Demands.

These proceedings are divided into three sections. Section I: Presentations by Dr. Davila, the heads of each of the divisions within OSERS, and special guests. Section II: A summary of the relevant issues and concerns which were identified by each of the four small discussion groups as well as the strategies, which were suggested to address and/or resolve the concerns which were identified. These are followed by Interpretations of the Fair Labor Standards Act, which was agreed upon by three major components of the United States government including the Office of Special Education and Rehabilitative Services; Office of Vocational and Adult Education, U.S. Department of Education; and the Employment Standards Administration, U.S. Department of Labor. Section III contains profiles of well over 200 projects which have been funded by various agencies. Each of the projects profiled have direct implications for the successful transition of students with disabilities at various stages of the educational process.

SECTION I

PRESENTATIONS

This section contains presentations by Dr. Robert Davila, former Assistant Secretary of OSERS, each of the heads of the departments under the OSERS umbrella (specifically OSEP--the Office of Special Education Programs, RSA--the Rehabilitation Services Administration, and NIDRR--the National Institute on Disability and Rehabilitation Research) and a number of invited guests.

LIFELONG TRANSITIONS

Robert R. Davila
Former Assistant Secretary,
Office of Special Education and
Rehabilitative Services

Welcome from all of us at OSERS. This is our third family leadership conference. This year's theme "Lifelong Transitions" is an idea whose time has come. Lifelong transition refers to an individual's ability to successfully and effectively advance throughout life's various stages. Each stage is very different. Effective transition seeks to connect and build upon the successive stages of each individual's life. It is behind our philosophy and our efforts.

Many refinements to laws over the years have had smooth transitional services as their goal. This was the purpose for the establishment of the Part H program in 1986. Infants and toddlers with disabilities need specialized services to ensure their readiness to enter preschool programs. These services can include audiology services, case management services, family training, counseling, and home visits. Additional services are medical, diagnostic, and evaluation; nutrition services; occupational and physical therapy services; and others. Part H is a vital, ever-growing, and always-improving program of which we can all be proud. We are now in the fifth year of its implementation.

The 1991 reauthorization of Part H requires each state to assist in transition from Part H to Part B preschool programs. Part H was never mandated and has always been voluntary. It is significant that every state and territory has chosen to participate. Each of you out there has played a part in bringing this about. In a related effort, Secretaries Lamar Alexander and Louis Sullivan signed an agreement between the Departments of Education and Health and Human Services in August 1992. This agreement addresses the needs of young children with disabilities through improved coordination of many federal level programs. Properly coordinated federal services are the basis for individualized programming. Each service embraces the uniqueness of each child and is family oriented. These services are flexible and maximize the child's ability to learn and grow, which is the hallmark of service to this population. Our program for infants and toddlers is at the very heart of the first national education goal: that all children start school ready to learn. This is what good transition planning is all about. But moving from infancy to preschool and other Part B services is only one stage of the transition process.

The Office of Special Education Programs' (OSEP) National Longitudinal Transitional Survey looked at post high school outcomes for students with disabilities. This study shows that vocational education and work experiences during high school make a significant difference in outcomes. This means that providing vocational education and work experiences are extremely important components of transition planning. However, not all special education students have access to these services. For example, the study shows that 84.3% of Hispanic students have never received vocational services. We must increase our efforts to involve all students in vocational education curricula.

To assist in the transition process, Individuals with Disabilities Act (IDEA) reauthorization enlarged the definition of "special education" to include transition services. Part B regulations were published on September 29, 1992. An individual Education Plan (IEP) must include a statement of needed transition services by age 16 or younger. IDEA reauthorization also established five-year transition grants to state vocational rehabilitation and special education agencies. Twelve grants were funded in 1991 and twelve in 1992. The goals are to improve access to adult services for youngsters exiting school, through a) the development of cooperative agreements and b) fostering interagency working relationships. Grantees engaged in two major types of activity to bring this about. 1) Implementing statewide training programs on service delivery and new IEP transition requirements. 2) Mini-grants to local information providers to reach families, local school personnel, etc.

Rehabilitation also has a special role to play in the transition process. There have always been some linkages between vocational rehabilitation and special education in transition planning. We want to strengthen those linkages by encouraging: a) school personnel to work with rehabilitation counselors, b) rehabilitation personnel to become more involved in the transition planning process, and c) eligible youngsters to enter into the vocational rehabilitation system as soon as is feasible while still in school.

We want to make it easier to move from special education to vocational rehabilitation. We want to increase our emphasis on quality employment outcomes, job mobility, and job satisfaction for our clients, and we want to encourage state special education/ vocational rehabilitation liaison that will reach down to the building level.

When I was growing up, what we now consider as transition points were stopping points. The message was "Stop here, go no further." This is still the case for far too many people with disabilities. They stop at what should be a transition point. Our goal is to turn all stopping points into transition points. As we improve our transition services, employment will increase. The drop-out rate, now 40%

among individuals with disabilities, will decrease. Community-based experiences will be more meaningful. We want our children to grow up self-fulfilled, self-reliant, and happy. We want them to become integrated into their communities. We want them to develop their potential, to work, and to live independently. But good transition planning demands parent involvement. Parents have vital role to play in implementing transition services at all stages. Parents must be active participants, parents need to know the law, parents need to know their rights, parents need to use these rights and parents must continue to network with and support each other, and expect a system that will do the best for them and their children.

This is empowerment, you now have unparalleled opportunities to empower yourselves and your children: to help them grow, to help them to embrace themselves and the world around them, to help them live life to the fullest, and to help them move toward the year 2000 and beyond. For this to happen, we must have systems in place that will support them in making their own best decisions for lifelong productivity and participation.

TRANSITIONS, EMPOWERMENT, AND INDEPENDENCE: NIDRR'S ROLE

**William McLaughlin
Acting Director
National Institute on Disability and
Rehabilitation Research**

Reflections

The obvious question for some of you might be how do you get to be an acting director? Do you take special theater training? What do you do? Actually the law, which has now been amended, requires a deputy in place at the National Institute on Disability and Rehabilitation Research (NIDRR) and two years ago I was asked to take that role. In the event that there is a vacancy in the directorship role the deputy steps up. Well I was very pleased and honored when Dr. Davila had sufficient confidence in my judgement to let me provide the stewardship for NIDRR in the weeks or months to come. I might point out that William Graves, the former Director of NIDRR, has returned to Mississippi State University where he will chair a new department and provide leadership there. He will bring together the educational psychology people and the rehabilitation counseling people and put in a new theme, a new approach to the work going on at Mississippi State University. He left behind a tremendous legacy of the many things he did during the approximately 30 months he was on board.

I was trained in the role of a special education teacher at UCLA, forty years ago, but I strayed away from special education shortly after graduating from UCLA. Somebody found that history in my records and also the fact that in California I was a director of secondary education and an assistant superintendent for instruction in a district which had an extraordinary record at that time in special education. As I listened to Dr. Schrag talk, I was thinking back to many of the things I had learned from our leadership in special education at that time. So some of this is a "coming home."

NIDRR's Role

At NIDRR, we are charged with supporting research on all aspects of life involving disabilities, literally a mandate to cover the entire human spectrum of disabilities, and of communities and lives affected by disabilities. One of our most important tasks is essentially to establish the priorities under the laws which authorize us, and to proceed with publishing those priorities and hold competitions

for much of our work. These competitions are engaged in by as many as 200 or more applicants and at the other end of that long process, that posting of priorities, that Federal Register announcement, that application procedure, comes only 20 successful applicants. In other cases, we may have up to 150 applicants and there may be seven, eight, or nine choices made at the end of this process. So we hold these competitions and then out of the end of the pipeline come, perhaps, the best of those we hope will spend the federal dollar to research the particular priority or topic that has been posted.

When William Graves was appointed Director, areas he particularly wanted to strengthen included the scientific and research aspects of this competitive process, and the role of consumers, i.e., persons with disabilities, parents of those with disabilities, and parents with disabilities. If you are not on our roster of those willing to serve as peer review panelists, please put your name on our roster, because we need you and we would be most anxious to have you serve in this role.

NIDRR is interesting in several other respects. We were given responsibilities under the Americans with Disabilities Act at the very last minute as the law went into effect. We had the responsibility to carry out the establishment of regional technical assistance and service centers within literally a few months. We did that and ten centers are in place around the nation. We also administer the State Technology Act. As of this moment, I believe we have 42 states that have established technical assistance centers utilizing information and research in the area of technology for individuals with disabilities. We have a multifaceted set of responsibilities. The overwhelming majority of them are aimed at the research effort and I will refer you to our 1991 directory. You might want to go through the document and study the range of activities that we are involved in. It is really quite tremendous and actually overwhelming the first time you look at it. But those entities who carry out these programs and projects are subject to calls from you, we are subject to your inquiries about which of our Centers are doing the kind of things that may be of assistance. You will see in the directory that our Research and Training Centers and our Engineering Centers are generally of a five year duration.

I thought one thing that I might do this morning is give you some examples of priority statements that lead eventually to research that relates to our Research Centers. We have 40 Research and Training Centers throughout the nation at this point, and 18 Research Engineering Centers. A Research and Training Center is established to conduct and coordinate programs of rehabilitation research on designated rehabilitation problem areas and provide training to researchers, service providers, and consumers. Each Center must disseminate and encourage the use of new rehabilitation knowledge and publish all materials for dissemination and/or

training. Commissioner Carney mentioned that she had just completed studying the House and Senate conferees report. The House would defer to the Senate, the Senate would defer to the House and then out of that comes the final legislation. In the new legislation there is a very powerful command for us to disseminate information on everything we are doing and make sure that research is converted to your knowledge and to your practice at the earliest possible time in the cycle of research.

Our dissemination efforts have been successful over time, but we now have a mandate to intensify and broaden that effort. So talking with you this morning and listening to you later in the day becomes a part of that process. Each Center must involve individuals with disabilities, and if appropriate, their family members, and rehabilitation service providers, in planning and implementing the research findings and evaluating the work of a Center. These Centers have advisory councils and we look at them very carefully as to whether they actually meet the criteria for parent involvement, individuals with disabilities, and people reflective of the disability communities. The Secretary expects each Research Training Center to conduct a multifaceted program of research that involves solutions to problems confronting individuals. Applicants have considerable latitude in proposing the specific research they will undertake. However, they require that applicants justify their choice of projects in terms of relevance to the priorities which we publish and to the needs of individuals with disabilities. Dolores Watkins, who has been working with Dr. Walker and others in setting up the program, heads our Vocational, Behavioral, and Social Science Team and much of her responsibility touches the antennae of these Research and Training Centers.

With regards to our Engineering Centers, I thought it would be interesting to quote a brief number of statements about the priorities that we are attempting to meet through research in this area. For example, we have a priority published currently on adaptive computers and information systems. The purpose of the proposed Center is to ensure that individuals with disabilities will have adequate, accessible technology and technology interfaces that will enable them to participate fully in communications and the rapid exchange of information that will be integral to the economy and lifestyle of the future. Jim Reswick heads our Research Sciences Division. This gentleman has been honored all over the world for his work in engineering. He was an engineer at MIT for ten years and then, I think he told me he went to the mountain one day and decided it was about time he started serving people and he has done so ever since. There are many products around the world that Jim developed. NIDRR has a priority to improve wheelchair mobility. Increasingly, individuals who use wheelchairs expect to employ them in a wide range of daily activities including independent living, parenting, and self-care. For individuals with high levels quadriplegia, there must be more attention to adapting

wheelchairs to the user's real life needs, such as shopping, child care, work, recreation, personal hygiene, and housekeeping. Other examples include priorities on worksite modification and accommodation systems to identify essential functions of a job, and methods to access the capability of an individual with a severe disability to perform those essential functions. Another priority involves techniques to accommodate or supplant an individual's needs for personal assistance or other human supports while at the work site. The language in the Federal Register looks formidable and frequently reads in a formidable way. But the phrases I picked for you relate to competitions that are addressing specific high priority needs that have grown out of consumer input, in your case parent/family input, then colleges, universities, hospitals, and independent living centers go to work on those needs. Out of that process, that whole chemistry, hopefully comes something which will do a better job of serving persons with disabilities.

In conclusion I will emphasize that there is so much to do. We have a budget currently approaching 100 million dollars scattered across probably 400 or 500 entities throughout the United States. It is a massive responsibility for us at the federal level to be the vehicle to try and make that happen. But it is even more overpowering, I am sure, to those 42 million Americans who wake up every morning and wonder what we are doing in Washington to make life better, to provide transition, to deal with empowerment, and to understand independence needs.

REAUTHORIZATION OF THE REHABILITATION ACT AS IT RELATES TO TRANSITION

**Nell Carney
Former Commissioner
Rehabilitation Services Administration**

I want to talk to you about the Rehabilitation Act of 1973 and the amendments of 1992 which came out of the conference committee on September 30, 1992, which we believe will be passed by both the Senate and the House and signed by the President in the coming days. There are many things about the Reauthorization of the Rehabilitation Act that are extremely important to parents of young people who have physical and mental disabilities. There are also many things in the amendments of 1992 that are important to professionals in the field of working with people with disabilities and important to advocates for the rights and opportunities of people with physical and mental disabilities. The Administration's position on Reauthorization was to include areas that demonstrate a responsiveness to our constituency. OSERS had a particular interest in advancing more choice for consumers in the reauthorization process, as well as more consumer input in the day to day service delivery systems within the authorities that are assigned to the four titles of the Rehabilitation Act which are administered by the Rehabilitation Services Administration (RSA). Additionally, and certainly just as importantly, OSERS and the Administration also have a very keen interest in advancing accountability measures which would demonstrate an effective and efficient operation of those programs authorized under the Rehabilitation Act. Let me begin by talking a little bit about Title I and some of the positive changes that will occur with the 1992 amendments and try to tie those to this particular conference which is focusing on transition.

So far as transition is concerned there is specific language in the 1992 amendments which speaks to the transition process that is identified in the IDEA legislation which was reauthorized in 1991. Particularly the Reauthorization of the Rehabilitation Act will require state vocational rehabilitation agencies to work in a collaborative relationship with special education programs, and as Dr. Davila has already indicated, the development of vocational training and vocational exploration early in the life of the individual with physical or mental disabilities will be required. Currently, the law allows state vocational rehabilitation agencies to serve individuals beginning at 14 years of age, albeit that has not been a typical practice throughout the United States. One of the things that the new transition language does for us is to be very specific in prescribing services that will occur while the individual is still in the educational system and I think that is extremely important.

There are a couple of other measures in Title I that can be directly related to transition and these measures become very important to us in thinking about transition from school to work or transition from school to vocational training. One addresses the process of determining eligibility for vocational rehabilitation services. Sixty days is the limit of time that a state agency may take in determining the eligibility for vocational rehabilitation services for an applicant with physical or mental disabilities. That is certainly an improvement over the practices that we know are now in place. After the sixty day time limit, if eligibility has not been determined, a presumptive eligibility will take place until such time as an official eligibility determination has been made based on particular information and data. Particular information and data that is relevant to the eligibility process, includes information from education programs and other sources. This information will be applied not only to the eligibility process but also to the overall evaluation that determines the individual written rehabilitation program. The latter, will become the blueprint for the services received from the VR (vocational rehabilitation) agency by the individual.

In Title I, OSERS support specific language relative to choice surrounding the development of the individual written rehabilitation program. This will assure that the participant, the individual seeking services from the VR agency, will play a key role in the development of the individual written rehabilitation program. The new law will require evidence that the individual seeking services has participated and exercised choices in the identification of a vocational goal and the training that will be essential in obtaining that goal. This is extremely important to all of us and particularly to young people who are seeking services through the public VR agency. Also related to choices and not in Title I, will be a demonstration project in choices which will be funded through the Title III demonstration authorities, and will allow the Rehabilitation Services Administration to make grants to establish projects in choice in vocational rehabilitation outside of the state and federal vocational rehabilitation programs. This language also contains provisions for a specific amount of money to be set aside for RSA to evaluate the impact of choice programs on service providers, individuals seeking services and most importantly of all the quality of services that are obtained through the choice project. We believe that it addresses a tremendous concern of our consumers who have voiced strong opinions that there has not been enough choice to the individual with physical or mental disabilities in developing training programs and ultimately placement and integration into the workplace, the family unit, and the community.

Closely related to the choice project, OSERS and RSA advanced another initiative for the 1992 amendments that we believe is a good demonstration of our responsiveness to the consumer; and that is an upward mobility project for individuals with physical and mental disabilities who are now placed in some type

of employment but have not had the experience of upward mobility and continue to function in entry level positions in the workplace. This demonstration project will be administered through our Projects with Industries program. The recipients of services under this demonstration program will not be subject to the eligibility criteria that are required for vocational rehabilitation programs. We believe that the projects will demonstrate that with additional training, with the additional application of rehabilitation technology and with certain other skills training, we can prepare certain individuals who have been through the vocational rehabilitation process to become more successful. As a result of these projects, the individual's ability will be enhanced and he or she may (a) attain higher achievements in the workplace, (b) successfully compete in the community, and (c) become an intricate part of the family unit.

Additionally, OSERS and RSA continue to be very concerned about building accountability into our programs to assure that the public dollars that are expended go basically to benefit people with physical and mental disabilities. To that end, OSERS and RSA advanced initiatives to establish standards and performance indicators for state, federal, vocational rehabilitation programs. That language appeared in both the Senate and House Bill and will become a part of the 1992 amendments. It requires the development of standards and indicators which focus on outcomes rather than processes. The standards and indicators will become a part of the overall monitoring of the Rehabilitation Services Administration and those states that are found not to be in full compliance with the performance standards and indicators will be required to submit a corrective action plan. Ultimately, if compliance with the standards is not achieved within a reasonable period of time fiscal sanctions will be taken against those agencies not performing in accordance with the standards.

The standards and indicators as they are developed will be subjected to public opinion. So you will have a look at them before they become final. We are now in the process of developing our first notice of intent to regulate by seeking from our constituency input on what the standards and indicators should look like. This process will take about a year but a year from now or early in 1994, we expect to have standards and indicators in place for the state and federal rehabilitation programs. The Reauthorization of the Rehabilitation Act 1993, which will commonly be known as the 1992 amendments, is very complex and it would take more time than the entire panel has for me to start to give you even a snapshot of what it is going to look like. When we got the document the other day, it was at least 125 pages long and very difficult to read. But, let me make some general observations to you about the Reauthorization. One is that given the controversy that surrounded the Reauthorization of the Rehabilitation Act for the duration of the time that I have been Commissioner, I think that it is almost a miracle that the

Coalition of Citizens with Disabilities working with Bob Silverstein on Senator Harkin's staff, and working with the House staff members such as Sally Lovejoy and others have come up with a bill that, as Paul Marchian with the ARC said, has something for everybody but does not contain everything that everybody wanted. I believe that we have a comprehensive and reasonable piece of legislation in the 1992 amendments which will be effective in its implementation.

This legislation continues to emphasize Title I and vocational training and competitive employment for people with physical and mental disabilities. We must assure that everyone, including persons with severe disabilities, reach their full potential through opportunity provided by programs. An important facet of this legislation is that in Title I where the state and federal vocational programs are authorized there will now be a mandated rehabilitation advisory council for each state and federal vocational rehabilitation agency. In addition, in Title VII, which contains the authorities for the independent living programs administered by OSERS and RSA, there will be comprehensive state wide advisory councils for those programs. There are many other provisions of the Act which are no doubt of interest to you. One of our initiatives at OSERS is to quickly get the full 1992 amendments in print and get them out to the total constituency which of course would include those of you present today.

Overall, in summary, let me say that the Rehabilitation Services Administration working cooperatively with the other two components in OSERS over the past three years, has come up with initiatives that are extremely important to the field of disability. Our primary goal at RSA is to reduce the 67% figure of Americans with disabilities who do not participate in the labor force. Of that 67% we know that a majority could and want to integrate into the workplace and into the community and become contributing members of the family unit. We are also very concerned about accountability at RSA and to that end we have developed a fairly sophisticated monitoring system for all of our formula programs and are currently in the process of developing an identical system for the discretionary programs. We also believe that sound internal management is essential to the way that we administer our programs and the way we demonstrate and provide leadership and direction through OSERS and RSA funded programs. We will continue to practice sound management operations within the Rehabilitation Services Administration and in its relationship to the overall Office of Special Education and Rehabilitative Services.

In closing, let me remind you of the quote from Mary Switzer who was the first commissioner of RSA, a great leader in the field of disability and rehabilitation, who said, "life is love and faith" but most important of all she said, "life is hope." I would suggest to you that it is caring parents who see their child

with a disability as an individual who is a person first, and it is responsiveness of programs such as those administered by OSERS, and it is advocates such as you and I who continually fight the battle for the rights of people with disabilities, that present the greatest body of hope known to Americans with disabilities of all ages.

IDEA UPDATE

Judith A. Schrag
Former Director
Office of Special Education Programs

I am representing the Office of Special Education Programs (OSEP) whose mission is to assist the nation's efforts in achieving better results for children with disabilities and their families. I have been asked to focus my comments on the Individuals with Disabilities Education Act (IDEA) and those parts that relate to transition.

I am going to focus on the rules and regulations that were published September 29, 1992 that implement IDEA and its subsequent amendments. If you look through IDEA, the law itself, you are quickly aware that Congress was keenly concerned about many different types of transitions that students with disabilities go through. Throughout IDEA, Congress has woven transition requirements into different sections considerations for the Secretary of Education (and therefore, our office in OSERS and OSEP) to attend to. In Section 618, of the law, Congress indicated to us that as we award our contracts and grants and cooperative agreements under all of the discretionary program we should, where appropriate, require applicants to address the various transitions that a child with a disability might face throughout his/her years in school. Those transitions include transition from medical care in special education, including those children who have chronic health impairments, and that might require individualized health related services to enable such children to participate in or benefit from special education.

Another area is the transition between the residential and community base of service programs and the transition between a separate special education program placement and regular class placement. It is very important that the continuum of educational options be dynamic and recognize that during their school career children move through a number of different transitions. In Section 618 of IDEA, Congress included several priorities for special studies and investigations. Although Congress does not fund these priorities, they made reference to several special studies that emphasized a successful transition of students from program to program. For example, IDEA makes reference to a priority that would look at the extent to which out-of-community residential programs are used and the various placement considerations as well as the degree to which individuals do, in fact, transition back to their communities and the factors that impede or facilitate such transition.

Within IDEA, there are many references to the multiple transitions that are implied within the title of this conference. I would like focus on the two areas of transition at the lower age end and, of course, at the upper end of high school to the world of work, post secondary employment and community living. Dr. Davila talked earlier about the importance of IDEA stressing the development of a seamless system, movement from birth through six and into school age programs. In the past there have been several barriers that the field brought to Congress' and our attention related to the issue of coordination between the Part H and Section 619 Programs; the Part H Program moving up to age three, and then the Section 619 program picking up at age three. There is a mindset that suddenly IFSP's (Individualized Family Service Plans) must turn into IEP's (Individual Education Plans). We are encouraging seamless systems from birth through age six, and at three you must provide free appropriate public education. At that point you can decide whether you want to use an IEP or an IFSP. It is emphasized that you might want to use an IFSP, but that is up to you. Also, a second emphasis was in the use of the dollars. In Section 619 Congress specifically allows pre-school funds to be used for children who have not reached age three. In other words, the funds can be used during the entire school year when the child is still two and throughout the year that the child turns age three.

The same provision with Part H funds has allowed an interchange of dollars so that the funds can be coordinated. Further, this policy change can help prevent the "mindset" or need to remove children from one preschool program to another, but rather to coordinate these early intervention programs. Also, Congress recognizes the need to prepare for what happens at age three and that there should be careful systematic planning.

In the final Part B rules and in our proposed Part H rules, some things are noted that should happen when a child is turning three in order to emphasize a smooth transition. First of all, the Part H program must notify the local education agency or the intermediate education agency, the public school program, or the program where the child resides, that there is a child with special needs so that planning can begin. A second conference between the lead agency, the family, and the local school district would have to be held at least ninety days before the child is eligible for the pre-school program under Part B. This is as important as with the upper secondary age end. There must be time for appropriate agencies to make sure there is a transition plan for what will happen during the remainder of that school year. Will the program change? In what ways will it change? How will the Part B and the Part H staff work together and so forth? In our Part H proposed rules, we suggest that an interagency agreement is important between the Part H and Part B lead agencies and other programs that will be serving that

student. We feel that these changes are very beneficial and will facilitate a smooth transition and a seamless system from birth through school age.

When Dr. Davila gave his comments this morning he made reference to the National Longitudinal Study which is a study that is ongoing which represents a sample of 8,000 students with disabilities from ages 13 to 21 across the country that are in secondary education. Data from the first two phases of this study do in fact jar us. This information tells us that 46% of the students reported by parents were employed, compared to 59% for the general population. Only 14% of youth who had been out of school for up to two years had enrolled in post-secondary schools in the preceding year, compared to 56% in the general population. Post-secondary trade schools or vocational schools were those most commonly attended by youth with disabilities, but only 4% had attended the one year or community college and 1% had attended a four year college. The data in the second wave of the study showed a sharper trend in gains and employment, from an employment rate of 50% to 67%. We would hope that the next wave of data will show that more students are successfully employed. This data is important to Congress as they look at the changes that need to be made at the upper end to assure good transition from school to post-secondary education to the world of work. Congress was also concerned about the number of students with disabilities who were out of work and not meaningfully engaged following their school experience.

The content of an IEP for each student beginning no later than age 16, must include a statement of needed transition services. There was a lot of discussion throughout the development of the federal rules as to whether there should be a separate IEP transition plan or whether the transition statement should be folded into the IEP. It was determined that it should not be a separate plan, but a part of the IEP for every student at age 16 or younger, as appropriate. In Section 3.18 of the Part B rules, "transition services," are defined as a coordinated set of activities for a student designed within an outcome orientated process that promotes movement from school to post school activities, including of course post-secondary education, vocational education, integrated employment, continuing and adult education and so forth. That coordinated set of activities, must be based on individual student needs, taking into account student preferences and interests. These include activities in the areas of instruction, community experiences, the development of employment and other post-school adult living objectives, and of the appropriate acquisition of daily living skills and functional vocational evaluation.

We received a lot of public comment on whether all of these should be required for each student, because there are some students who may not need acquisition of daily living skills but may certainly need instruction or community experiences. If the IEP team determines that services are not needed in one or

more of those areas about which I just spoke, (i.e. acquisition of daily living skills, instruction and community experiences), the IEP must include a statement to that effect and the basis upon which the determination was made. It is assumed that these areas will be a part of the transition part of the IEP. There is strong encouragement that whenever possible transition will begin before age 16.

There was concern across the country that as this IDEA requirement was put into place in the area of transition, other agencies must maintain their responsibilities as well. Section 300-347 of Part B rules is intended to indicate that nothing relieves any participating agency or any other agency of their obligation to provide or pay for any part of the transition. It is intended to keep everyone at the table identifying those transition pieces that are important and essential.

Dr. Davila mentioned this morning a very important provision that Congress made, and that is to provide some one time grants. This program would allow vocational education, vocational rehabilitation, special education, and developmental disabilities to come together, develop a joint application, and implement and improve systems of transition. We have had a number of years of funding transition models with federal and state funds. It is now very important to get these transition models into operation throughout the states. These five year grants are intended to increase the availability, the access, and quality of transition services within each state. Secondly, they are intended to improve the ability of the professionals, parents, and advocates to work together in ways which promote the understanding and capability to make that transition successful. The third purpose is to improve working relationships across the agencies, with parents, with advocates, and with other entities like local Private Industry Councils, the Job Training Partnerships Act (which are already in place), and other private programs, as well. The fourth purpose is to increase incentives for accessing and utilizing the resources of all the programs under IDEA in order to implement successful transition for students with disabilities.

The recipients of the first two rounds of these well-funded cooperative agreements have been listed (see Section III). We are very pleased to have funded this set of states. We are excited about these programs. I think we are going to learn a lot about how models are implemented through state-wide systematic change. These state systems' cooperative agreements complement a number of other programs within OSEP in our overall Secondary and Transition Services Program. We have a number of different discretionary programs that strengthen and coordinate education, training, holding power or keeping students in school, and follow along projects to be certain that the student drop-out rate is reduced and that we retrieve students from programs after they have dropped-out of school. We have an ongoing transition research institute at the University of Illinois. Frank

Rusch and his staff are doing some wonderful work in disseminating information about all the funded transition projects across the country.

Back to the lower age range, we have a five year Early Childhood Research Institute at the University of Kansas. This project is developing field testing and disseminating intervention strategies to improve the transitions at an early age including transitions from infancy, hospital to home, infant services to pre-school, home to pre-school, and specialized to integrated services in classrooms. We are looking forward to the achievements of that project as it moves along.

The transitions that children with disabilities and their families are engaging in are many, and they are complex. We are very committed to strengthening the transition at both the lower pre-school age range as well as at the upper secondary age range.

TRANSITIONS: A PERSONAL PERSPECTIVE

George Covington
Disability Advocate
Washington, D.C.

I was born legally blind and my mother had to work ten hours a day to support me. My stepfather had to work about the same number of hours. I raised myself. We did not know that there were places like schools for the blind. So I went across the street to a place called Grim Elementary. It was actually called Grim Elementary and my first grade teacher was named Miss Steel. Now I did not see very well but I talked extremely well and I got a paddling the first day of the first grade. My mother and grandmother actually thought that school let out an hour later than it did, because I was always keep after school for talking. One day I came in at the appropriate time and my grandmother called the school because she thought I had run away. To say the least, I was a little bit of a disciplinary problem. But it was only because I felt I knew as much as the teacher did and I was willing to share it with her.

They discovered that I must have some type of visual problem because every time she wrote something on the board, there I would be. My visual loss was optically incorrecatable. I did not need glasses. But I had to have glasses because the little half blind kid could not see. The school system believed my parents were too poor to buy me glasses. So they had to buy me glasses even though they were unnecessary and we really could not afford them. The school authorities suspected that part of my disciplinary problem was that I was just another one of the kids from the projects. We were very poor, we were terribly undisciplined and we were always having problems. The first mistake that Miss Steel made was to discipline me by putting me in the cloak room. You hung your coats in there and they also kept the wastepaper basket there. So the first time she sent me there and the recess bell rang, out of the door comes sailing all of the wastepaper in the forms of little airplanes. I had been totally happy in there for an hour going through the waste paper basket making airplanes. So she decided that that was not really good discipline. The next time she caught me talking she said, "George, if you have something to say, come up and tell the whole class." Well, about forty-five minutes later she realized that she made a real bad mistake. I was still going on. So she said, "George go sit down." After that, when things would get really tough she would call me up to the front of the class and say "tell them a story" and then she would leave the room. It was years later that I realized why she would usually come back with this rosy glow and was really in a good mood. She had been down to the teachers' lounge and had a little something to help her through the day!

At the end of the first grade she called me up to her desk. It was one of those rare times that I was not doing anything. She said, "come up here" and I said "I wasn't talking." I walked up to her desk and she looked down at me and this is all she said, "If you ever earn an honest dollar in your life it will be as a writer, go back to your seat." And that was basically the impetus that I had to go into the world of creativity.

There was only one slight aspect of special education or any type of education outside the mainstream in our Texarkana public school system. This is the same city that H. Ross Perot is from. I have a better mastery of my accent than he does. In Grim Elementary they would take the students with poor grades and place them in a class that met once a week. My grades were always poor during the early years of elementary school and my spelling was atrocious. I literally could not spell in those days. They did not even try to teach you phonetics. You learned by rote. So it was decided that I should be in Mr. and Mrs. Bones' class. I remember the first test they gave me. They said little Johnny is riding on his tricycle and a wheel falls off. Johnny rode on home. What is wrong with this example? I said little Johnny is going to fall on his butt if he's only got two wheels. They decided maybe reading was not one of my problems. They decided to work on me with spelling. In two weeks my spelling went from an average around thirty-nine to ninety-three. They decided that the ping pong paddle was the only thing I needed to correct my educational problems. Three paddles were broken on my butt in the first grade.

I could not see very well and they wanted me to go to a school for the blind. I was referred to all these years as "the little half-blind kid" and I always wondered which half was blind. But I made it through the system because I knew that my mother loved me. She had to work long hours and no one was ever home. In those days there was no such thing as latch key kids. You did not lock your doors. There was no reason for it. In our case there was nothing to steal. I made it through that system on sheer tenacity. In the first grade if other kids made fun of me because I could not see, I beat the hell out of them. And then by the second and third grade, they started out-growing me, so I developed diplomacy. I discovered if I made a joke and used certain words they would not even know what I was saying about them. Consequently I learned to go through a system that did not want me. Quite frankly, I passed those first four or five years simply because the teachers were afraid they would draw my name again if they failed me. And they did not want to put up with me for another nine months.

Mother had dropped out of high school to work when I was born. The difference between the support of my mother and the reaction she faced as a child are examples we can use. From the first grade she made outstanding grades. But

when she was about to enter the third grade she caught scarlet fever which in those days could be fatal. She survived it but with no memory. My grandmother, her mother, could not face the shame of putting her back in the first grade. So she made her go into the third grade, my mother never recovered from that. It was not her needs, but her mother's needs that were fulfilled and I have seen that today as an adult.

I have seen young people destroyed because, the first transition is from the parent to the system, whatever that system may be, and if you cannot let go, that child is never going anywhere. Consequently, that is one thing you have got to be very aware of. I know of two tragedies, one from a very wealthy family. They can afford everything for this child except mainstreaming. They would not dare have other people with disabilities over to their home. I mean, for God's sake, this child was given everything he wanted. His disability was the result of an accident. He was in his late teens and he never adjusted. He never will. Another instance involves a young man, whose mother went berserk when he suggested at the age of thirty-five that he move out of the house. These are bad examples and I am sure that no one in this room will ever fall into them. I made the first transition very quickly because my mother said, "you do what you need to survive and I will support you." I was never pampered, I was never given anything but the love that I needed to succeed. I knew mother could not help me much with my school work. But when I was in the sixth grade my mother said "I will buy you a baseball bat and glove if you can make the honor roll." Well that was like going to the moon. I made the honor roll and grades were never a problem again. I had a little incentive there. I knew she could not afford to buy me a baseball bat and a glove and all I got out of it was the glove. But I knew that she really cared for me and wanted me to make it.

In those days we had other problems to face which we are still facing today and that is the first barrier of accessibility in any form, in any system, is attitudinal. Early this morning, sitting in on some of your reports, I heard people complaining about principals and teachers and so forth. Last year the Harris Poll did a national survey on the attitudes towards people with disabilities. Fifty-eight percent of those surveyed admit they felt uncomfortable in the presence of people with disabilities and 47% said they felt actual fear. Now if we cannot get past that barrier we are not going anywhere. That is the basic problem we face. Not all principals are going to be good people or good principals. You can make all the schedules, you can take all the licensing or certification or whatever you need. Not all of society is going to accept people with disabilities. I can make a lot of people feel uncomfortable very quickly by not showing my rather sharp sense of humor but acting very seriously, because they do not know what to do. If they have never faced a person with a disability they are really apprehensive. Although I am blind

I can feel it. Suddenly they are apologizing for saying "did you see." It takes about thirty seconds and I get past that point with them and we can go right on down the road. But a lot of people do not have those skills. I came through educational Darwinism. I survived because I was not going to be beaten by a system. But there are a lot of young people out there who do not have that tenacity and they are going to face the same types of attitudes that I faced as a young person. I am still facing those attitudes as an adult. And that is the attitudinal barrier, "the bound to a wheelchair," the "confined to a wheelchair."

The media is trying to change but nevertheless they often describe us as though we are from a Gothic horror novel. I still find such stereotypes in the media. Often not in stories dealing with disability but usually on another subject that brushes against disability. I saw not too long ago, an article that talked about an engineer having to work at home. The article was dealing with whether there should be a long distance fee to get in and out of computer databases. Each call should be a long distance call even though it is a local call and so forth. It said this engineer had to work at home because he is "deaf and dumb." This is a newspaper that is circulated on the East Coast and supposedly very liberal. But you still see things like that. I know people who go berserk when they see something like a comment, a certain candidate or a certain office holder has crippled the economy. And I know disabled people start screaming and yelling that is describing us. Bull! Come on, they are going to be using the term crippled for a long while to describe the economy. So consequently, you get hung up over the those words that pass on a negative image like "bound to a wheelchair," "confined to a world of darkness." All of the old bad stuff.

Quite frankly you have to confront the first barrier with people you regularly deal with. You have to understand that most of these people are going to feel uncomfortable with your children with disabilities. It has nothing to do with anything other than the fact that they cannot get beyond the attitude that these kids are so different that they can not deal with them. And your kid will suffer because of it. I do not care how unintentional, the child is going to know that he or she is being treated differently. I think we all probably know of the tests that were done back in the 60's which showed that if you told a teacher that he or she was going to be teaching a class of slow learners, everybody in that class suddenly learned much slower than they would have. If you told the teacher he or she will be teaching exceptional children, those kids performed magnificently. It was the attitude carried into the classroom. I get upset when I hear the term "sensitivity training." Bull, we have got the laws we do not need sensitivity anymore. When you can kick butt, you do not have to have somebody to be nice to you and that's the whole thing.

When I went from high school and wanted to go to college at the University of Texas, I was told by the Texas Rehabilitation Commission that if I wanted to come down to a camp they had for handicapped kids (I think it was probably the crippled children's camp at that time, frankly, and I am not kidding) they would put me through a vocational training session to see if I was capable of repairing toasters and small appliances. If I could, then they would consider paying the fifty dollars a semester, which was all the tuition was at that time to the University of Texas. I didn't use profanity in the presence of adults, and I won't tell you what I thought about telling them. I skipped the camp and took out a loan. In those days two hundred dollars was the most money I had ever seen in my life. So I went my own way. Now it is interesting that at the end of this month the Texas Rehabilitation Association is giving Vice-President Dan Quayle and myself an award for the job he created as Special Assistant for Disability Policy and me taking it. If he knew what I had to do in this job, I think I ought to get both awards. But we have come a long, long way and it started with the fact that I had a mother who supported me and did not stand in my way. A mother who helped me and would not let me feel sorry for myself. The other thing was the barriers that I had to face and fight. Not every kid is as articulate as I can be and that is why we are going have to train those young people to be very self aware and very knowledgeable and able to defend themselves, because you won't be around for the rest of their lives. Those young people have got to stand on their own and it has to be taught from the idea of self-esteem. If you cannot respect yourself, you are not going anywhere and you are always going to be a victim and that is what we have got to avoid. Society has assumed that patronizing and condescending behavior towards us is the best way to treat us. That is the worst thing society can do to young people. Young people have to be taught that mother and father are not always going to be there. You have got to stand on your own, you have got to face those attitudinal barriers, and you have got to realize from the very beginning that some people are going to be uncomfortable in your presence and you have got to put them at ease.

All the polls have shown that when people become familiar with disability issues their attitudes change. Unfortunately it is usually as a result of a family member becoming disabled. I am sure all of you know that between 18-25 is the major age group for traumatic brain injury caused by auto accidents, sporting events, and other forms of recreation. That whole barrier of attitude goes out of the window when a friend or relative becomes disabled. Suddenly it is not them, it is us. You do not have to wait for something that horrible to happen, you have just got to confront it.

This brings me to the main point taken from what I have heard today. Dr. Davila, Mike Vader and others can put billions of dollars into the system but it invariably goes to the states. That is where the billions have gone over the last

decade and the states with good systems will use it in a wise way and those with bad systems will use it poorly. All political power is local. You have got to know the people who make the decisions as to how those colleges are going to teach those teachers. It is a question of money but not the way you are thinking. Texas had a blind state senator named Chris Cole who fought for our rights for twenty years and he did it in an articulate way. He was able to get a lot of things other states could not and put us in the vanguard of education for students with disabilities. Not all states have a senator like him. In fact, quite often they have them but they have not been discovered yet. But if you find somebody like that who goes to the universities and says you can teach anything you want but here is what we are going to certify for. If they want to work, get a job, and earn a living, they are going to have to go through this program. You do that and then you will make the changes. When the local principal knows that if they screw up, you are going to be there with other parents, saying "here is how you screwed up. We are willing to help you and work with you, we are not just going to criticize you. We want to work with you, now here is what we think the problems are, let's work it through. You know by the way, we just contacted the state senator and the state representative in Austin, or in Montgomery, or in Albany and they are very interested in what we do here," that principal is going to pay a lot more attention to you. That is what you have got to do. It is important that when you do all that, make sure your children are very close at hand, because that is what they need to learn from you first, how to use the system instead of being used by the system.

No bureaucrat ever got in trouble for sitting on his butt. They only get in trouble when they get out there and work hard and they try to do things and change things. If you knew you were not going to get in trouble for doing nothing, what would you do and why do you think they do it so well? You have got to make those state and local bureaucrats realize it is more to their advantage to have you on their side than against them. And they need to get out there from the very beginning and learn what the business world is all about. Now to say a bureaucrat learning what the business world is all about, is like saying I can become a sharp shooter because it is possible that if I shoot enough I might hit something. But I don't think you would want to be around me when I was on the firing range. Bureaucrats have to be told, it is ludicrous; how do you expect these people to find jobs, when they don't even know what the jobs are or where they are and yet that is what the system has been for twenty-five years. A person with a disability comes in and they say "Oh my God, this person is severely disabled, why don't you just stay home." If the person who comes in has a Ph.D., or a Masters and they have got a slight visual impairment, the bureaucrat says, "I know that somewhere there is a MacDonaldis for you." It is reaching that embarrassing level.

The simple fact is PL 94-142 (the Education of all Handicapped Children Act) is putting people with disabilities into the workforce in which they have a greater education than the Vocational Rehabilitation people who serve them. A friend of mine wrote an article on the problem that one individual was having with getting a job in the system. He was a severely disabled person. He had four vocational rehabilitation counselors in a row. Each of whom went out looking for a job for this guy; each of the four found a potentially "perfect job" for the individual but each counselor took the job. Four in a row. You know that has got to tell you something.

You have got to know your local politics and know how to get involved locally with the system. And if the system does not work you change it. I know that there is a lot that can be done on the national level to try to provide models. The problem is when you go from one district to another you must deal with different forms and rules and regulations. Just because you are certified over there does not mean you are certified over here. That's bull, it takes one bill through the state legislator and they all sing the same song. And that is where you have got to go. Because they are not going to pay attention to anything they are not afraid of, you must make them afraid of you. Right now in Congress, for instance, there is going to be a major changeover after the elections. In sixty years there has never been a turn-over like this. There is going to be a lot of young Congressmen and women who are going to be looking for issues. Issues they can sink their teeth into and, knowing the mentality of the Hill, stay there forever. But that same thing goes for your state legislator. Find an aggressive, intelligent politician (that may be a contradiction in terms) and try to and stay with him or her. Each of you have a city government, each of you have county government, each of you have state representatives and a state senator. They are just down the street, literally, you do not have to come to Washington. All politics is local and so consequently you have got the ability to do it. The first transition is from you on toward that attitudinal barrier that they have to overcome and into the system, whatever it may be. But I have listened to you this morning, and I will tell you one thing. Persons with disabilities stand a lot better chance today than they did forty years ago when I took the system on.

TRANSITION THROUGH THE LIFESPAN

**Patricia McGill Smith
Executive Director
National Parent Network on Disability
Alexander, Virginia**

This is one of those talks that I have been mulling over for many days. I have been trying to figure out what I wanted to say to you about lifelong transitions. When I say life long, I mean the whole lifespan. What I want to talk about includes a variety of transitions; the emotions experienced by parents and family members; my feelings regarding the process of transitions that I have experienced; recommendations I have for getting over and through the lumps and bumps of transition; and then, I want to tell you about my idea for a new "school" that I have developed. It is called TTSPPD--Transition Training School for Parents and People with Disabilities.

At this point in time, I am right smack dab in the middle of a transition with my daughter, Jane, who is 22 years old. If I seem less than optimistic at this time, it is because I/we have been hitting many bumps in the road. If I look tired and a little beaten up it is because you are seeing what transition from school to work is all about and its not so easy.

The most important transition of all, in my opinion, is the transition made when learning that your child has a disability. If you are unable to make a good transition on that one, you are going to spend the rest of your life going over and over some of the painful things that may have happened to you and your family. If a good transition was made in the first place, parents can move into a better position to get the help they need early, then maybe all future transitions will be easier. That is why there are those of us who run around the country yelling for early education and Part H and support and everything else we can think of for families, when their child(ren) are very young. These are the events I would consider the first transition!

Next there are the transition activities for children who are medically fragile or have many medical needs. Some of these children are bouncing in and out of the hospitals, which creates a continuous transition activity. As each child comes out of the hospital, they have to be "transitioned" back into school and the community. Then there is puberty. It would be nice to think that as young people grow up and make the transition from school into the adult world, it would happen in one fell swoop and it would all be done. But more than likely it happens in

pieces. First, they transition into being adults and deal with all the changes that are happening to them; then they transition as a young adult from school to the world.

My hope for Jane is that her transition from school will be to a permanent job. We are still struggling with that one. It is going to be a while before she transitions to a home of her own and/or a place where she will live on her own.

After you get through the transition into independence there is another transition process that can begin--reversing the process--parents are getting older and they may be caring for an older parent. Another version of this transition is that your older children are taking care of you. This is a difficult subject that we do not talk about much, but I think it is pertinent now. The age of people with disabilities is advancing all the time. We are having to pay more attention to that because people with disabilities are living much longer as a result of medical advances and they are living in the community. I remember when I was living in Omaha, Nebraska, and some of the first people who had been institutionalized all their lives moved back into the community. After ten to fifteen years in the community they were ready to retire. No one had ever thought about retirement for persons with mental retardation after they had been working in the community. It is good to know that one of the Research and Training Centers funded by NIDRR is focussing on Mental Retardation and Aging.

The next area I want to address is the whole issue of emotional responses to transitions. It seems to me that the problem with transition is that it is so hard for people to change. People resist change because it is easier to "wear the same old pair of shoes" than to try to break in a new pair. Folks, we should be pro's at this by the time the child turns 22. By this time, you have gone through many educators, many teachers, and many services. Do you look at that fact negatively or do you look at it positively? I would like for you to look at it positively. It is a wonderful thing to have interacted with so many people. But it is hard to accept that it is time to move on again. Changes cause a number of reactions. A common reaction is the emotional response of fear. There is always a great deal of trepidation when you do not know what is going to happen. I think that resistance to change causes lots of sleepless nights and lots of worrying.

In my experiences with Jane's transitions we have certainly had tremendous stresses, even though we know a great deal about services. Knowing about services does not help if you are not receiving them. Watching Jane sit at home for months has not been fun. It has produced much anxiety. We had not planned on a "world on hold" because of the broken promises of a "world of work"

When you move into an unknown area, it may be hard until it becomes familiar and you find a solid footing. There is going to be frustration, exhaustion, and sadness--sometimes. The flip side of this stress is the joy of seeing your child who was "never going to be able to do much," preparing for a full time job and working a micro-film machine. Real pay for real work in a real world!

The Early Years

During those early years, parents grew with their children. Parents need lots of support. There is a lot of handholding with the parents (and there should be) in early education programs. When a student moves into a regular school, the handholding lessens. Parents are often not prepared for that loss of support. I always tell professionals to talk to parents who are going to leave the early education programs. Tell them what to look for in the new program. It is not important how pretty the building is or how many windows it has. You should be looking at the quality of the interaction between teachers and children. You need to know the quality of the program and what will happen to your child. Parents need to learn how to focus on the program and how to evaluate service systems.

You may have hoped and wanted a change of program for your child. You believed a different placement would be more inclusive for your child, perhaps a regular classroom would be better. But in making that change you leave behind the person holding your hand and patting you and being with you through this period. It gets very lonely at times. It is harder doing your own thing. It is good to do your own thing but it is also very scary.

If we were going to teach parents what we want them to know or how we will help them, I think we should talk in terms of teaching them about courage and anticipation as opposed to trepidation. We need to talk about trust. The most helpful educators and/or service providers for me were the ones who gained my trust. After that, we can do business. If not, we are in big trouble. A good question is "What does it take to establish trust?" I ask educators to take steps to develop a trusting relationship with parents. Tell them the truth. Share your concern in an empathetic manner. Open parents to what is possible. I ask that we teach parents to dream and have the vision to look forward and not be afraid. Once a trust bond is established many more doors will be opened.

Many years ago, an educator told me, "do not ever let people tell you that Jane can't do something, unless they prove to you that she can't." I had a great respect for him. Ever since then I have applied that to every situation involving Jane. I have applied this principle to her new job opportunity, the job Jane goes to next month to do micro-filming in a bank. She is keeping up with her peers,

working forty hours a week and she is producing the same quality and the same quantity. People said that was impossible. Everyone at this meeting who spoke about their son or daughter reported the same results. All their expectations have been exceeded. This is why parents need vision. We have to teach them to dream, to look forward and not be afraid. We also have to teach them to be calm, cool, and collected and not to let the "turkeys" get you down. We have to demonstrate our own satisfaction and ability to compromise and then teach those principles to other parents.

When I learned about service evaluation from Dr. Wolfensberger it was a hard lesson. Nebraskans are idealists. We were only going to take things that were absolutely perfect. Later we learned that everything was not always exactly "pure." Sometimes you have to compromise. Dr. Wolfensberger said the hardest point in applying the principles of normalization is to be able to recognize the correct choice. Over the years it has become easier to recognize the right choice. These fine-line abilities to choose takes practice and experience. When you learn it, pass it on.

Some Advice

Something that we do not do often enough and should be doing today is celebrate. We should celebrate our victories. We should celebrate all the good things that happen. We need to take time to pat ourselves, our parents, and our children on the back. It is time to celebrate this new change. When Jane graduated from high school, we had a great celebration. We did it right! Make a decision on what makes you happy then celebrate, celebrate, celebrate!

A New School

Now, I am going to tell you something you have all been waiting to hear. It is about my new school. It will be called Transition Training School for Parents and People with Disabilities (TTSPPD). The first required class would be PE 101 - TUMBLING. There are many different ways of tumbling but no matter what, you always have to land on your feet. Every parent needs to learn that even though they may tumble, they will eventually end up on their feet. Just think about all those cartwheels and hoops you need to do to get through the system! PE 201 will cover MARATHON RUNNING. Keeping up with the world of disabilities needs a lot of training, sustained endurance and the ability to pace one's self.

I have a whole list of courses that I could offer. One would include FLIGHT TRAINING. This course would either teach you to pilot an airplane or a hot air balloon, depending on what you prefer. Whatever your preference is, you

are still going to have to land that thing. If you think about it, some of the plans that we have to go through are as complicated as trying to figure out how to land an airplane or a hot air balloon! It all takes a lot of training.

A course in the language arts would be ACRONYMS--where you would learn to speak, read, and understand the funny foreign language of acronyms. We would learn how to do a lot of praying in PHILOSOPHY 101. When all else fails, Pray! Our next course is LOGIC. Here we will then try to teach you how to make sense out of the most illogical system you have ever seen. After that, you could take a course in ENGINEERING so you could learn how to draft out your plans. We all need to do some of that!

An MBA (Managing Budget Activities) would be one of the advanced courses. An added bonus to this course would be that you not only learn how to manage a budget and receive financial assistance but you would also be taught how to get along with those people trying to manage SSI systems and any other system you might have to deal with. Most of you already have a lot of experience in this area anyway, so you surely will do well at it. This course may also teach you how to be an entrepreneur, because you may have to build your own systems. Last on my long list of courses is one on LIFE SUSTAINING SKILLS. This is a new course which would teach you Time Management, Stress Management, and a Business Plan. I invite you to add any of your own ideas for classes for my school. This will be a wonderful transition school that we are going to run.

Some Last Thoughts

Sometimes getting through transition feels like it is going on and on and on. One ~~does~~ get tired. I want to tell you my platitudes (at least the ones that work best for me). If parents do not keep these on their refrigerators they will be in deep trouble. Someone once taught me every time you feel loneliness and pain, you have to go and find another person to share it with. When you do that, your pain and loneliness is cut in half and it will only be half as heavy. Getting back to the refrigerator, some things you might want to have on it should be, "One day at a time" and "This too shall pass". Do not forget about "Let go and let God" because there are plenty of times when you will never be able to figure out why things are the way they are. Finally, the one thing that has helped me from beginning to end is the Serenity Prayer, "God grant me the serenity to accept the things I cannot change, the courage to change that which I can and, O Lord, give me the wisdom to know the difference."

SUPPORTED EMPLOYMENT

**Sharman Davis Jamison
Project Coordinator
PACER Center
Minneapolis, Minnesota**

With regard to values; I believed that work was important, but I did not know how to translate that value into a vision for my daughter. I knew that when I went to work I wanted the following things to happen. I wanted paid, meaningful work; I wanted support on the job--these supporters were called mentors, friends, colleagues, or associates. I knew that for myself, I wanted to be in an integrated work site. I figured out and knew these things for myself.

However, as I was talking and thinking about employment for my daughter with a disability I had to take a step back. I had to learn how these same elements of a job that were important to me could become a future reality for my daughter. Eight years ago, when my daughter was fourteen, my vision as a parent was that my child would work in the best sheltered workshop available in our community. I believed that this was the best option available because of her disabilities.

As a parent I learned that there was something else. What came about was some training and some information that I was able to gain for myself. That was part of the transition for me as a parent. I learned about the Supported Employment Movement. Supported employment is paid, meaningful work for persons with severe disabilities, where there is intensive ongoing support for the worker, and persons with disabilities work in an integrated work site. Supported employment comes in different varieties. At times, one person with a disability may be working in the company with support, or persons with disabilities may work in enclaves or mobile crews. The most preferred situation is when there is one person with a disability working with non-disabled workers. I learned the language and the nuances of the Supported Employment Movement.

The Supported Employment Movement has truly been a federal, state, local, and personal initiative, and it took a combination of many groups including consumers, parents, and professionals to make it happen. Parents have been involved significantly in this movement. Parent Training and Information Centers have been going about letting other families know about the Supported Employment initiative. With this effort, the parent centers have experienced transitions too. Centers have been challenged to learn and cooperate and collaborate with adult service agencies and systems. Individually, centers have had to rethink their missions to families of youth and adults with disabilities.

Speaking of the personal initiative, I would like to share with you some of those personal things that happened to me as a parent during the transition from my daughter's moving from school to work. Number one, as I mentioned, I began to question my own value of work and how to apply that to the vision I had for my daughter. How did I envision my daughter in the workplace?

Another very important thing that happened and, I believe, Ann Turnbull our next presenter is going to discuss it in greater depth--I had to form a partnership with my daughter. I had to find out what was her vision for life. I paid closer attention to her personal likes, dislikes, preferences, and choices and respected her choices, although at times this was difficult for me as a parent. I had to let Devin make more of her own decisions for better or for worse. I had to let Devin assume more risks and with more risks often came more failure. I am not advocating that you just let your child fall flat on her face, but what I am saying is that we as parents must listen as they talk about their dreams or show their preferences in living, working, and playing.

More than ever before, I found that I had to assert myself. In school, it was pretty much understood that the parent is one of the members of the team. However, it is a whole different issue in the adult service system, and unfortunately many of the adult service agencies are not used to having parents/families as part of the team. However, I think we have all learned from these experiences and I have even redefined and reshaped some of my previous thinking on my parental role and responsibilities.

I had to be willing, as the parent, to explore various options and I found myself very afraid at times. It helped to talk to another parent of an older child with a disability, someone at a parent organization or a professional to find the support I needed to get past some of these fears. I found I had to make decisions about service options, so I had to have some idea as to what I considered quality in programming versus what is not quality. Also I had to know what kinds of benefits and outcomes I wanted to see occur for my daughter.

I had to continue to learn about what is happening regarding adult services in supported employment in my community and I had to let everyone know that this is what I wanted and expected for my daughter once she left the school setting. At times I had to push and to advocate for this change. In addition, and it may sound like a contradiction, I had to learn when to pull back. There were some very stressful things associated with getting my daughter into supported employment and they were some times when I just had to pull back. I had to take the time to work with my new parental roles and responsibilities. Don't feel that you have to be everything all the time, and learn to celebrate the successes you have.

How many of you have a son or daughter right now who may be moving close to supported employment within the next years? OK, those of you, put your hands up high -- those of you who have information, network and talk with these parents who are here. All that I am telling you is one experience -- my experience. Each one of us as families will have a different experience, a different type of information. We have a whole other day with one another to talk to these people and appreciate their expectations as well.



HOUSING: A VITAL COMPONENT OF THE TRANSITION PROCESS

Martha Ziegler

Director

Federation for Children with Special Needs

Boston, Massachusetts

I do not pretend to be an expert on housing; however, I decided I would like to share with you some of the things I have learned in the last few years in securing independent housing for my daughter. If you think getting a good IEP or supported employment is complicated, just wait until you get into housing, especially if, like me, you live in a state where state-funded residents are in very short supply. We are at least beyond the age of institutions but what has happened is that we have not replaced the institutions with a network of community housing in most of our states. So while our states do not call it that, we really do operate a "triage." My daughter, who is a person with autism, is not disabled enough and I am not old enough or disabled enough yet so that we are not in crisis; therefore the state will not support housing for my daughter.

There are some things however that we can do while we are on waiting lists - waiting lists for programs, waiting lists for housing, a waiting list for death. Incidentally, you really get into some ironies of living. My daughter is in good shape now because, I am working, she is working and she is on Social Security Survivors' benefits. If tomorrow, I decided to retire however, she is in big trouble. But then when I die, she is in great shape again, better than now! As parents we really need to think and plan for those life cycles; we forget that our own life cycles are extremely relevant after a while.

For about four years, I participated in a housing committee in my local town of Lexington, Massachusetts. I was not the founder or the leader of the group; I came in after the group was pretty well established. What brought us together was a desire to have our young adult children live independently in the community where they grew up. Now this may sound strange to you but in our state the Departments of Mental Retardation (DMR) and Mental Health (DMH) never really look at the home community when they do have community residences. They look for the cheapest real estate and sometimes, they end up really jamming a lot of community residences together. I will never forget the time when one of the state's senators complained because he lived on a corner and one block in each direction and diagonally from him was a community resident of one kind or

another. The last thing considered is the need and wishes of the clients themselves. But anyway, we families wanted our young people to live in their home community.

It took me almost a year of puzzlement before I figured out what the others were talking about. They were so concerned about real estate; real estate seemed to be the driving force and the problem that they were trying to solve. The group was composed of parents of young people with a variety of disabilities: about half of them, young people with mental health issues, the other half with a variety of developmental disabilities. Eventually I discovered that most of those young people with disabilities were in fact not very well informed and a little naive about what is involved in housing for developmentally disabled adults. They were not thinking about the cost of staffing very much and of course those who were parents of young people with mental health issues, really did have rather different needs. They did need real estate because they do not need in-house staffing of any kind because their programs are delivered more on a visitation basis--a weekly visit or even telephone contact.

Furthermore, most of them are on SSI and not working--supported employment is just barely getting started for people with mental health issues. Then on top of that, as you know, mental illness frequently strikes when people are in their late teens or early twenties, so those parents did not have the experience of the special education laws and special education processes and exposure to other parents that most of us with developmentally disabled children were able to experience. The other factor that had come into play was the fact that Massachusetts and most of New England have had very high real estate costs, so the families were living with that factor too and knew that they would have to cope with that.

We began by bringing in representatives from the state agencies, still hoping that there could be housing through our state DMR and state DMH (in general, New England states do not have county based human services). The DMH people finally did get some action after we brought in a state senator who heard the desperation of the families at the meeting. He contacted DMH on behalf of the families and within a year a new program was established in our town. Those of us with young people who were developmentally disabled realized that we were left on our own. We learned that there are some options for filling in this time before the state takes over the funding.

There are housing subsidies. There is the federal program usually referred to as Section 8. Most states have housing subsidy programs also. In Massachusetts, it happens to be Section 707. For a year I heard these two terms thrown around and I could not figure what they were and which was which. Naturally they have

different sets of eligibility criteria.

Then we have affordable housing which is different from subsidized housing. Affordable housing simply means that rents are below market rates. Access to affordable housing is based on income. That is what we ended up with for our four young women. They live now in a house that is part of our town's scattered affordable housing. Thus their rent is about half what the market rate would be. To make it all that much nicer, they live in a house that was constructed by students from the regional vocational high school. So students in the town and the local housing authority have a lot of ownership in the house. I will come back to that in a minute. I learned a lot about that.

Then there is rent control housing in a lot of states and cities and that can be helpful. Rent control housing is partly based on income and partly on history and a whole lot of other things. One of my friends recently discovered that the apartment next to the one in which she and her daughter were living became vacant and since it was a rent controlled building, she was able to move into the second apartment and leave her daughter with a disability in the original apartment with home health care workers with her part of the time. They were able to manage and it makes a nice transitional independent housing situation for her daughter.

Then of course there are cooperatives and condominiums, and recently a group of families whose young people are mentally ill have become involved with a limited equity arrangement. I am not going to go into it; it is very complicated. But there are good people out there in the community who understand limited equity arrangements and who are eager to help. I would like to add that housing is not covered by the Americans with Disabilities Act, but it is covered by the Fair Housing Amendments of 1986 so that discrimination on the basis on disability is prohibited in any rental housing.

Recently I visited my mother who is 85 and lives in another state. While there, I happened to take her to the doctor. While she was inside I sat in the waiting room reading and I found an AARP publication on housing (I hope that one of these days we will have an AARP for people with disabilities). In looking through it, I saw a couple of models that would probably work very nicely for people with disabilities. One of them is one you are probably familiar with--accessory apartments. Depending on zoning laws in any particular town, you can convert a part of the house into a little apartment. These are usually used for elderly family members but they could certainly be used for young people with disabilities also. In fact, I have heard about a few examples of this method. Then I read about something totally new to me called ECHO (an acronym), which involves bringing in a portable apartment and constructing it either in your side

yard or your back yard. Again, this was designed for elderly people. When you are finished using it, the company that provided it takes it back and uses it again somewhere else. It occurred to me that this might be a possible transitional opportunity because the family would be very close by and could provide support and a little supervision and still not be really living with the young person with a disability.

The arrangements that I have just summarized cover only the actual housing cost, whether rental or purchase. For a young person with the severest disability, you can end up with staffing costs of \$75,000 and \$80,000 a year and you have not even begun to look at real estate or food or any of the other essentials. Luckily, my daughter and her friends are able to live with minimal staff support; consequently our costs are much less. I have heard about Whitney House in Ann Arbor, Michigan, which is residential housing for young people with learning disabilities and that particular program makes some use of volunteers. A woman who lives across the street from Whitney House and is herself retired serves as a volunteer who comes in on a regular schedule and is available in an emergency.

There is a new funding mechanism that recently became available in houses like my daughter's. We are looking into this one. We hope that it will become reality; it makes use of a Medicaid waiver in which personal care attendants may be paid and used for staffing in residences regardless what the disability may be. Until now, payment for personal care attendants was available only for people with physical disabilities, but under one of the recent amendments to the Medicaid law, this service became available for other people with developmental disabilities.

In my daughter's house, three of the young women and their families are paying their own way. One of the young women is funded by a DMR agency and of course, there is the participation by the local town which I have concluded is extremely important. I think we need to move in the direction of local investment. The town of Lexington feels ownership of Mary Ann's house; everybody in the town wants that house to succeed. When we had an open house a month after the women moved in, two hundred people came. And they came because it is a program in their town and they have a true ownership and interest in it. Thus we experienced no NIMBY ("not in my back yard"). I think that maybe instead of concentrating on federal funding and federal regulations and so on, we need to be moving much more toward local involvement in partnerships with a variety of agencies and families.

Let me conclude by taking a quick look at why independent housing is important for our young people. I think we all realize that employment is crucial; it is crucial for the identity and self-esteem of our young adults. But I was really

surprised to discover how important independent housing is also. First of all it is very important that we move our young people into their own homes while we are still around to give some support and backup. That is important for us as parents because it enables us to relax a little bit and have some peace of mind, knowing that our young people truly have moved into adulthood and will be able to go on living a good life without our intervention.

Now here is one thing that made it a little confusing for me. My son Fred, who is not disabled and lived in apartments for about five years, did not make the clean break that Mary Ann did. He came home every Sunday and I was never sure whether it was my cooking or the washing machine. He partook of both. Then, about three months before Mary Ann moved to her house he moved back home, an action that in view of the economy, turned out to be a good thing. But I think that may be a little confusing for her because she does imitate the things that Fred does. But Mary Ann is determined in her independence and rarely comes home to visit. I usually have to bribe her with lobster. Last Thanksgiving, she came home and stayed for the long holiday weekend. She was able to accept the fact that people go home at Thanksgiving to be with their family. On Saturday she said, "I miss my group home." On Sunday when I was driving her back to her residence, she said, "Mom, I've had enough of you." Mary Ann loves her group home. I might add that it is two blocks from the center of town. She and the other three women go walking everywhere except to work. She walks to choir practice and to church on Sunday and to the bank and to all the places that she needs to go.

EMPOWERMENT AND DECISION MAKING THROUGH GROUP ACTION PLANNING

**Ann and Rutherford Turnbull
Co-directors
Beach Center on Families and Disability
University of Kansas**

Empowerment combines motivation, internal skill, and external resources to cause desired changes. We want to describe how our own family achieved empowerment through a decision making process that we refer to as Group Action Planning (GAP). Our experience has laid a foundation for new research initiatives at the Beach Center to help empower other families.

Remember what Margaret Mead once said, "Never doubt that a group of committed people can change the world. Indeed, it is the only thing that ever has." That captures the essence of our family's story. A group of committed people changed our family's world and could change yours, as well.

A Vision of Empowerment

We vividly recall six years ago when our family was in disarray. At that time our son, Jay, was 19 years old. Like all high school students with moderate to severe intellectual disabilities in our community, he was headed to a sheltered workshop and a program of community group homes, or he was bound to stay at his family's home. That was not his nor our choice, but it was just the reality. At that time, there was almost no supported employment in our community and certainly no one with his particular support needs who had pursued independent living. He found both the workshop and the group homes to be disempowering environments, and he expressed dissatisfaction through extremely challenging behavior. Sad to say, and despite trying, the existing programs were not capable of making the changes necessary to accommodate him.

We had a vision of life characterized by inclusion and meaningful relationships. Regrettably, most of the secondary education and adult service providers thought we were totally unrealistic. Bottom line: We knew we had no choice but to pursue our vision. So we left the system with its services and entitlement and gathered a small group of people together to change our family world.

The Vision Becomes Reality

Now, six years later, our vision has come true. In fact, we have far exceeded our original vision and keep working to create a more empowered life for Jay and for ourselves. Today, as a result of our "unrealistic" vision Jay

- o has a mortgage on a house that he is buying--his very own place, with his name on the mailbox, giving him the freedom to be there according to his own preferences and tastes;
- o has a 30-hour per week job as a clerical aide at the University of Kansas, working with caring and supportive coworkers;
- o has roommates who are his friends, not his staff, who provide support and companionship in a personalized, respectful, and enjoyable manner;
- o has a whole host of friends who participate in a wide range of activities, many around his major interest of music, but also including working out, making dinner, going over to friends' houses, and participating in many other community activities; and
- o is in his fourth year as an honorary member of the Sigma Alpha Epsilon fraternity, where he engages in a variety of activities with other members.

How did this radical change occur? Not easily and not quickly. But it happened to us and it can happen to you.

Making Radical Changes

Basically, we gathered together a group of caring friends and professionals--our own "action group." The action group sought to create an empowering context where visions could be shared and action plans created to implement those visions. Over the last six years this group has worked with us as a "reliable alliance," being there in good times and bad, to always take the next step to create Jay's desired lifestyle. Five key attributes have made our action group successful.

Inviting Support

We explicitly invited friends, professionals, and extended family to help support us. We had to let them know exactly what we needed. Sometimes it was

hard to surrender some of our privacy, but gaining support was worth any initial discomfort. Although we had lived in our community for six years before starting our action group, we had rarely ever let people know what we needed to support Jay. Of course, sometimes we felt sad that people did not offer to help. But, we asked ourselves, how could they know what to offer unless we first asked?

Thus we took the initiative, identifying people whom we thought could help our visions come true and specifically inviting them to be part of the action group. Surprisingly, no one declined our invitation. Indeed, everyone not only met our hopes but exceeded them. To our astonishment, we discovered that we had always been surrounded by an invisible resource, one that, although dormant, was easy to activate: All it took was a direct request. We even had many people tell us how glad they were that we let them know how they could help us, because they had always wanted to but did not know how and did not feel comfortable bringing it up.

Bonding

Although we had been to many individualized planning team meetings for Jay, rarely in those meetings did we truly feel emotionally connected to others there. Rather, people seemed to operate more as individuals rather than as a collective alliance. In our action group, over the years we have found it absolutely essential to develop, to the greatest extent possible, reciprocal, caring relationships. We sought for everyone to see his or her critical role and contributions, to know that these were appreciated, to feel inspired by the progress that Jay was making, and, most importantly, to be cared for and about. This action group, we learned, encircled not just Jay but everyone there. Here is the very simple point:

Action groups must create a reliable alliance for every single member. They must offer a cocoon of friendship, confidence that each member will be there for each other, and a sense that the support is not fleeting or temporary.

Vision

None of our efforts to invite support and create a reciprocal, caring group would have mattered if we had not had a vision for our family. That vision was this: A life tailored to Jay's preferences, first and foremost, and to his family's next in order. It was one thing for us to have a vision, but altogether another for us to share it and for the group to "own" it. Our mission to have everyone in the group to own that vision, to believe in it and know that it could happen with their help, was not hard to achieve. First, we excluded those who were "near-sighted" and lacked vision or disagreed with our vision. We tried to foster a spirit of "what-if-ness," beating the odds, and pushing the limits of what is possible. We also found

that vision is an ever-evolving process. As we accomplished our initial vision, we found that our vision kept expanding and growing in positive directions.

Systematic Problem Solving

Inviting support, creating a caring and careful support circle, and having a shared vision would not have helped a bit unless we had been willing to do systematic problem solving together. To problem solve means carefully delineating preferences and needs, brainstorming a whole range of diverse options, evaluating each option in terms of the pros and cons, making an informed decision on the most promising option, developing a specific plan of how to implement that option, and doing ongoing evaluation to see if desired outcomes are being achieved.

This kind of systematic problem solving process had been missing in our lives, and the result was, predictably, that visions were eluding us. We also had experienced another type of breakdown. All the talk about wonderful and promising ideas was just that--talk. There was inadequate logistical follow-through to put those ideas into place and to ensure their success. We found that the actual action group meeting is vital, but what happens between meetings in terms of concrete, practical, daily follow-through is absolutely essential. Implementing plans requires technical skills, interpersonal dynamics, and careful logistical management.

Celebration

Throughout the process, we found it absolutely essential to set aside time to celebrate progress and to celebrate our reliable alliance with each other. Far too many group meetings are somber, serious planning sessions called specifically and only to address some need or problem. Instead, we got together many times to just party. These celebrations bonded the group, renewed our and others' energy and motivation, and reinforced follow-through on our action plans. Here is the text that Jay dictated for an invitation to one of the parties:

Dear People:

Will you come to a party at my house? Tom and Lillie are my roommates. Dear friends, will you meet Tom and Lillie? Bring food, like cake and ice cream or cookies or bananas or watermelon or chicken or hot dogs or hamburgers or pie or nectarines or cucumbers or carrots. I'll bring the pop and M&M's. Dear people, bring friends.

Love, Jay

The Beach Center's Contribution

Through the Beach Center, we are exporting our own action group experience and carrying it out with other families. We have been doing group action planning (GAP) with a family with four children, one of whom is 15 years old, has cognitive and behavioral challenges, is physically but not socially included in high school, and deeply wants to be included in such activities as sports and dances.

We are also carrying out a self-determination research and model demonstration project through Full Citizenship, Inc., the Beach Center's nonprofit affiliate. That project uses GAP as a technique for carrying out the visions of high school seniors who have developmental disabilities. We are also just launching GAP as a part of the Kansas state system's Change Grant for Transition. Furthermore, we are in the process of writing a manual on specific steps for implementing GAP.

Never Doubt Your Power

We take to heart Margaret Mead's admonition about never doubting the power of a group of committed people. We know first hand how it has changed our lives. At the Beach Center, we are committed to research and training that will teach us more about GAP and help us share our knowledge and enthusiasm with others. Don't get us wrong: We are not advocating any retreat from the individualized "I" plan (IEP, IFSP) that Jay and others have as a right. But more is required than an "I" plan, however important that type of plan is. The "I" plan approach most certainly is necessary. The problem is that it is not sufficient. It did not allow for, and certainly did not encourage, the strategies of inviting support, bonding, visioning, problem solving, and celebrating. GAP seems to fill the gap between the ideal of the "I" plan and the reality of its implementation.

For our family, and we hope for many others, GAP will be more than sufficient. After all, it convenes the "group of committed people" of which Margaret Mead wrote, it calls upon them to "change the world" from the bottom up, and, for us, it has been "the only thing that ever has" changed our world and perhaps yours, too. Give it a try: You have nothing to lose and everything to gain.

SECTION II

PRIORITY ISSUES AND STRATEGIES

This section contains the outcomes of the small group discussions. The conference was conceived as a partnership between OSERS, families, parents, and other relevant support systems throughout America. Thus, the follow-up action steps which will be taken in response to conference outcomes require linkages and collaborative strategies between OSERS, families, and support systems within various communities. Therefore, each group was asked to complete the following tasks:

1. Review concept statements.
2. Identify additional relevant issues.
3. Identify and list in rank order the top three issues/concerns in their respective topical areas.
4. Specify strategies which may be implemented to address or resolve each issue/concern.

This section also contains interpretations of the **Fair Labor Standards Act**. It should be noted that Michael Vader, former Deputy Assistant Secretary of Special Education and Rehabilitative Service, played a major role in the development of this significant interagency agreement.

EARLY AND DIRECT INVOLVEMENT OF ALL RELEVANT PARTIES

Group A

Transition in the early years can be a life determinate. When handled properly transition can be a most rewarding and motivating experience. On the other hand, without the appropriate involvement of all significant parties it can have a devastating impact on the future years. Successful transition during the early school years requires the collaborative efforts of all relevant parties (i.e. parents, caregivers, teachers, administrators, and therapists). Effective transition programs involve a series of steps designed to help the young child ease into the school routine since the overall purpose is to help the child feel comfortable in his\her environment.

Group A participants identified three priority issues relative to the "Early and Direct Involvement of all Relevant Parties" in Lifelong Transitions. Those issues revolved around support and exposure. The consensus noted that direct involvement would require: a) the expansion of information and support from various agencies; and b) increased availability of resources. The three priority issues in rank order were:

- 1) Development of Parent to Parent Models
- 2) Development of Training and Research Centers for Parent to Parent
- 3) Array of Family Supports

In the group's effort to tap essential support systems they addressed specific linkages and developed collaborative strategies which may be designed/implemented to address the target issue.

Priority 1: "Development of Parent to Parent Models" addressed the following needs:

- a) cultural awareness--community awareness;
- b) increase information to churches, Sunday school, ICNU, agencies, hospitals, schools, etc.;
- c) the development of handbooks-- health care, insurance, entitlement, resources, legal rights;
- d) parent to parent training leadership;
- e) total family involvement;
- f) parent inclusion in policy decisions: local, state, and federal level; and
- h) incentives-- money and education programs.

Collaborative strategies to be implemented in addressing the above concerns included: a) the development of a national survey that could be used at the grass roots level to identify the needs and resources of parents utilizing existing parent organizations to facilitate a grass roots awareness in collaboration with the Office of Special Education and Rehabilitation Services (OSERS); b) target key positions in OSERS for persons with disabilities, parents of children with disabilities or family members; c) target collaborative parent professional partnership models to develop cultural awareness/ sensitivity training for service providers, children, and the community at large (including age/disability appropriate strategies; and d) financially support parent groups as they conduct the national needs assessment at the grass roots level.

The second priority issue: "Development of Training and Research Centers for Parent to Parent" addressed the following:

- a) cost analysis of the effectiveness of parent to parent programs;
- b) the development of a parent written/ produced curriculum for professionals and parents to develop in partnership;

- c) the implementation of cross-cultural community studies-- models should be appropriate to the needs of specific groups;
- d) advocacy and knowledge of rights so parents may learn about entitlement programs; and
- e) the development of national public relations models.

Three specific strategies were proposed to resolve this concern. Since there is only one known Research and Training Center (The Beach Center in Kansas) for families, it was suggested that this model be assessed for suitable replication in other states. A second strategy was to catalog existing research to develop and implement best practices for training models. The third strategy was to design a Research and Training Center controlled and operated by parents of children with disabilities, to ensure the dissemination of information at the grass roots level.

The third priority: "Array of Family Supports" addressed: a) stipends to support specialized needs ; b) support for family members as case managers; and c) respite care-- community based resources provided by agencies, families, friends, etc. Two strategies were to: 1) develop training models to train family members (including children) to be informed consumers of resources and services, and 2) train providers to implement safe and friendly respite care programs in the community.

GROUP A PRIORITY ISSUES & STRATEGIES

ISSUES/CONCERNS	STRATEGIES
<p>1. Development of parent to parent models concerning:</p> <ul style="list-style-type: none"> a) cultural awareness--community awareness; b) increase information to churches, Sunday school, ICNU, agencies, hospitals, schools, etc.; c) the development of handbooks-- health care, insurance, entitlement, resources, legal rights; d) parent to parent training leadership; e) total family involvement; f) parent inclusion in policy decisions: local, state, and federal level; and g) incentives-- money and education programs. <p>2. Development of training and research centers for parent to parent models concerning:</p> <ul style="list-style-type: none"> a) cost analysis of the effectiveness of parent to parent programs; b) the development of a parent written/ produced curriculum for professionals and parents to develop in partnership; c) the implementation of cross-cultural community studies-- models should be appropriate to the needs of specific groups; d) advocacy and knowledge of rights so parents may learn about entitlement programs; and e) the development of national public relations models. <p>3. Array of Family Supports addressed:</p> <ul style="list-style-type: none"> a) stipends to support specialized needs; b) support for family members as case managers; and c) respite care-- community based resources provided by agencies, families, friends, etc. 	<ul style="list-style-type: none"> 1. The development of a national survey that could be used at the grass roots level to identify the needs and resources of parents utilizing existing parent organizations to facilitate this grass roots awareness in collaboration with the Office of Special Education and Rehabilitation Services (OSERS). 2. Target key positions in OSERS for persons with disabilities, parents of children with disabilities or family members. 3. Target collaborative parent professional partnership models to develop cultural awareness/ sensitivity training for service providers, children and the community at large (including age/disability appropriate strategies). 4. Financially support parent groups as they conduct the national needs assessment at the grass roots level. <ul style="list-style-type: none"> 1. Since there is only one known Research and Training Center (The Beach Center in Kansas) for families, it was suggested that this model be assessed for suitable replication in other states. 2. Catalog existing research to develop and implement best practices for training models. 3. Design a Research and Training Center controlled and operated by parents of children with disabilities to ensure the dissemination of information at the grass roots level. <ul style="list-style-type: none"> 1. Develop training models to train family members (including children) to be informed consumers of resources and services. 2. Train providers to implement safe and friendly respite care programs in the community.

BEST COPY AVAILABLE

THE AVAILABILITY OF RESOURCES AND SUPPORTED SERVICES INCLUDING: HEALTH, SUPPORTED LIVING, AND WORKING VENDORSHIPS

Group B

Secondary transition involves many challenges for students with disabilities and their families. Successful transition is dependent upon the effective use of resources and support services that are available to assist the student with a disability. Legislation has mandated related services which include integral elements for successful transition from school to both secondary education and the world of work. In order to capitalize on the services, parents, family members, and caregivers must be knowledgeable of the availability of essential resources and supportive services. These services include rehabilitation and employment services, career services, vocational services, health services, supported living, and working vendorships which are vital components in the transition process.

Participants in Group B workshop examined the availability of resources and support services for families of individuals with disabilities in the transition process. They identified various linkages and collaborative strategies among OSERS, families and community support systems that would facilitate effective transition. Group B participants addressed three priority issues relative to the successful transition of students with disabilities from school to secondary education and the world of work. The three priority issues in rank order focused on:

1. Service and Information
2. Positive Outcomes
3. Family-centered Approaches

The Service and Information issue revolved around the families' fear of "unfriendly systems" and lack of knowledge about available resources and support services. Specific strategies were proposed for national, state, and community linkages. On a national level it was suggested that: a) funding be increased, b) support systems be designed for the development of advocacy skills and innovative programs, and c) increase the visibility of information services. In turn, the state would support the systems advocacy and promote and implement interagency coordination. On the community level it was recommended that members engage in systems development in order to address/resolve the: a) lack of services and information (including differing language skills), b) access in rural settings due to

transportation and communication, c) health maintenance services, d) staff turnovers, and e) "incompatibility" of service systems.

The second policy issue to ensure Positive Outcomes requires federal monitoring to emphasize accountability for outcomes. It was suggested that national and state agencies promote pre/in-service and PTI Training programs. These programs would emphasize thinking in new ways about children and adults with disabilities that support positive visions and clearly state expected outcomes. Communities are encouraged to enhance services to promote personal support to families for effective problem solving frameworks. It was also recommended that communities increase access and provide supported employment programs.

The third policy issue addressing Family-centered Programs proposed national and state collaboration to support initiatives that demand family-centered approaches. Federal and state agencies should also provide pre-service programs with emphasis on: a) practicum experience with families, b) collaborative team-building skills with colleagues and families, and c) model a "market" approach to customer satisfaction. It was advised that the community create rewards for collaboration, such as time, money and/or recognition. Also, there is a need to establish a system of accountability (i.e. who/what shall be held accountable when the support service is not there?) It was noted that the IEP process results rarely followed the child in the transition stage. Particularly there was a lack of knowledge and understanding of the child and his/her family. Partnerships with families that began with the IFSP process frequently fade to nothing by post-school. Other accountability questions asked:

1. How can support services be held accountable primarily for life outcomes versus accountability through forms, records, and audits?
2. How can monitoring and compliance foster life outcomes as true accountability?

Group B Priority Issues and Strategies

ISSUES/CONCERNS	STRATEGIES
<p>1. Service and Information:</p> <ul style="list-style-type: none"> a) Fear of unfriendly systems, b) insufficient funding, lack of support systems, and c) need for increased visibility. <p>2. Positive Outcomes:</p> <ul style="list-style-type: none"> a) Accountability for outcomes on a national level. b) Lack of early access/ opportunity to create one's own expectations and visions. c) Discrimination in employment programs in terms of wages and placement criteria. <p>3. Family-centered approaches</p> <ul style="list-style-type: none"> a) Identification of a source of accountability when support services are absent. 	<ul style="list-style-type: none"> 1. Acknowledge family-centered principles and unique needs. 2. Team building and collaboration skill development by schools and adult service providers in addition to teams formed by parents. 3. Increase funding. 4. Support system advocacy skill development. 5. Support innovative systems' development programs. 6. Increase visibility of information services. 7. Promote and implement interagency coordination of information. 8. Access services for language development. 9. Access services for transportation and communication; especially assisted communication. 10. The development of high-risk registry systems to initiate services at birth. <ul style="list-style-type: none"> 1. Pre- and In-service and IEP training programs should emphasize positive visions and clearly stated/understood/expected outcomes. 2. Increase the vision creation capacity in schools and communities with I-teams. 3. Provide problem solving framework in a personal support group. 4. Criteria for placement should be clearly stipulated. 5. Wages must be commensurate with work done. <ul style="list-style-type: none"> 1. Pre-service emphasis on: <ul style="list-style-type: none"> (a) practicum experience with families; (b) collaborative team-building skills with colleagues and families (Pre- & In-Service); (c) Model a "market" approach to customer satisfaction; and (d) Create rewards for collaboration (time, money, recognition). 2. Ensure that process results of IEP's follow the child to the next level or school. 3. IFSP process or Partnerships with families should follow the student. 4. Use of forms/records and adults to determine accountable entity. 5. The development of a means by which to determine whether monitoring and compliance foster life outcomes.

SELF-DETERMINATION AND QUALITY OF LIFE

Group C

As we approach the 21st Century, there is a critical need to provide students with disabilities with independent living skills. These individuals must have the ability to make life and work-related decisions. Thus, there is a critical need for the development, implementation and assessment of comprehensive and innovative demonstration and training models and programs. These programs must facilitate greater independence, assertiveness, and decision-making skills among youth and young adults with disabilities. It is imperative that: (a) relevant parties collaborate to maximize the utilization of resources and (b) effective dissemination strategies be put into place in order to communicate essential information of model programs and collaborative strategies.

Participants in Group C addressed issues relevant to the enhancement of self-determination and quality of life skills in youth and young adults. The participants targeted three priority issues to receive direction in promoting self-determination and quality of life in lifelong transitions. The first priority focused on the fact that **Quality of Life Requires Access to All Aspects of Life**. It was asserted that access is not occurring now, but must occur in order to achieve self-determination. Self-determination must embrace a persons's right to choices regarding living options, work options, religious affiliation, friendships, etc. with regard for family, cultural values, and personal choices. It was recognized that students are graduating, yet are undereducated and inexperienced about laws, decision-making, and self-advocacy. Specific strategies proposed to facilitate access included the following. Information dissemination must occur at the national, state, and local level on/about:

1. Information about laws and legislation should be provided to persons with disabilities and to communities at large. Collaboration between Local Education Agencies (LEAs), Early Intervention Programs, Adult Services, and PTIs and other parent resource agencies. Provide information to parents on laws, legislation, and due process.
2. Information should include the roles and responsibilities of OSERS, PTIs, state and local agencies:

3. **Increase positive media visibility of persons with disabilities (i.e. Marshall's department stores, mass media campaign).**
4. **Parents must be encouraged to exercise their legal options (i.e. lawsuits)**
5. **Training on ADA and Section 504, must be implemented beyond the corporate level to include non-profit entities.**
6. **PTIs should spearhead sensitivity awareness training/activities.**
7. **Parents should spearhead community and neighborhood forums using unique interventions such as Windmills and Kids on the Block.**
8. **Develop separate new priority or expand PTIs with sufficient resources for parent-to-parent training to conduct community training with agencies and tribal entities recognized as eligible applicants. Dissemination must extend into communities such as rural and reservation communities.**
9. **Develop curriculum for students with disabilities which focus on laws, rights, decision-making, and self-advocacy.**
10. **All federally funded programs serving individuals with disabilities should require training at the community level for information and for positive attitudinal changes.**

The second priority issue dealt with the need to increase self-worth and self-esteem on a personal and societal level. It was suggested that OSERS fund discretionary grants for individuals ages 0-21 years to develop national models/curricula that are reflective of cultural diversity and that enhance self-esteem. Training on disability issues for all teachers must be a requirement not a choice. Training and programs should include components such as: (a) decision-making, (b) building healthy egos, (c) self-esteem/social skills (should be included in the IEP), (d) problem solving, (e) involvement in activities. These types of positive interventions will enhance students' learning and illustrate the consequences of decisions. This type of information should be disseminated to parents so that they may reinforce independent thinking and social skills building at home.

Priority three confronted the negative attitudes and lack of knowledge on the part of all service providers (i.e. Healthcare, Education, Social and Legal services). Collaborative strategies to be implemented included:

1. Parents should network with professionals so that persons with disabilities may be successful.
2. Schools should develop networks for administrators and teachers.
3. Universities should develop pre-service curricula and establish ongoing parent committee/advisory group on curricula development.
4. Parents and communities should develop activities for efforts such as disability awareness week/month.
5. PTIs disseminate relevant information and develop consumer friendly information packets and approaches.
6. All people should develop an understanding of diversity/ differences.

Group C Priority Issues and Strategies

ISSUES/CONCERNS	STRATEGIES
<p>1. Quality of Life Requires Access to All Aspects of Life.</p> <p>a. Access is needed to achieve self-determination.</p> <p>b. Self-determination must embrace a person's right to choices regarding living options, work options, religious affiliation, friendships, etc, with regard for family, cultural values, and personal choices.</p> <p>c. Graduating students are undereducated and inexperienced about laws, decision-making, and self-advocacy.</p>	<p>1. Effective collaboration between Local Education Agencies (LEAs), Early Intervention Programs, Adult Services, PTIs and other parent resource agencies to provide essential information about laws, legislation and due process to persons with disabilities and communities at large.</p> <p>2. Inform the communities of the roles and responsibilities of OSERS, PTIs, and state and local agencies.</p> <p>3. Increase positive media visibility of persons with disabilities (i.e. Marshall's department stores, mass media campaign).</p> <p>4. Encourage parents to exercise their legal options (i.e. lawsuits).</p> <p>5. Implement ADA and Section 504 training beyond the corporate level to include non-profit entities.</p> <p>6. PTIs should spearhead sensitivity awareness training/activities.</p> <p>7. Parents should spearhead community and neighborhood forums using unique interventions such as Windmills and Kids on the Block.</p> <p>8. Expand PTIs with sufficient resources for parent-to-parent training and to conduct community training with agencies. Tribal and tribal entities should be recognized as eligible applicants. Dissemination must extend into communities such as rural and reservation communities.</p> <p>9. Develop curriculum for students with disabilities which focus on laws, rights, decision-making, and self-advocacy.</p> <p>10. All federally funded programs serving individuals with disabilities should require training at the community level for information and for positive attitudinal changes.</p>

Group C Priority Issues & Strategies (continued)

ISSUES/CONCERNS	STRATEGIES
<p>2. Increase self-worth and self-esteem on a personal and societal level.</p> <p>3. Improve effectiveness of service providers.</p> <p>a. Negative attitudes and lack of knowledge of all service providers (i.e. Healthcare, Education, Social and Legal services).</p>	<p>1. OSERS fund discretionary grants for individuals ages 0-21 years to develop national models/curricula that are reflective of cultural diversity and that enhance self-esteem.</p> <p>2. Make training on disability issues a requirement for certification for all teachers.</p> <p>3. Incorporate student training and programs to include: a) decision-making, b) building healthy egos, c) self-esteem/social skills, d) problem solving, and e) involvement in activities.</p> <p>4. Self-esteem/social skills should be an integral component of the IEP.</p> <p>5. Disseminate positive intervention programs information to parents for reinforced independent thinking and social skills building at home.</p> <p>1. Parents should network with professionals so that persons with disabilities may be successful.</p> <p>2. Schools should develop networks for administrators and teachers.</p> <p>3. Universities should develop pre-service curricula and establish ongoing parent committee/advisory groups on curricula development.</p> <p>4. Parents and communities should develop activities for efforts such as disability awareness week/month.</p> <p>5. PTIs disseminate relevant information and develop consumer friendly information packets and approaches.</p> <p>6. All people should develop an understanding of diversity/differences.</p>

TRAINING CONSISTENT WITH COMMUNITY AND LABOR MARKET DEMANDS

Group D

Training for youth and young adults with disabilities has customarily been provided through vocational education programs within high schools and trade schools. In the rapid pace of today's society community and labor market demands are changing. Therefore, the need arises to adequately prepare individuals to meet the demands of the nation's employment forecast. In order to address these changing trends, creative post-secondary options must be explored. These ingenious options will provide avenues for technical assistance and training for eligible youth and young adults with disabilities. Accessibility and effective transition will be key agents to ensure that students and others with disabilities acquire essential skills and behaviors that will make them competitive in this new age of technological advances.

Group D participants identified three priority issues relative to the training needs consistent with community and labor market demand. Those issues stressed education, dissemination, and access. The three priority issues in rank order were:

- 1) Culturally relevant training for parents, school personnel, members of the business community, caretakers of institutions (e.g. prisons, hospitals) concerning needs and capabilities of persons with disabilities.
- 2) Improvement of the dissemination of information about both goods and services to persons with disabilities and the business community which receives persons with disabilities into their workforce.
- 3) Improved access to vocational planning services.

Specific strategies were suggested to facilitate culturally relevant training for parents/guardians as well as relevant personnel. Those strategies called for a closer look at the values embraced by persons with disabilities and the role of PTIs to include training. It was also recommended that: a) the vision of persons with disabilities be articulated clearly and effectively, b) utilize modern communications and successful practices in training, c) establish training collaborations with the

business community to ensure collaboration from pre-training to evaluation, d) utilize the media as a teaching tool, and e) improve the participation of universities in curriculum development and training research.

The dissemination of information about both goods and services to persons with disabilities and the business community was seen to need much improvement. The following strategies were suggested to promote greater distribution of essential information:

1. Utilize technology (media) to gain access to minority populations.
2. Increase contacts with religious, social, business, and advocacy groups.
3. Establish collaborations between agencies, universities, and school districts to share effective strategies for reaching minority populations.
4. Utilize special education experts on local and national advisory boards.
5. Market through the use of magazines of business and trade organizations.

The third priority issue to improve access to vocational planning services required adjustments to vocational goal setting and procedures. Specific strategies included the following:

1. Inform persons with disabilities and those traditionally excluded, of their participatory roles in identifying vocational goals at the planning level.
2. Modify traditional vocational assessment methods to accommodate participation of persons with disabilities.
3. Assist local agencies/schools/institutions to develop/use appropriate procedures.
4. Establish a clearinghouse to provide vocational assessment information to students' newsletters and other school communications.

5. Provide technical assistance such as print media, visual/audio equipment to creatively provide information to the target population.
6. Direct service of vocational related activities to community-based satellite sites.
7. Make available to target population vocational related information concerning the changing global economy and the international areas.
8. Provide leadership with vocational related information about the global economy and assist them in defining their new advocacy role in the international area.
9. Use the market research to update job requirements for the future.
10. Enhance relationships between service providers and business (multiple fields) so that service providers can be kept up to date with the real needs of the business community.

Group D Priority Issues & Strategies (continued)

ISSUES/CONCERNS CONT'D.	STRATEGIES CONT'D.
<p>3. Improved access to vocational planning services.</p>	<ol style="list-style-type: none"> 1. Inform persons with disabilities and those traditionally excluded of their participatory roles in identifying vocational goals at the planning level. 2. Modify traditional vocational assessment methods to accommodate participation of persons with disabilities. 3. Assist local agencies/schools/institutions to develop/use appropriate procedures. 4. Establish a clearinghouse to provide vocational assessment information to students' newsletters and other school communications. 5. Provide technical assistance such as print media, visual/audio equipment to creatively provide information to the target population. 6. Direct service of vocational related activities to community-based satellite sites. 7. Make available to target population vocational related information concerning the changing global economy and the international areas. 8. Provide leadership with vocational related information about the global economy and assist them in defining their new advocacy role in the international area. 9. Use the market research to update job requirements for the future. 10. Enhance relationships between service providers and business (multiple fields) so that service providers can be kept up to date with the real needs of the business community.

INTERPRETATIONS OF THE FAIR LABOR STANDARDS ACT

To :

The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities while assuring that applicable labor standards protections are strictly observed.

Pursuant to the Individuals with Disabilities Education Act (IDEA), individualized education programs are developed to provide students with disabilities an opportunity to learn about work in realistic settings and thereby help such students in the transition from school to life in the community. Since the affirmation of students' rights to an appropriate free public education in 1975, many students with disabilities have benefitted from participation in vocational education programs in their public schools. Students with more severe disabilities, however, have experienced fewer benefits from participation in such programs. Alternative, community-based, and individualized education and training programs have emerged to meet their needs.

Our Departments share an interest in promoting educational experiences that can enhance success in school-to-work transition and the prospects that these students become effective, productive workforce participants and contributors to their community. At the same time, these students must be afforded the full protection of the nation's labor laws and not be subject to potential abuse as they start this transition through community-based educational experiences.

Existing Department of Labor guidelines which define "employees" for purposes of applying the requirements of the Fair Labor Standards Act (FLSA) do not specifically address community-based education programs for students with disabilities. To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between the students and participating businesses in the community, the Employment Standards Administration (Department of Labor), and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services (Department of Education) have developed the following guidance.

STATEMENT OF PRINCIPLE

The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

GUIDELINES

Where ALL of the following criteria are met, the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- o Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- o Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- o Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).
- o Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.
- o The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.
 - 1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
 - 2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.
 - 3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
 - 4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

- o *While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:*

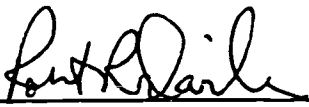
<i>Vocational exploration</i>	<i>5 hours per job experienced</i>
<i>Vocational assessment</i>	<i>90 hours per job experienced</i>
<i>Vocational training</i>	<i>120 hours per job experienced</i>

- o *Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.*

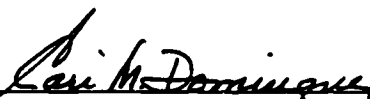
It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

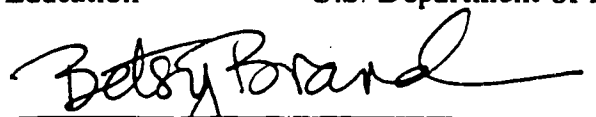
We hope that this guidance will help you achieve success in the development of individualized education programs.



 ROBERT R. DAVILA
 Assistant Secretary
 Office of Special Education
 and Rehabilitative Services
 U.S. Department of Education



 CARI M. DOMINGUEZ
 Assistant Secretary
 Employment Standards
 Administration
 U.S. Department of Labor



 BETSY BRAND
 Assistant Secretary
 Office of Vocational and
 Adult Education
 U.S. Department of Education

SECTION III

PROJECT PROFILES

This section contains profiles of a significant number of research, training, and demonstration projects which focus on transition in the early years, self-determination, transition in post-secondary programs, transition from school to work, supported employment, transition services training for related personnel, and other relevant areas.

TRANSITION IN THE EARLY YEARS

PRINCIPAL INVESTIGATOR:
Carnine, Douglas

PROJECT TITLE:
Center at Oregon to Advance Technology, Media, and Materials

PERFORMING ORGANIZATION/ADDRESS:
University of Oregon
College of Education
275 Education
Eugene, OR 97403-1215
(503)-485-1163

BEGINNING DATE: 10/01/91

ENDING DATE: 9/30/96

PROJECT #: H180M10006

GRANT #: H180M10006

PURPOSE: This center will establish a center to advance the quality of technology, media, and materials (TMM) for providing special education and related services to children with disabilities.

METHOD: The Center will evaluate technology, media, and materials across age groups (early childhood to transition), disabilities (mild to severe), and outcomes (enhancing academic learning to improve social relationships). Partnerships will be formed with major stakeholders including parents, teachers, administrators, researchers, developers, producers, distributors, and representatives of private industry. Major activities will include: developing a strategic framework for aligning design of TMM with needs of children, educational activities, and procedures; conducting analyses and syntheses of quality TMM; providing networks, exchange information; and developing and disseminating materials which provide guidance to TMM developers, producers, and distributors/publishers.

ANTICIPATED PRODUCTS: Products for dissemination will include research syntheses, newsletters, and guidelines for producers, developers, and publishers of TMM.

PRINCIPAL INVESTIGATOR:

Zigmond, Naomi

PROJECT TITLE:

A Comprehensive Examination of Drop Out and Drop Out Prevention in Urban Learning Disabled Students

PERFORMING ORGANIZATION/ADDRESS:

University of Pittsburgh
5R23 Forbes Quadrangle
Pittsburgh, PA 15260
(412)-648-7080

BEGINNING DATE: 9/01/88

ENDING DATE: 8/31/93

PROJECT #: HO23C80071

GRANT #: H023C80071

PURPOSE: The goal of this study is to provide empirically-based guidelines for early identification of learning-disabled children and youth at risk for school dropout, through a prospective examination of alternate student behavior and school environmental factors.

METHOD: Data collection instruments will include annual attitude, perception, and school knowledge interviews, transition interviews conducted at grade six and nine, and early school exit interviews as needed; three formal behavioral assessments (self-concept, locus of control, and conduct and social behavior); and building and classroom-level data monitoring charts to map factors such as attendance and standardizing achievement on an ongoing basis.

ANTICIPATED PRODUCTS: The impact of this study will include a broadened understanding of alterable students and pedagogical conditions related to dropping out; and efficient identification heuristic for classroom practitioners and program planners; an enhanced methodology for future research, data collection, and interviewing procedures; and a data base of a large sample of LD students.

PRINCIPAL INVESTIGATOR:

Thomas, David

PROJECT TITLE:

Education Plus: A Proposal to Include Children with Disabilities as a Part of the Systematic Efforts to Restructure Schools

PERFORMING ORGANIZATION/ADDRESS:

Holt Public Schools
4610 Spahr
Holt, MI 48842
(517)-694-0401

BEGINNING DATE: 1/01/93

ENDING DATE: 12/31/96

PROJECT #: H023R20010

GRANT #: HO23R20010

PURPOSE: The goal of this project is to restructure secondary programs at Holt High School in order to provide improved student advocacy for students with disabilities and those designated as high risk."

METHOD: Interactive relationships will be developed with established school programs, child and adult service agencies and the Holt community. Parent and student support groups will be established, and training in post-secondary rights and service delivery systems will be provided for students and parents. A core transdisciplinary staff will be established with the ability to identify needs and assist with making contracts with identified agencies. Specific services provided to students will include mentorship, vocational assessment, career counseling, psychosocial counseling, training in assertiveness and self-advocacy, and other services as identified as imperative to transition into adult life.

ANTICIPATED PRODUCTS: An estimated 250 students will be directly served through the project, and an additional 300 will receive indirect services. The ultimate outcome to the students will be active participation in achieving personal, educational, and vocational skills development, utilizing school and community support, to result in appropriate employment, independence, and involvement with the community. A comprehensive evaluation plan, including formation and summative evaluation methods, will provide and disseminate data on the effectiveness, efficiency and efficacy of project efforts.

PRINCIPAL INVESTIGATOR:

Catlett, Susan

PROJECT TITLE:

The Effects of Peer Social Interactions on the Acquisition and Generalization of Self-Help Skills of Students with Moderate to Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:

University of Houston
College of Education
Department of Education Psychology
Houston, TX 77204-5874
(713)-749-1616

BEGINNING DATE: 9/01/92

ENDING DATE: 8/31/93

PROJECT #: H023B20036

GRANT #: H023B20036

PURPOSE: This study is designed to investigate improvement in self-help skills of children with moderate to severe disabilities as an outcome of social interactions with nondisabled peers.

METHOD: Three target children, four to eight non-handicapped peer trainers, and four to eight other non-handicapped peers will participate in self-help skills interventions presented in naturalistic settings in students' regular schools. Observational research methods consistent with a multiple baseline design across peers will be used to examine and evaluate effects of the social interaction intervention. Outcomes measure will include each participant's frequency of social interactions, self-help skill progress in the training setting with training peers, self-help skill progress in the training setting with non-training peers, and skill progress in generalization with training peers and non-training peers.

ANTICIPATED PRODUCTS: The teaching strategy under development would be able to increase self-help skills through social interaction, and the use of non-disabled peers will decrease dependence on adult trainers.

PRINCIPAL INVESTIGATOR:

Ball, Eileen

PROJECT TITLE:

Incorporating Phoneme Awareness into Classroom Reading Programs: A Comparison of Special Education Referral Rates

PERFORMING ORGANIZATION/ADDRESS:

Board of Trustees
University of Illinois at Chicago
Box 4348 - M/C 147
Chicago, IL 60680
(312)-413-2413

BEGINNING DATE: 1/01/91

ENDING DATE: 12/31/94

PROJECT #: H023N10003

GRANT #: H023N10003

PURPOSE: The project is designed to investigate the comparative effects on special education referral rates of including a phoneme awareness component in kindergarten, developmental-first, and first grade early reading programs.

METHOD: Six Chicago Public Schools will participate in the project: two that follow the traditional basal reading program, two in transition from basal to whole language, and two known to be whole language schools. Kindergarten, developmental-first, and first grade teachers from approximately 30 classrooms will participate in in-service training focusing on either phoneme awareness (treatment condition) or the literacy interests of the participating teachers (control condition). results of the phoneme awareness intervention will be evaluated over a three year period with children determined to be at risk for reading disabilities. data will be analyzed to determine if children in the two conditions (phoneme awareness component vs. control) differ on reading and writing measures, and to what extent any differences are present beyond the first year. Information will also be gathered on special education referral rates, pre-referral intervention strategies, and school success.

ANTICIPATED PRODUCTS: Dissemination activities will include journal articles, conference presentations, and workshops for elementary school teachers.

PRINCIPAL INVESTIGATOR:

Rice, Mabel; O'Brien, M.

PROJECT TITLE:

Kansas Early Childhood Research Institute

PERFORMING ORGANIZATION/ADDRESS:

University of Kansas Bureau of Child research
2045 Haworth
Lawrence, KS 66045
(913)-864-4570

BEGINNING DATE: 10/01/88

ENDING DATE: 9/30/93

PROJECT #: H024U80001

GRANT #: H024U80001

PURPOSE: This project will study procedures to promote successful transitions for handicapped children ages 0-8, including transitions at times of change of service providers and/or in service settings, taking into account the psychological and emotional needs of the child and family, the child's skills and knowledge necessary to negotiate a transition, optimal timing, and incorporation of transition strategies into individualized family service plans and individualized education programs. The project also intends to develop methods and materials for service providers to monitor transition outcomes.

METHOD: Eleven separate research projects focusing on transition issues in infancy, the preschool years, and the primary grade, and on child, family, and agency transition issues spanning these age ranges will be undertaken in the project's first three years. A longitudinal research project describing and following up transition experiences will be performed. Replication and field-testing of products developed during this phase will occur in the fourth year, and dissemination will occur in the fifth year.

ANTICIPATED PRODUCTS: Extension of transition-related services to children and families, intervention procedures of training procedures for children, families, and agencies, and local and national workshops and training seminars.

PRINCIPAL INVESTIGATOR:
Wenz-Gross, Melodie

PROJECT TITLE:
A Longitudinal Investigation of The Social Networks of Children with Mental Retardation

PERFORMING ORGANIZATION/ADDRESS:
University of Massachusetts
Center For The Study Of Soc. Acpt.
Downtown Center
Boston, MA 02125
(617)-956-1105

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/93

PROJECT #: H023N00020

GRANT #: H023N00020

PURPOSE: To improve our understanding of mildly mentally retarded children's social support systems in order to help these children make successful transitions in school.

METHODS: Both the nature of the social networks of mildly mentally retarded children, and the extent to which those networks provide these children with social support will be examined. The changes that occur in mildly mentally retarded children's social networks and social support over time, and the role that they play in facilitating adjustment to the transition to middle or junior high school will also be examined.

ANTICIPATED PRODUCTS: The knowledge gained will serve as a foundation for educators as they devise new strategies for helping mentally retarded children make successful transitions between public schools.

PRINCIPAL INVESTIGATOR:

Spellman, Charles R.

PROJECT TITLE:

Pilot Study of General Case Training of Picture Symbols

PERFORMING ORGANIZATION/ADDRESS:

University of Kansas
Institute for Life Span Studies
1052 Dole
Lawrence, KS 66045
(316)-421-6550

BEGINNING DATE: 10/01/92

ENDING DATE 9/30/93

PROJECT #: H023A20012

GRANT #: H023A20012

PURPOSE: The objective of this research is to develop a recombinative picture reading system that will allow nonreaders to learn novel tasks without specific training, and to have a reference system in the event that they forget how to complete the task.

METHOD: The system in question, developed through previous research, uses 22 picture symbols to depict actions and/or locations which can be recombined with nouns (represented as pictures of objects) to form a substitute "written instruction" format. A multiple baseline design will be used across 8-10 students will be taught to perform several variations of actions depicted by the picture symbols, and probe trials with untrained objects will be interspersed in daily training sessions.

ANTICIPATED PRODUCTS: Findings will investigate effectiveness of general case methodology to train the most frequently used response classes, or multiple meaning, of existing picture symbols. Successful development of an effective alternative visual language for instruction would have far reaching applications in terms of employment programs and access to instructions. Findings will be submitted to an appropriate journal for publication.

PRINCIPAL INVESTIGATOR:
Wasik, Barbara

PROJECT TITLE:
Preventive Intervention: Process, Transition, and Early Adolescent Outcome

PERFORMING ORGANIZATION/ADDRESS:
University of North Carolina
Frank Porter Child Development Center
105 Smith Level Road
CB 8180
Chapel Hill, NC 27599
(919)-966-4295

BEGINNING DATE: 6/01/90

ENDING DATE: 11/30/92

PROJECT #: H023C00035

GRANT #: H023C00035

PURPOSE:

METHOD: The 63 children and their families in project CARE and a matched group from the general population will be subject to observation, tests, self-reports, ratings, and interviews when the children are 12 years of age.

ANTICIPATED PRODUCTS: The expected research product is a description of the nature of any long--term effects of this early intervention, as well as identification of which children and families benefit most. Plausible pathways to account for differential outcomes will be explored and described.

PRINCIPAL INVESTIGATOR:

Goldstein, Howard

PROJECT TITLE:

Programming Integration of Preschoolers (Project PIP): Developing Peer Relationships Between Children With and Without Developmental Disabilities

PERFORMING ORGANIZATION/ADDRESS:

University of Pittsburgh: Office of Research
350 Tackery Hall
Pittsburgh, PA 15260
(412)-624-0101

BEGINNING DATE: 7/01/91

ENDING DATE: 6/30/96

PROJECT #: H023C10167

GRANT #: H023C10167

PURPOSE: The study will investigate the effects of interventions designed to enhance social-communicative interactions among preschoolers with developmental disabilities.

METHOD: The proposed studies will investigate means of encouraging interaction among children with and without disabilities. At least 40 children with disabilities and 40 non-disabled children will participate. Exchange theory will be used in analyzing interaction patterns and in generating plans for modifying interaction patterns to produce more acceptable outcomes for social partners. Some characteristics of peer-mediated intervention tactics will be modified, such as spreading interventions across the day, rather than conducting concentrated training sessions. Interventions will involve: 1) teaching peers to use ecobehaviorally-derived methods for interaction with their disabled classmates; 2) teaching basic social skills to children with disabilities; and 3) a treatment package based on the functional components of these interventions. Longitudinal effects will be observed and investigations made of the intervention components that appear necessary to ensure that children with disabilities continue to interact with typical classmates and develop peer relationships in future educational placements. Single-subject experimental designs will be used to evaluate outcomes. The effects of intervention will be assessed with observational, sociometric, and teacher and parent rating measures. Conditional probability analyses of sequential data will also be used to continue the process of identifying effective methods of promoting sustained interaction.

ANTICIPATED PRODUCTS: The experimental procedures developed and validated in the studies, will form the basis for two training manuals: 1) across the day intervention to promote constructive social-communicative interaction in integrated preschools, and 2) facilitating social adaption of children with disabilities during transitions from preschool. Dissemination efforts will include publications, manuals, research papers, papers focusing on the clinical procedures, and training workshops for practitioners.

PRINCIPAL INVESTIGATOR:

Fuchs, Douglas

PROJECT TITLE:

Responsible Reintegration in Reading with Transenvironmental Programming, Curriculum-Based Measurement, Classwide Peer Tutoring

PERFORMING ORGANIZATION/ADDRESS:

Peabody College/Vanderbilt University
Room 512
Nashville, TN 37240

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H023C10086

GRANT #: H023C10086

PURPOSE: This second year of a 3-year project will on Year 1 efforts which developed a databased transenvironmental procedure for transitioning elementary grade disabled students from resource room to mainstream classrooms. The transition procedure (1) identifies skills and behaviors necessary for successful transition, (2) generates strategies for how these skills and behaviors should be taught, and (3) specifies a problem solving collaborative relationship between special and general educators. Two versions of a classwide peer tutoring program (with and without an individualized, curriculum based measurement component) in reading were also developed and evaluated. During Year 2, the most effective and efficient reintegration procedure will be evaluated.

METHOD: Twenty students with disabilities and their special education and general teachers (N=40) will be followed in intensive case studies, beginning with their identification as reintegration candidates and ending no sooner than 6 weeks following their return to mainstream reading classrooms. The reintegration procedure identified during year 1 as effective and efficient will be implemented with half the students and their teachers, who will be trained in the approach. The remaining students and teachers will serve as controls. Teacher satisfaction will be evaluated by means of four teacher rating measures. A variety of measures will evaluate student self concept, social adjustment, student satisfaction, extent of reintegration, and student achievement.

ANTICIPATED PRODUCTS: Products will include research on the effects of CBM and deliberate, systematic reintegration, research reports on the effects of type of classwide Peer Tutoring (with and without an individualized CBM - based instructional component), research reports on the effects of a restructured mainstream reading peer tutoring program and deliberate systematic reintegration, and a manual for training teachers and support staff in use of these methods

SELF-DETERMINATION

PRINCIPAL DIRECTOR:
Martin, James

PROJECT OFFICER:
Ward

PROJECT TITLE:
Choice Makers

PERFORMING ORGANIZATION/ADDRESS:
University of Colorado/Colorado Springs
Center For Educational Research
P.O. Box 7150
Colorado Springs, Co 80933

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158K10040

COMPETITION: 158K

PURPOSE: To demonstration that transitioning students with mild to moderate learning and behavior problems can become self-determined by directing and managing their own IEP.

TARGET: Students with mild to moderate learning and behavior problems.

APPROACH: Train teachers to implement self-determination curriculum with middle school and high school students. Provide awareness training to parents.

OUTCOMES: During FY 91-92 (1) development of a self-determination checklist and curriculum guide for use in middle schools and high schools (2) development of self-directed IEP training video (3) development and implementation of curriculum methods and materials in three schools (4) implementation of job coaching programs that involves adults with disabilities as students and project advisors.

PRINCIPAL DIRECTOR:

Beckwith, Ruthie-Marie

PROJECT OFFICER:

Ward

PROJECT TITLE:

Consumers Helping Students Towards Self-Determination

PERFORMING ORGANIZATION/ADDRESS:

People First of Tennessee, Incorporated

P.O. Box 121211

nashville, TN 37212

ORGANIZATION TYPE: PRVT

GRANT #: H158K10010

COMPETITION: 158K

PURPOSE: To develop a training program designed to identify and teach self-determination skills to transitional age youth with disabilities in high school settings.

TARGET: The project will work with 160 students with varying disabilities in Tennessee.

APPROACH: Sixteen high school groups will be established consisting of both youth with disabilities and students without disabilities. High School groups will meet bi-weekly for two years to complete the training program. Self-determination skills related to self-assessment, self-expression, self-assertion, and self-evaluation will be taught by a cooperation teacher and an adult with a disability in two units related to school and to community. Instruction will consist of 36 in-class lessons and of external assignments with the school and community to promote generalization. Students due to graduate or age out of the system will be assisted with transition to an adult self-advocacy chapter in their community.

OUTCOMES: the students involved in the project will have increased self-determination skills. A training manual will be developed that will be readily usable by individuals with disabilities, persons in untrained advisory positions, self-advocacy groups, and school-based personnel.

PRINCIPAL DIRECTOR:
Kimmel, Susan

PROJECT OFFICER:
Ward

PROJECT TITLE:
A Demonstration Project to Identify And Teach Skills Necessary for Self-Determination

PERFORMING ORGANIZATION/ADDRESS:
National Center For Disability Services
Human Resource Center/Research Institute
201 I.U. Willets Road
Albertson, NY 11507

PROJECT TYPE: PRVT

GRANT #: H158K10006

COMPETITION: 158K

PURPOSE: To teach high school special education students how to manage the sources available to them from home, school, and the community so that they can achieve their post-secondary goals.

TARGET: Approximately 100 students with various handicapping conditions enrolled as juniors and seniors in high school special education classes in six school districts in Nassau County, New York.

APPROACH: The students will participate in a curriculum based on education and business management learning objectives and be associated with adult mentors who have disabilities. A community-based approach will be used which combines the resources of local schools, adults with disabilities, rehabilitation programs and agencies, parents, employers, and the students themselves. During the first six months of the project, a curriculum will be developed along with training packages for in and out-of-school service providers, mentors who have disabilities, and parents/families. High school juniors and seniors will have access to adult mentors and community service providers who will form a support network for them.

OUTCOMES: Specific products will include a curriculum in self-determination skills as well as training packages for use with educators, other service providers, parents/families, and adult mentors with disabilities.

PRINCIPAL DIRECTOR:

Miller, Pamela

PROJECT OFFICER:

Ward

PROJECT TITLE:

Developing Self-Determination in Youth with Emotional/Behavioral Disorders Through Ethics and Self-Management Instruction

PERFORMING ORGANIZATION/ADDRESS:

Graduate School/College of Education
research Development & Administration
Southern Illinois University
Carbondale, IL 62901-4709

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158K200022

COMPETITION: 158K

Purpose: To demonstrate a model program using instruction in ethics and self management skills to promote self determination among secondary youth with emotional/behavioral disabilities.

TARGET: Thirty students with emotional/behavioral disabilities will initially receive instruction from 15-20 adult participants. Thirty more student will be processed in each of he two succeeding project years.

APPROACH: After the first group receives training and develops skills and attitudes for self determination, they will be trained in teaching these techniques and modeling these attitudes to the second cohort of students under the supervision of mentors. In the third year the first group will supervise while the second group trains the third group, with mentors withdrawing into a consultant role. Strategies will also be demonstrated for involving youth with disabilities, adults with disabilities, parents, service providers, and local employers in the design, implementation and evaluation of the project.

OUTCOMES: Primary outcomes will include the development of attitude and behaviors associated with self determination among youth with emotional/behavioral disabilities and adults with disabilities and acceptance on the part of parents and service providers of the changes in their roles and responsibilities as youth with E/BD exercise self determination

PRINCIPAL DIRECTOR:
Fullerton, Ann

PROJECT OFFICER:
Ward

PROJECT TITLE:
Development of a Life-Decisions Strategies Curriculum to Promote Self-Determination

PERFORMING ORGANIZATION/ADDRESS:
Special and Counselor Education
School of Education
Portland State University
P.O. Box 751
Portland, OR 97207-0751

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158K200019

COMPETITION: 158K

PURPOSE: To develop, implement and evaluate a life-decision strategies program for promoting self-determination of more-able autistic students and their classmates with and without disabilities.

TARGET: Ninety or more students with and without disabilities, 30 educators and autism specialists, 12 participant evaluators who are more-able autistic, and 90 more family members and other service providers will be involved in the development and testing of the program. Materials developed will be disseminated to advocacy and professional groups and more than 200 educators and family members will attend training workshops in use of the final program.

APPROACH: A services of classroom units and other activities will be designed to meet the diverse needs and ability levels of all students in inclusive classrooms. Additional direct practice will be provided in applying learned skills for more-able autistic students. Training will be provided in the facilitation and support of self-determination by student peers, family members, service providers and other advocates.

OUTCOMES: The life-Decisions Strategies program will be incorporated into the current Oregon curriculum for immediate use by special educators and autism specialist. Training workshops will be provided to family member groups, teachers, and other service provider organizations. Articles and presentations of evaluation outcomes of the project will be submitted to professional journals and organizations. Announcements, articles, and presentations will be provided to professional and advocacy organizations concerned with persons with autism, special education, and self-advocacy for persons with disabilities.

PRINCIPAL DIRECTOR:

Affleck, James

PROJECT OFFICER:

Ward

PROJECT TITLE:

Development of a Model Self-Determination Program and Taxation for Youth with Moderate and Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS

Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158K20038

COMPETITION: 158K

PURPOSE: To develop and test a model program whereby individuals with developmental disabilities will have the opportunity to experience realistic situations calling for self-determination, receive systematic instructions to ensure that they can capitalize on these experiences.

TARGET: 90 students with developmental disabilities will participate in the model and replication program sites through the model demonstration and will therefore benefit directly.

APPROACH: The curriculum will utilize on-campus and community-based instruction settings available in secondary school programs to provide an array of opportunities for students to display and practice assertiveness, self-advocacy, decision-making, and problem-solving skills. The support system will balance family and community determination capabilities of individuals who are developmentally delayed.

OUTCOMES: Primary impact objectives focus on increased self-determination and improved awareness among students and teachers. The taxonomy developed will be made available to practitioners and researchers, and the administrative and training guides for the model program will carry the program beyond the model and replication sites. A self-determination support guide will also be made available to document findings of the adult support system's field testing stage.

PRINCIPAL DIRECTOR:

Sands, Deanna

PROJECT OFFICER:

Ward

PROJECT TITLE:

Facilitating Self-Advocacy Skills in Elementary and Middle Schools

PERFORMING ORGANIZATION/ADDRESS:

School of Education
Board of regents, University of Colorado
University of Colorado at Denver
Campus Box 123, P.O. box 173364
Denver, CO 80217-3364

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158k10034

Competition: 158K

PURPOSE: To develop, implement, evaluate and disseminate a small group curriculum in self-advocacy skills for elementary and middle school students with disabilities.

TARGET: At least forty students with disabilities from grades 2, 5 and 8 will be included as subjects in the testing and development of the program.

APPROACH: The project will (1) develop and evaluate the effectiveness of a small group curriculum for developing self-advocacy skills in elementary and middle school students with disabilities, (2) develop assessment procedures that can be used in describing self-advocacy skills of students with disabilities, (3) identify and develop procedures to mediate critical systems components in school, home and community that enhance or impede development and use of student self-advocacy skills, and (4) disseminate self-advocacy curriculum and assessment materials throughout the special education programs of the Denver Public School district and, ultimately, on a state-wide and national basis.

OUTCOME: This project is expected to contribute to the dearth of literature available regarding students as self-advocates. Students with established self-advocacy skills are also expected to fare better when the time comes to develop transition and career plans, as well as throughout later life.

PRINCIPAL INVESTIGATOR:

York, Jennifer

PROJECT TITLE:

Facilitating the Leadership of Youth with Disabilities. The "Learning To Lead... Learning to Learn" Project

PERFORMING ORGANIZATION/ADDRESS:

University of Minnesota
Institute on Community Integration
102 Pattee hall
150 Pillsbury Drive S.E.
Minneapolis, MN 55455
(612)-625-6387

BEGINNING DATE: 7/01/92

ENDING DATE 6/30/93

PROJECT #: H023C20033

GRANT #: H023C20033

PURPOSE: This project will apply different strategies to (a) better understand factors that facilitate and hinder the development and exercise of leadership skills in youth with disabilities, and (b) develop and field-test a series of interventions that will facilitate the development and use of leadership skills in a manner that results in enhanced self-determination and the exercise of leadership in each participant's chosen way.

PURPOSE: A systematic strategy is outlined for improving capabilities to assess the specific skills and environmental settings that are intimately related to the exercise of leadership. These measurement procedures are applied to identify optimal conditions, personal characteristics and behaviors related to leadership and self-determination. A range of strategies based on validated conceptual models will be implemented and evaluated to identify critical features of exercising leadership and self-determination within natural environments important to increased independence, performance, and integration for people with disabilities.

ANTICIPATED PRODUCTS: The project will produce data on the leadership skills and opportunities for leadership currently available to youth with disabilities. Possible factors at the individual, family, school, and community levels that may inhibit or facilitate the acquisition and exercise of leadership skills will be identified. Specific documents to be produced and disseminated include instructional manuals detailing how to develop and implement leadership skills program, as well as intervention and procedural manuals on creating opportunities for youth with disabilities to gain leadership opportunities within home, school and community contexts.

PRINCIPAL DIRECTOR:

Abery, Brian

PROJECT OFFICER:

Ward

PROJECT TITLE:

Facilitating the Self-Determination of Youth with Disabilities

PERFORMING ORGANIZATION/ADDRESS:

University of Minnesota
institute on Community Integration
Pattee Hall
Minneapolis, MN 55455

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H158K00034

COMPETTITION: 158K

PURPOSE: To develop and field-test interventions to facilitate the self-determination of transition-age youth with disabilities.

TARGET: Transition-age youth with disabilities in the Minneapolis-St. Paul area.

APPROACH: The project will apply a behavioral ecosystem perspective in the assessment, development, and implementation of interventions to enhance decision-making, personal choice, and self-advocacy skills, and to increase opportunities for the exercise of personal control. The project will develop an evaluation system; conduct a descriptive study; and conduct a series of community forums involving parents, teachers, and youth with and without disabilities to delineate barriers to enhance self-determination. Interventions will be developed and the effectiveness of the interventions will be systematically examined.

OUTCOMES: Direct benefits are expected for youth participating in the project in terms of enhanced, and improved quality of life. education staff will acquire knowledge and skills; evaluation data will contribute substantially to knowledge and the available literature.

PRINCIPAL DIRECTOR:

Collins, Carliss

PROJECT OFFICER:

Ward

PROJECT TITLE:

Mainroads To Self Determination Project, Serving 64 Youth and Their Families in the City of Chicago

PERFORMING ORGANIZATION/ADDRESS:

Family Resource Center On Disabilities
20 E. Jackson Boulevard, Room 900
Chicago, IL 60604

ORGANIZATION TYPE: PRVT

GRANT #: H158K20049

COMPETITION: 158K

PURPOSE: To respond to identified secondary transition needs within the city of Chicago by developing peer teams to improve self-determination skills among students with and without disabilities in one high school.

TARGET: 32 youth with disabilities and 33 without, all attending the same high school, will be teamed to participate in project activities over the course of three years.

APPROACH: Mentoring partnerships will be developed between age-matched youth with and without disabilities, as well as between staff and persons with disabilities or parents or persons with disabilities. Participants will gain skills for self-determination, including assertiveness, networking, and understanding of available resources and rights within the community explorations, recreation/leisure opportunities, and individualized follow-up activities implemented in the school or neighborhood.

OUTCOMES: Primary outcomes will be the enhanced awareness and self-determination skills among student participants. Qualitative and quantitative data on the efficacy of this approach to student teamwork, in-school mentoring and consumer support will be documented. Staff will disseminate findings to local, state and national organizations in the project's second year, and participants will join dissemination efforts in the third year. Announcements and brochures will be distributed as well. A project training manual will be developed to replicate the project.

PRINCIPAL DIRECTOR:

Fagen, Stanley

PROJECT OFFICER:

Ward

PROJECT TITLE:

Montgomery Exceptional Leaders Self-Determination Project

PERFORMING ORGANIZATION/ADDRESS

Department of Staff Development
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H158K20045

COMPETITION: 158K

PURPOSE: To increase goal attainment of adolescents with disabilities by developing skills in respectful assertiveness, creativity, self-advocacy, decision-making, and communicative/positive relationships.

TARGET: 90 9th-12th grade students with a range of types of disability and severity of disabilities will participate by the second year of the project.

APPROACH: Experiences for developing self-determination will include: disability awareness presentation, group leadership, and basic social skills (first year of internship), IEP presentation/collaboration, clubs and organizations, and advanced social skills (second year). Opportunities for use of these skills will be offered in the school, community and home.

OUTCOMES: A two year internship in human services will be conducted as a primary objective. Montgomery Exceptional Leaders (MELs) will be enabled to act as role models and enabled to plan and implement their own service needs. They will also develop the necessary skills to help service providers and parents understand and accept the importance of self-determination. A videotape and accompanying manual will be developed to document and assist in replication of the MEL model. Regional conference will be conducted for student-parent-educator teams, and national workshops will be conducted based on this experience.

PRINCIPAL INVESTIGATOR:

Bullock, Charles

PROJECT TITLE:

Parent Link in Leisure Education

PERFORMING ORGANIZATION/ADDRESS:

University of North Carolina

Center for Recreation & Disability Studies

Curriculum in Leisure Studies & Recreation Administration

730 Airport Road

Suite 204

Chapel Hill, NC 27599-8145

(919)-962-0534

BEGINNING DATE: 10/01/91

ENDING DATE: 9/30/97

PROJECT #: H023C20199

GRANT #: H023C20199

PURPOSE: The purpose of this investigation is to understand and document the extent to which self-determination skills can be facilitated using an individualized leisure education planning process with students with mental retardation.

METHOD: The intervention will use a collaborative school and home-based leisure education program to facilitate self-determination skills in leisure planning, and independent recreation participation. A quasi-experimental single subject pilot study will serve as the pilot for phases 2 and 3. Phase 2 will incorporate a pre-test/post-test quasi-experimental design to investigate the impact of the intervention on dependent variables. Phase 3 will introduce the process within a regular education setting to determine the generalization of the program from a self-contained setting to a regular education setting. Students with mental retardation from grades 6 through 8 local district will participate.

ANTICIPATED PRODUCTS: Findings will be disseminated through internally printed reports and monographs, articles in journals and magazines, presentations at professional conferences and symposia easily readable parent/family brochures and booklets, and model program guidelines. Other outcomes will include development of: a systematic individualized leisure education process; a comprehensive teacher program promoting the inclusion of leisure education; and a leisure education family training program.

111

PRINCIPAL DIRECTOR:

Daeschlein, Michael

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Peer Support for Student-Centered Transition Planning

PERFORMING ORGANIZATION/ADDRESS:

Developmental Disabilities Institute: Wayne State University

326 Justice Building, 6001 CASS

Detroit, MI 48202

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158P20007

COMPETITION: 158P

PURPOSE: To evaluate the effectiveness of a model for transition planning that is based upon student-determination, peer support, facilitative relationships with professionals and ongoing support for community participation.

TARGET: Participants in the great Lakes canters for Independent Living (CILs) will work with peer support groups at the CILs.

APPROACH: The project will begin with an extensive needs assessment that will identify the current resources, needs and obstacles of the key participants in the transition planning process. This information will provide the basis for developing the peer support group curricula and supportive resources for educators, family members, and others. The model will be evaluated on its effectiveness in contributing to the achievement of students' transition goals and their ability to effectively contribute leadership to the transition planning process. The pilot peer support group will start in the first year and continue through the duration of the program. In the second and third years additional groups will be started, allowing for a thorough evaluation of the model across a broader range of students.

OUTCOMES: The project will result in a model supported by curricula materials and resources for Peer Consultants, families, educators, and adult service providers. Materials will be disseminated at the state and national levels through publications and presentations. The process will strengthen the model's sensitivity to student and family issues, the options and needs of the education and adult service systems, and the multicultural, urban characteristics of the community. Components of the model will include: skill training on self-determination, personal futures planning, financial planning, and working with professionals; information in community options for employment, living and recreating, adult services and resources, and technology; and activities that build vocational experiences and community involvement.

PRINCIPAL DIRECTOR:

Cuskaden, Eileen

PROJECT OFFICER:

Ward

PROJECT TITLE:

Project Partnership: Promoting Self-Determination Through Participation in the Arts

PERFORMING ORGANIZATION/ADDRESS:

Very Special Arts
1331 Pennsylvania Avenue, N.W.
Washington, DC 20004

ORGANIZATION TYPE: PRVT

GRANT #: H158K00024

COMPETITION: 158K

PURPOSE: To develop and enhance the self-determination and self-advocacy skills of young people with disabilities through participation in the arts.

TARGET: Students with disabilities in Ohio and Louisiana.

APPROACH: Two high schools will serve as demonstration sites. The project will develop new curricula and adapt existing curricula to make arts education opportunities more accessible to students with disabilities; it will train school faculty, community arts leaders, and parents to increase their understanding of the value of arts for some students with disabilities; it will develop and implement an individual arts education plan (IAEP) as part of each student's individual education planning process; it will involve artists with disabilities as performers, trainers, role models, and mentors; and it will establish an ongoing network of support to encourage students with disabilities to pursue their interests in the arts and to promote their integration into the full range of school and community based arts program.

OUTCOMES: The IAEP, in particular, will allow students to determine their special interests and to advise a strategy to make the most of individual talents and capabilities by systematically identifying barriers to participation in the arts and implementing a plan to remove them. Very special Arts (VSA) plans to make project partnership a national initiative and to promote the model for replication through the VSA network.

PRINCIPAL DIRECTOR:
Harmon, Peg

PROJECT OFFICER:

PROJECT TITLE:
Project Pride

PERFORMING ORGANIZATION/ADDRESS:
COPD (Community Outreach for The Deaf)
268 W. Adams Street
Tuscon, AZ 85705

ORGANIZATION TYPE:

GRANT #: CLG,CLGTWO,
EDA,EDALEA, EDAASEAR,
H158K10020

COMPETITION: 158K

PURPOSE: The purpose of the project is to demonstrate the use of choice preference and decision-making to empower youth with disabilities to achieve self-determination.

TARGET: Deaf and Hard of Hearing youth including individuals with Deaf Blindness and person with additional challenges.

APPROACH: Students will be assessed in relation to the current level of choice, preference and decision-making they have in various aspects of their lives. Students will identify the necessary skills to increase control across five core content areas: vocational, self-management, political action, linguistic competency and personal efficacy. Skill development will be provided in the content area of choice. The design emphasizes the use of Deaf persons as staff as well as peer and adult mentors. Attention is given to the cultural/linguistic differences of persons who use ESL and other minority cultures.

OUTCOMES: During the first year of the grant (FY 91-92), the project will develop a method to assess choice, preference and control, will intake an assess fifteen different students, will implement work experience for 12 different students, will develop personal future plans for five students, will sponsor workshops and training for students and families in at least two of the core content areas and will complete at least two dissemination activities.

PRINCIPAL DIRECTOR:

Pressman, Harvey

PROJECT OFFICER:

Ward

PROJECT TITLE:

Promoting Access Routes to Independence

PERFORMING ORGANIZATION/ADDRESS:

Foundation For Technology Access

1307 Solano Avenue

Albany, CA 94706

ORGANIZATION TYPE: PRVT

GRANT #: H158K00002

COMPETITION: 158K

PURPOSE: To help young people with disabilities raise their aspirational levels with respect to future independence and self-sufficiency by demonstrating new kinds of experiences and exploiting computer technology.

TARGET: Young people with disabilities who need self-determination skills.

APPROACH: Among the innovative feature of the project are: close cooperation with Apple computer; a nested replication" model that begins in year one site, then moves in years 2 and 3 to new sites; initiated on the national level of a new alliance of technology access centers; and experimentation with interactive videodisc technology.

OUTCOMES: Rapid spread of the good ideas the project uncovers and validates through the sophisticated mechanisms available to the Foundation for Technology Access. Thirty students will be served annually.

PRINCIPAL INVESTIGATOR:
Davis, Sharon

PROJECT TITLE:
Self-Determination Assessment Project

PERFORMING ORGANIZATION/ADDRESS:
The ARC: Department of Research And Program Services
500 East Border Street, Suite 300
Arlington, TX 76010
(817)-261-6003

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/94

PROJECT #: H023J20012

GRANT#: H023J20012

PURPOSE: The ARC proposes to conduct research for the purpose of identifying component characteristics of self-determination for individuals with disabilities and developing an assessment for use with students with mild cognitive disabilities (mental retardation and learning disabilities).

METHOD: The project begins by identifying the component elements of self-determination among adults and adolescents with cognitive disabilities. A comprehensive examination and synthesis of the literature pertinent to self-determination and its component elements will be undertaken, with emphasis on constructs from social learning theory to develop a model of the development, acquisition, and enhancement of self-determination. Project staff will engage in two research studies to validate the component characteristics of self-determination. Adults and students, with cognitive disabilities who do or do not exhibit self-determination will be identified. Individuals in these groups will be evaluated using a battery of 12 assessments and procedures measuring their autonomy, self-actualization, and self-regulation. These data will be analyzed to determine which of the assessments predict differences between groups (e.g., self-determined, not self-determined), and which constructs (e.g., self-efficacy, self concept, outcome expectations, self-esteem, autonomy, quality of life, assertiveness, impulse control, locus of control, problem solving, and choice and decision-making ability) best predict self-determination. A conference will be held to validate the framework developed from the literature review and the research studies. Project Personnel will develop questions regarding to each domain as contributing to self-determination, evaluate the assessment format, then test the assessment with students who have a learning impairment, and analyze the results for validity.

ANTICIPATED PRODUCTS: The results will be applied to the development of a self-report assessment of self-determination. Project papers will be submitted to professional journals; project findings will be available to parents and individuals with cognitive disabilities. The ARC will pursue publication of the assessment in concert with current self-determination materials.

PRINCIPAL DIRECTOR:

Wehmeyer, Michael

PROJECT OFFICER:

Ward

PROJECT TITLE:

Self-Determination Curriculum Project

PERFORMING ORGANIZATION/ADDRESS:

The Arc

P.O. Box 300649

Arlington, TX 76010

ORGANIZATION TYPE: PRVT

GRANT #: H158K00046

COMPETITION: 158K

PURPOSE: To produce a curriculum for students with mild mental retardation and related disabilities in order that they may develop attitude and abilities necessary for self-determination

TARGET: the teachers and students participating in the field tests will be from seven sites in three school districts chosen to represent the ethnic diversity in student populations. Students with mental retardation will benefit from the study.

METHOD: The applicant will guide a collaborative effort among school, community and home in providing opportunities for students to learn the skills for self-determination. The curriculum, based on Donn Brolin's Life Centered Career Education (LCCE) Curriculum, will be expanded to include strategies and models for the teacher to use to involve the family and the community in fostering the student's self-determination skills. The curriculum will be field-tested in two stages (one on students with mild mental retardation and one on minority students). A cross-disciplinary review committee, with parent, ethnic, and disability representation, will be available to the project.

OUTCOMES: The LCCE Curriculum will be used in seven sites with approximately 15 students at each site; the project will directly impact over 100 students. In addition, at least half of these students' families will receive training and information to increase their level of awareness. In addition to the field-tested curriculum, the project hopes to have available an extensive catalog of functional skills and characteristics exhibited by individuals with disability who have successfully integrated into the community.

PRINCIPAL DIRECTOR:
Huff, Beverly

PROJECT OFFICER:
Ward

PROJECT TITLE:
Self-Determination for the Handicapped in the Transition Process

PERFORMING ORGANIZATION/ADDRESS:
Irvine Unified School District
Special Education
5050 Barranca Parkway
Irvine, CA 92714

ORGANIZATION TYPE: EDA,EDALEA **GRANT #:** H158K10015

COMPETITION: 158K

PURPOSE: To investigate experiences that would promote self-determination and opportunities for its development, and to develop and test strategies that can be used to involve students with disabilities in these experiences (particularly intervention for effecting change in self-advocacy beliefs).

TARGET: Junior and senior level secondary students (N=150) with one or more serious disabling conditions (developmental delay, hearing impairment, deafness, learning disability, communication disorder, physical disability, visual impairment, severe emotional disturbance).

APPROACH: The project ensures that students engage in self-determination behaviors aimed at accomplishing career or life goals by: (1) instructing students in self-determination skills (assertion, creative problem solving, and self-advocacy); (2) providing a knowledge base of community resources; (3) developing and implementing a parents education program dealing with ways parents can support the self-determination of their children; (4) developing and implementing a peer support network for students and graduates to establish appropriate role models; and (5) supporting the student in the development and implementation of the personal Transition Action Plan designed to provide individualized opportunities for self-determination.

OUTCOMES: Products will be: (1) a booklet, "Agency Collaboration for Transition"; (2) "Transition Guide," and indepth handbook to assist youth and their parents; (3) "Special Needs Service Provider Directory"; (4) "Self-determination Intervention Guide"; and (5) "Self-determination Curriculum Guide."

PRINCIPAL DIRECTOR:

Stodden, Robert

PROJECT OFFICER:

Mapson

PROJECT TITLE:

Self-Determination in Integrated Settings

PERFORMING ORGANIZATION/ADDRESS:

University of Hawaii/Honolulu
Department of Special Education
UHS 1-116
Honolulu, HI 96822

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158K10034

COMPETITION: 158K

PURPOSE: To address critical needs related to the personal characteristics and behaviors which lead to self-determination of adult outcomes on the part of secondary school students and young adults with mild to severe disabilities.

TARGET: Secondary students and (ages 15-21) with mild to severe disabilities, communication difficulties, and physical disabilities that affect mobility, and their families and peers as well as professionals in the field.

APPROACH: The focus of project activities will be on the development of assessment instrumentation and curricula; (change strategies) to be used with participants, families, and service providers. Four samples of participants will be employed: three in the research that will serve as the basis for the development of instruments and curricula; the fourth, the demonstration sample, will go through a planned sequence of learning experiences to increase self determination skills and characteristics.

OUTCOMES: System leadership will have been developed to incorporate project outcomes into the existing education structure. The products will be: self-determination and ecological assessment checklist; self-determination curricula; materials to guide teacher and mentors/role models in teaching and supporting self-determination behavior; and self-determination awareness materials for parents and service providers.

PRINCIPAL DIRECTOR:

Smith, Sharon

PROJECT OFFICER:

Ward

PROJECT TITLE:

Self-Determination Program for Transition Youths in Price George's County

PERFORMING ORGANIZATION/ADDRESS:

Prince George's Private Industry Council
1802 Brightseat Road
Landover, MD 20785

ORGANIZATION TYPE: PRVT

GRANT #: H158K00032

COMPETITION: 158K

PURPOSE: To develop a model program identifying and demonstrating teaching methods and strategies necessary for self-determination in young adults with disabilities transitioning and exiting from the school system to adult life.

TARGET: The project will be targeted at approximately 50 youth, aged 14-21, with orthopedic disabilities, their families, teachers, and school personnel.

APPROACH: Adults with disabilities will serve as role models and mentors, on a one-to-one basis, for the participating youths in the program. The program will take place in community-based experimental learning situations. One component of the program is directed at assisting school personnel and families to understand the concept of self-determination and its impact on adult life decision-making.

OUTCOMES: The expected outcomes are: a forum for transitioning youth with orthopedic disabilities, and their families, to express their self-determination education and training needs, the presence of an adult model to each youth; training in decision making, advocacy, assertiveness, and self-empowerment skills; training of school, vocational, and rehabilitation staffs on the promotion of self-determination skills dissemination of the model for replication.

PRINCIPAL DIRECTOR:

Royal, Carole J.

PROJECT OFFICER:

Ward

PROJECT TITLE:

Self-Determination: The Road to Personal Freedom

PERFORMING ORGANIZATION/ADDRESS:

Protection and Advocacy Systems

1720 louisiana NE, Suite 204

Albuquerque, NM 87110

ORGANIZATION TYPE: PRVT

GRANT #: H158K00042

COMPETITION: 158K

PURPOSE: To train high school students with disabilities and members of their families on the emerging principles and skills of self-determination.

TARGET: The target of the project will be in six high schools of the three school districts. In addition to training the high school students and family members, the project will train at least one teacher in each school to assure the continuation of the training. Curricula will be developed to train students to identify the skills and characteristics necessary for self-determination; a curriculum will be developed and tested. the curriculum will provide a range of experiences (in and out of school); foster self-determination skills; and involve families, youth with disabilities, and adults with disabilities in all aspects of the project. The program will reflect the cultural diversity of New Mexico. Adults with disabilities will be involved as information resources, role models, and advocates.

OUTCOMES: The curriculum will be developed and evaluated; strategies will be developed and tested to help families and service providers.

PRINCIPAL DIRECTOR:
Morningstar, Mary

PROJECT OFFICER:
Ward

PROJECT TITLE:
Self Determination Through Group Action Planning

PERFORMING ORGANIZATION/ADDRESS
Full Citizenship, Inc.
211 E. 8th Street
P.O. Box 447
Lawrence, KS 66044

ORGANIZATION TYPE: PRVT

GRANT #: H1589K20035

COMPETITION: 158K

PURPOSE: To develop, implement and evaluate a Group Action Planning process as a means to self-determination for individuals with disabilities.

TARGET: Sixteen individuals and roughly 100 of their family, friends and service providers will be directly served through the project.

APPROACH: Within individual participants, the program will focus on cultivating motivation and skills necessary to participants, the program will focus on cultivating motivation and skills necessary to participate in the process, including domestic, transportation, employment, financial, recreational, social relationships, behavioral and community participation skills. Within the individual's social environment supportive attitudes and skills will be cultivated through the project as well.

OUTCOMES: Participation will develop, implement and evaluate action plans focusing on the above skill domains. A range of products, including manuals at diverse reading level, newsletter articles, books, audiotapes and videotapes will be disseminated to spread and replicate the project's findings.

PRINCIPAL DIRECTOR:

Lowary, Donna

PROJECT OFFICER:

Ward

PROJECT TITLE:

Self-Determination Training for Secondary Students

PERFORMING ORGANIZATION/ADDRESS

Department of Education & Counseling Psychology

People First of Washington

P.O. Box 648 Clarkston, WA 99403

ORGANIZATION TYPE: CLG,CLGUAP,RVT **GRANT #:** H158K20048

COMPETITION: 158K

PURPOSE: To involve youth with disabilities, their families, and adults with disabilities in developing a model to systematically involve youth with disabilities in the types of activities that foster assertiveness, creativity, self-advocacy, and other self-determination skills.

TARGET: 200 youth with disabilities in the ten secondary schools directly involved in the project will be primarily beneficiaries, along with their family members and service providers.

APPROACH: A prototype model will be developed for training self-determination skills, structured to meet the needs of youth in secondary educational programs, their families, nondisabled peers and area service providers. This model will be implemented at ten secondary schools. The program will then be evaluated and disseminated.

OUTCOMES: Transition plans and IEP programs will be developed with substantial student input and choice. Family involvement should result in heightened awareness and empowerment. Nondisabled students will also be involved in training to alter attitudes and preconceptions about students with disabilities and other minorities. Roughly 20 educators and service providers will need training in the understanding and acceptance of self-determination for people with disabilities. While pre-service training is not a primary goal, university students will be included among participants at training sessions and other workshops.

PRINCIPAL DIRECTOR:
Field, Sharon

PROJECT OFFICER:
Ward

PROJECT TITLE:
Skills for Self-Determination

PERFORMING ORGANIZATION/ADDRESS:
Wayne State University
326 Justice Building
6001 CASS
Detroit, MI 48201

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158K00036

COMPETTITION: 158K

PURPOSE: To investigate skills that promote self-determination and to develop and evaluate strategies that promote these skills.

TARGET: Youth and adults with disabilities.

APPROACH: To identify ways in which students exhibit self-determining behavior, project staff will conduct structured interviews with adults, with and without handicaps, as well as structured observations in school settings. Knowledge thus gained and knowledge gained from study of the literature will be used to develop an instructional program to teach self-determination skills to youth with disabilities and their non-handicapped peers in integrated providers in activities with the youth. Instruction and support for self-determination skills will be delivered by collaborative teams developed within a school.

OUTCOMES: A curriculum that will be piloted, revised, and field- tested before dissemination.

PRINCIPAL DIRECTOR

Powers, Laurie

PROJECT OFFICER

Ward

PROJECT TITLE:

A Student -Directed Model for the Promotion of Self-Determination

PERFORMING ORGANIZATION/ADDRESS

New Hampshire University Affiliated Program

Trustees of Dartmouth College

P.O. Box 7

Hanover, NH 03756

ORGANIZATION TYPE: CLG, CLGUAP

GRANT #: H158K20006

COMPETITION: 158K

PURPOSE: To implement a comprehensive, community-based model for student-directed regional skill facilitation and peer support that will provide opportunities for youth, ages 16-21, with disabilities and health challenges.

TARGET: 43 youth with physical disabilities and chronic illness in New Hampshire will benefit from direct participation, and the program is expected to catalyze the information of nine regional youth advocacy and support networks, comprising two-thirds of the state's geography and 80% of the population.

APPROACH: Students will participate in a) weekly activities with mentor facilitators designed to promote student acquisition and practice of self-determination skills; b) bi-monthly conferences focused on discussion of transition, independence, and empowerment issues and development of peer support networks; and c) annual leadership training during which students will plan further project intervention activities and prepare to provide peer support to students participating in the project the following year. Students will also implement future planning objectives through development and management of a transition support team.

OUTCOMES: The final model, its components and procedures, will be detailed in a manual that will include a self-help determination guide for youth and companion support guides for facilitator and parents. Two video tapes will be produced by youth, mentors, and parents which discuss practical strategies for the promotion of youth independence and self-determination. Project and model products will be extensively disseminated through presentations at professional gatherings and a publisher will be sought for national distribution of the manual and videotapes.

PRINCIPAL OFFICER:
Curtiss, Emilee

PROJECT OFFICER:
Ward

PROJECT TITLE:
It's My Life

PERFORMING ORGANIZATION/ADDRESS:
New Hats Incorporated
148 East 5065 S, #4
P.O. Box 57567
Murray, SLC, UT 84157-7567

ORGANIZATION TYPE: PRVT

GRANT #: H158K20028

COMPETITION: 158K

PURPOSE: To Develop training, methods and materials via and educational research and development model which will make this self-determination and transition model replicable in other states.

TARGET: Ten students with mild to moderate disabilities will be involved in a field test, after which teachers from five school districts will receive training in the process (with participation from families and children from the chosen districts).

APPROACH: Through office-based and discrete community activities, students will prepare for a self-determining lifestyle while learning to create options and choices and become competent in daily living skills. Learning experiences will be individual; each students will be supported in acquiring and maintaining paid employment as part of their school day. Custom life management systems will empower students to be self operating, self-cueing, independent people.

OUTCOMES: Student materials include workbooks, a deck of cards illustrating lifestyle options, and a customized planning book. A teacher's guidebook accompanying the student workbook will be developed and disseminated. A mentor program will be developed to provide students with adult role models, and a separate handbook will familiarize parents with self-determination concepts. Students will document their planning meetings and progress through a workbook and production of a narrative video.

TRANSITION IN POST-SECONDARY PROGRAMS

107

PRINCIPAL DIRECTOR:
Michaels, Craig

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Access To Employment Program: A Service Delivery Model

PERFORMING ORGANIZATION/ADDRESS:
National Center for Disability Services' Vocational Rehabilitation Services
201 I. U. Willets Road
Albertson, NY 11507

ORGANIZATION TYPE: PRVT

GRANT #: H078C20036

COMPETITION: 78C

PURPOSE: To enhance career opportunities for college students with disabilities.

TARGET: Individuals with disabilities, personnel from corporations and industry, college placement personnel, and faculty and disabled student service providers.

APPROACH: This project will build upon the National Center for Disability Services' more than 20-year history in conducting research and demonstration projects focused on creating employment opportunities for persons with disabilities, the Industry-labor Council's work with business and industry, and the Association on Handicapped Student Service Programs in Postsecondary Education's commitment to addressing the needs of college students with disabilities. The project will conduct training seminars, establish a business advisory council, develop a national resume database for students with disabilities, involve campus placement personnel, and provide technical assistance to business and industry and college placement services.

OUTCOMES: Project findings will be disseminated and a project manual will be developed and distributed.

PRINCIPAL DIRECTOR:

Lenker, James

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Assistive Technology On Campus: Preparation For Meaningful Careers

PERFORMING ORGANIZATION/ADDRESS:

Research Foundation of State University of New York

State University of NY at Buffalo

Sponsored Programs Administration

515 Capen Hall

Buffalo, NY 14260

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C00040

COMPETITION: 78C

PURPOSE: Successful placement in long term, mainstream career positions for persons with sensory, physical, or learning disabilities.

TARGET: Handicapped persons in postsecondary situations who can benefit from computer training, their teachers, and service providers.

APPROACH: Assistive device evaluation and selection for students with disabilities will be provided, public computer center sites will be made accessible, and a community resources access group will be created. Faculty will receive orientation to access issues and assistive technology, career advice and job placement assistance including work site accommodation will be provided.

OUTCOMES: Students with disabilities will more fully participate in higher education in an integrated environment and contribute to the work force.

PRINCIPAL DIRECTOR:
Castillo, Candace

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Career: Career Assessment, Remediation, Education, Employment and Re-Entry Program

PERFORMING ORGANIZATION/ADDRESS:
El Paso Community College
P.O. Box 20500
El Paso, TX 79998

ORGANIZATION TYPE: CLG,CLGTWO **GRANT #:** H078C80063

COMPETITION: 78C

PURPOSE: To provide a demonstration project of short-term job training with curriculum and instructional techniques adapted for the target group in at least seven occupational areas.

TARGET: Over the three year course of the project, approximately 200 students with learning disabilities or orthopedic handicaps who are in post-secondary programs will be served.

APPROACH: Students will be identified and enrolled in the program. Groups of four students (three learning-disabled and one orthopedically handicapped student per group). An emphasis will be placed on bolstering student self-confidence as a prerequisite to fruitful post-secondary education. Three existing programs will be strengthened to ensure applicability to local job markets, and four new programs developed to meet labor market needs. Following training and placement, at least half of the participants are expected to return as part-time degree-seeking students. The programs will be evaluated and refined as needed.

OUTCOMES: An annotated bibliography of relevant articles and books will be compiled. Reports of results will be offered in journal articles. Presentations of findings will be made at national conferences. Project materials will be disseminated nationally to facilitate replication.

PRINCIPAL DIRECTOR:

Aune, Elizabeth

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Career Connections For University Students With Disabilities

PERFORMING ORGANIZATION/ADDRESS:

University of Minnesota/Minneapolis
Office for Students With Disabilities
16 Johnston Hall
101 Pleasant Street
Minneapolis, MN 55455

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C10039

COMPETITION: 78C

PURPOSE: To develop, test, evaluate, and disseminate a model comprehensive, cooperative program for effective placement and job retention of postsecondary students with disabilities.

TARGET: University students with disabilities; (preference given to juniors and seniors).

APPROACH: The major program components are: (1) disabilities seminars offered to 250-300 professionals, follow-up sessions and development of a training manual; (2) forums, career fairs, and Projects with Industry sessions for students; (3) interagency agreements between the Office for Students with Disabilities (OSD), Division of Rehabilitation Services, career planning/placement offices, student employment, internship programs, and business groups; (4) career experiences for 75-90 students leading to eventual placement, based on career assessment and counseling; and (5) consultation and technical assistance provided to those working with project participants. A staff position will be developed within OSD to continue to coordinate these efforts after the grant ends.

OUTCOMES: Each year of the grant period, 25-30 students will take part in the project activities. A training manual will be developed for yearly new staff orientations and for additional companies and business groups. A job accommodations manual will be developed and disseminated. An annotated bibliography will be submitted annually to Educational Resources Information Center (ERIC).

111

PRINCIPAL DIRECTOR:
Crockett, Kathy

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Career Development Project

PERFORMING ORGANIZATION/ADDRESS:
Mississippi State University/MS State
Counselor Education
Department of Counselor Education
P.O. Drawer
Mississippi State, MS 39762

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C10041

COMPETITION: 78C

PURPOSE: To enhance the transition of college students with disabilities from school to work.

TARGET: Students with disabilities at the junior and senior levels, with priority given to students with the most severe impairments.

APPROACH: A model career planning program will be developed emphasizing individualized career counseling. Two faculty workshops will be conducted annually, brochures will be developed for faculty, and a videotape addressing career placement issues will be included in new faculty orientation. Descriptive brochures will be distributed to secondary school personnel, and workshops will be conducted for career placement personnel. A cooperative agreement will be developed with the Chambers of Commerce, Community Development Foundations, and employers in the MSU area.

OUTCOMES: Informational and technical materials will be developed and disseminated throughout Mississippi and nationally. These materials include: a descriptive brochure, a faculty training videotape, and instructional handbooks for student use.

PRINCIPAL DIRECTOR:

Sylvester, Mary B.

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Career Empowerment Opportunities (CEO) Project For Students With Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Indian River Community College

Vocational Transition Center

3209 Virginia Avenue

Fort Pierce, FL 34981-5599

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078C20014

COMPETITION: 78C

PURPOSE: To provide training, support services, and resources necessary for students with disabilities to access enhanced career opportunities.

TARGET: Students with disabilities at Indian River Community College (Florida).

APPROACH: For students with disabilities to take charge of their careers, they must have highly accessible learning environments, marketable skills, support services, awareness of and linkage to employment resources. The CEO project will create a replicable career enhancement model by strengthening existing linkages and establishing new strategic partnering resources for students with disabilities, service providers, and employers. Project activities include: disability awareness training, employment readiness training; individualized assistance to students, instructors, and employers in applications of software to facilitate successful job development and placement activities.

OUTCOMES: Project outcomes are expected to be: increased enrollment of students with disabilities; disability awareness of faculty and service providers; disability awareness of employers; successful job matching; and increased utilization of placement resources. The Vocational Transition Center will be established as a regional center for disability information and applications of rehabilitation technology.

PRINCIPAL DIRECTOR:
Flexer, Robert

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Career Enhancement For Students With Disabilities In Post Secondary Education Programs

PERFORMING ORGANIZATION/ADDRESS:
Kent State University
Research and Sponsored Programs
Room 233 Lowry Hall
P.O. Box 5190
Kent, Oh 44242-0001

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C20029

COMPETITION: 78C

PURPOSE: To develop and test a model for enhancing institutional capacity for career services to students with disabilities at Kent State University (Ohio).

TARGET: Individuals with disabilities and career and placement services at Kent State University.

APPROACH: A collaborative will be developed among Career Planning and Placement, Office of Services to Students with Disabilities, and vocational Rehabilitation professionals for career planning and placement services. An employer advisory board will be developed and implemented to assist in job development and placement. Career awareness, counseling, and job placement programs will be developed.

OUTCOMES: Students will be better prepared to enter the employment market; career awareness, career exploration, and job placement services of the university will be augmented to be more responsible to students' identified needs. An organizational structure will be developed to provide information, and a communication and coordination network will be established among postsecondary administrators career personnel and the rehabilitation community.

PRINCIPAL DIRECTOR:

Wray, Paul

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Career Opportunities And Options Program

PERFORMING ORGANIZATION/ADDRESS:

Oakton Community College

1600 East Golf Road

Des Plaines, IL 60016

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078C20018

COMPETITION: 78C

PURPOSE: To initiate a coordinated program of career placement services at Oakton Community College (Des Plaines, Illinois) for students with disabilities.

TARGET: College faculty and staff: students with disabilities.

APPROACH: To ensure attainment of the project goals, the following components will be inaugurated: (1) a variety of short-term, outcome-based learning modules combined with pre-employment/ employment experiences and video practice opportunities; (2) an inservice training and orientation program for all faculty and staff; (3) informational and advocacy presentations prepared and held for area high school special needs counselors, students with disabilities and their parents, business and industry representatives, etc.; (4) cooperative agreements with area employers for pre-employment experiences and permanent employment opportunities for students; and (5) a citizens advisory council to ensure community commitment.

OUTCOMES: Services not currently available or available only on a piecemeal basis will be in place. Materials will be prepared for distribution, including skills preference survey task analysis forms and a handbook for their use; syllabi and outlines of modules; outlines of training presentations; and scripts for the training video.

125

PROJECT DIRECTOR:

Ballard, Gail

PROJECT OFFICER:

Ballard

PROJECT TITLE:

Career Placement for Learning Disabled Students At Fashion Institute Of Technology

PERFORMING ORGANIZATION/ADDRESS:

Fashion Institute of Technology
Student Affairs and Placement
Seventh Avenue at 27th Street
New York, NY 10001

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078C10031

COMPETITION: 78C

PURPOSE: To improve the capacity of the college career counseling staff to transition students with learning disabilities from success in college to successful entry into professional careers, and to educate industry about the nature and needs of this population.

TARGET: Career Counseling and Placement faculty and faculty responsible for career advisement in each major college department and the students who will benefit from improved services

APPROACH: Learning disabilities specialists will hold workshops for the faculty responsible for career counseling. These faculty members will learn about the nature of learning disabilities and be trained to make the necessary connection between these insights and their knowledge about industry-specific career options. Accommodations necessary to serve the students with learning disabilities will be determined and put in place. Workshops for students will provide job interviewing and resume writing skills. A computerized career guidance system will provide students with information on career path options. To enhance industry's knowledge about this population, a workshop will be conducted for industry representatives who regularly interact with the college. Through an agreement with the Educational Foundation for the Fashion Industries, the Placement Department and learning disabilities specialists will provide information and guidance to meet industry's concerns and answer their questions. Also, the Placement Department will hold a series of pre-employment meetings with employers, trade associations, and college alumni/ae who are in key industry positions.

OUTCOMES: The placement officers will be able to counsel students with learning disabilities to the specific career paths that best fit their professional strengths and consider their disabilities. Industry will have enhanced knowledge about this population and their employability.

PRINCIPAL DIRECTOR:

Van Ryan, Mike

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Career Placement Opportunities For Students With Disabilities In Postsecondary Programs

PERFORMING ORGANIZATION/ADDRESS:

New York St. Education Department, Office of Excellence and Access
Washington Avenue
Albany, NY 12234

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H078C20024

COMPETITION: 78C

PURPOSE: To enhance the capacity of the college and university career placement offices in New York state that arrange pre-employment opportunities for their students and subsequent employment placements in integrated settings.

TARGET: The primary target is the career placement staff and all college faculty and staff in New York State postsecondary institutions; the secondary target is students with disabilities in postsecondary education.

APPROACH: The project goals will be accomplished through: (1) production of interactive inservice training and orientation programs for career placement staff and all college faculty and staff; (2) participation of career placement staff in New York postsecondary institutions in 10 regional sessions that will focus on assisting colleges and universities to adapt the models to their own situation; and (3) development of a self-sustaining electronic communications network. Business organizations, professional associations, and state and local agencies will be involved in career exploration forums. Increase of placement of persons with disabilities will be accomplished through cooperative agreements among career placements officers, vocational rehabilitation offices, local representatives of state agencies, and coalitions of business and industry.

OUTCOMES: Approximately 20,000 college students with disabilities will have greater access to career counseling, placement, and support services; an increased number of students with disabilities will obtain and maintain employment; working connections among college career placement offices and offices of services for students with disabilities will be strengthened; an electronic communications network will be established; an interactive training program for career development and placement officers will be developed and disseminated; and a computer disk with a listing of referral services will be disseminated.

PRINCIPAL DIRECTOR:

Ching, Doris

PRINCIPAL OFFICER:

Rosenstein

PROJECT TITLE:

Career Placement Opportunities For Students With Disabilities In The University Of Hawaii System Of Post Secondary Educational Programs

PERFORMING ORGANIZATION/ADDRESS:

University of Hawaii
Office Of Research Administration
2540 Maile Way, Spalding 254
Honolulu, HI 96822

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C20003

COMPETITION: 78C

PURPOSE: To enhance the role and capacity of career placement offices within the statewide University of Hawaii system to provide pre-employment and employment opportunities for students with disabilities.

TARGET: Career placement personnel and students with disabilities in the University of Hawaii system.

APPROACH: A model systems analysis and evaluation process to defining necessary structural and process changes will be carried out. Some project activities are: inservice and orientation programs for persons directly involved with career placement of students with disabilities; involvement of employers and other private sector personnel in the career development process; formation and continuation of formal cooperative working agreements with employers; cooperative work experience, work-study opportunities for students while they are enrolled in the university; and a technical support and information provision process within the postsecondary system.

OUTCOMES: Through restructuring of the policies, procedures, and roles and responsibilities for faculty, staff and career placement personnel, pre-employment and integrated employment opportunities for postsecondary students with disabilities in Hawaii will be improved. Collaborative partnerships among service providers and cooperative procedures among persons involved with students with disabilities will increase the quantity and quality of services provided to the students.

PRINCIPAL DIRECTOR:

Rogan, Joseph

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Careers Awareness and Transition Program for Learning Disabled College Students

PERFORMING ORGANIZATION/ADDRESS:

College Misericordia

Dallas, PA 18612

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C90017

COMPETITION: 78C

PURPOSE: To develop a model Careers and Awareness Transition Program for college students who are learning disabled.

TARGET: About 25 students will receive preparation for professional employment per year; about 10 will be assisted in gaining employment; and about 10 will be assisted in acclimating to employment.

APPROACH: In conjunction with an existing college program for students with learning disabilities and the existing college placement office, specialized services will be developed for career awareness and preparation. Three facets of the program will be phased in over a 3-year period. First, workshops and activities to prepare juniors and seniors with learning disabilities for professional employment will be developed and implemented. Then, specialized career transition and placement services will be provided during Year 2 of the project. In Year 3, follow-up and follow-along support for the students and their employers will be provided.

OUTCOMES: In addition to providing career and transition services and enhancing vocational outcomes for its own students, the college will develop a model that can be replicated by other small colleges. College Misericordia will also serve as a resource to other small colleges interested in developing formal programs for learning disabled students and career education programs for them.

PRINCIPAL DIRECTOR:
Allen, Carolyn

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Center for Assessment and Training for Handicapped Students

PERFORMING ORGANIZATION/ADDRESS:
Valencia Community College
P.O. Box 3028
Orlando, FL 32802

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C80032

COMPETITION: 78C

PURPOSE: To demonstrate development and operation of a full range of services for mildly and moderately handicapped students in a mainstream community college setting.

TARGET: Around 150 Valencia students with mobility, speech, language, visual, hearing, health, and learning disabilities will be involved in a work evaluation program. A job readiness and employability program will serve an additional 75.

APPROACH: Service provided through the funded Center include: Work evaluation, including interest/ability assessment; job readiness and employability skills training; co-op placements providing work experience; and job development, placement and follow-up for program, graduates. The program will also assess forty Associate of Science degree programs to identify programs needing changes to better accommodate disabled students, and program-related jobs will be assessed to gauge opportunities for disabled students in those positions and any modifications necessary toward that end.

OUTCOMES: Written program documentation material will be distributed annually, presentations and workshops offered, and printed material provided to parties interested in replication projects.

PRINCIPAL DIRECTOR:
Bridge, Arthur

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Choctaw Handicapped Adult Career Project

PERFORMING ORGANIZATION/ADDRESS:
Mississippi Band Of Choctaw Indians
Department of Education
Box 6010 Choctaw Branch
Philadelphia, MS 39350

ORGANIZATION TYPE: EDA,EDATEA **GRANT #:** H078C00024

COMPETITION: 78C

PURPOSE: To operate a model demonstration project in postsecondary transition services for disabled Indians once enrolled in secondary Special Education.

TARGET: Choctaw Indians with disabilities who are ready for job placement, their job coaches, teachers and service providers.

APPROACH: The project will formulate a reservation-wide Transition Process Team, which will prescribe the format of the Individual Education Transition Plans and will designate members of the Individualized Transition Teams. Clients will find permanent job placements through a systematic services system in 2 components: community-based job and survival skills training, focused in the tribal enterprise and government, and postsecondary course work designed to enhance the chances for employment.

OUTCOMES: The project will provide, for the first time, information on, and model application of, postsecondary transition services on federally-recognized Indian reservation.

PRINCIPAL DIRECTOR:
Emerson, John

PROJECT OFFICER:

PROJECT TITLE:
Community College Success Project For Adults With Mild Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Washington Research Institute
180 Nickerson
Suite 103
Seattle, WA 98109

ORGANIZATION TYPE: PRVT

GRANT #: H078C10032

COMPETITION: 78C

PURPOSE: To enhance the capacity of community college career placement offices successfully to provide vocational education and employment opportunities for students with learning and other mild disabilities.

TARGET: Students with learning and other mild disabilities at the three Seattle Community College campuses.

APPROACH: The project utilizes a variety of approaches including: training and technical assistance for community college faculty and staff, community employers and other agency personnel; involving employers in campus and community-based career opportunities; developing interagency agreements to integrate funding and services; and developing a four-tiered open-entry/open-exit community college program that will provide community college vocational training, career exploration, on-the-job training, and supported job placements.

OUTCOMES: At the end of the 3-year project, the program will be self-sufficient and will operate at all three of the Seattle Community College campuses. A procedural model will be available for other communities and states wishing to replicate the model.

PRINCIPAL DIRECTOR:

Mann, William

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Compete: Model for Vocational Education, Training and Employment and Community Integration

PERFORMING ORGANIZATION/ADDRESS:

Research Foundation - SUNY at Buffalo
State University of NY at Buffalo
516 Capen Hall
Buffalo, NY 14260

ORGANIZATION TYPE: CLG

GRANT #: H078C90024

COMPETITION: 78C

PURPOSE: To model an interdisciplinary, interagency approach to successful vocational and community integration of individuals with mild to moderate disabilities.

TARGET: Unemployed individuals between 15 and 30 years old who are mentally retarded, learning disabled, or have suffered a traumatic brain injury and who have completed or left a secondary school program.

APPROACH: An interdisciplinary evaluation and planning team will be assembled. An evaluation battery including assessments of vocational and other community integration needs will be developed. Complete curriculum and training materials will be developed, focusing on three levels of computer skills from basic data entry to advanced word processing and computer communications. Participants will be screened and evaluated on an individual basis. Training will be provided and assistive devices prescribed as appropriate. Community integration needs will be addressed and additional service providers or training provided as needed. An employer task force will be established and evaluation/dissemination processes completed.

OUTCOMES: Articles, press releases, radio announcement and informative mailings will be released and targeted toward appropriate consumers. At least three articles will be placed in peer review journals and results will be presented at several national conferences.

PRINCIPAL DIRECTOR:
Boyer-Stephens, Arden

PROJECT OFFICER: Rosenstein

PROJECT TITLE:
Creating Employment Opportunities (CEO) Project

PERFORMING ORGANIZATIONS/ADDRESS:
University of Missouri -- Columbia
Office of Sponsored Program Administration
310 Jesse Hall
Columbia, MO 65211

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C20011

COMPETITION: 78C

PURPOSE: To expand the capabilities of personnel involved in the career planning process of students with disabilities in higher education institutions.

TARGET: Career placement personnel (CPP) in institutions of higher education in Missouri.

APPROACH: To accomplish the project objectives, training materials will be developed and inservice training will be conducted in the areas of support services, awareness of ability/disability issues, accommodations and accessibility, job development, self advocacy, and mentoring. A network of individuals to address employment issues within each campus will be developed. Technical assistance will be provided to individuals and groups to improve their accessibility to meet the accommodations needed by persons with disabilities.

OUTCOMES: Materials for personnel training will be disseminated during a two-day statewide conference for CPP and disabled student services office staff from Missouri's two- and four-year institutions. Awareness and training materials will be made available to postsecondary education and business and industry personnel. Videotapes of training sessions conducted by the project coordinator will be available.

PRINCIPAL DIRECTOR:

Finkelstein, Jordan

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Dialysis Unit For Pennsylvania State University Students

PERFORMING ORGANIZATION/ADDRESS:

The Pennsylvania State University

Center for the Study of Child and Adolescent Development

114 Kern Building

University Park, PA 16802

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H078C00011

COMPETITION: 78C

PURPOSE: To continue providing dialysis and other health maintenance activities to young adults in a dormitory environment at Penn State University and related institutions.

TARGET: Postsecondary students who depend on technological systems for health maintenance, their teachers, health professionals and service providers.

APPROACH: A vigorous recruitment plan will be instituted. Potential professional referral sources in the region will be identified, and they will receive an informational package. Three regional seminars to promote the program will be held, and families will be assisted in all aspects of the application process. Upon enrollment, a case management system will identify the services the students need. Individualized student educational plans and medical management plans will be developed.

OUTCOMES: The project will disseminate information to health and related professionals through presentations at professional meetings, and articles published in professional journals.

BEST COPY AVAILABLE

PRINCIPAL DIRECTOR:

Gassert, Leland

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Empowerment Through Partnership: Student With Disability Internship Project

PERFORMING ORGANIZATION/ADDRESS:

California State University Foundation
18111 Nordhoff Hall (RSCH)
Northridge, CA 913420

ORGANIZATION TYPE: CLG,CLGFOU

GRANT: H078C20037

COMPETITION: 78C

PURPOSE: To establish career development services for postsecondary students with disabilities at California State University, Northridge.

TARGET: Postsecondary students with disabilities.

APPROACH: The Career Center at California State University Northridge (CSUN) proposes to design, implementation, evaluate, and disseminate a project for students with disabilities that will provide effective work experience and create long-term working relationships with the community at large. This will be accomplished, in part, by a series of developmental workshops, employer, awareness training, and student work experiences. The project will utilize the collective resources of the CSUN campus, including the Office of Disabled Student Service, National Center on Deafness, and Faculty. It will collaborate with community service providers and the business community, and it will develop strategies for employer training.

OUTCOMES: The program that will be established will be a replicable model for other postsecondary institutions to adopt in order to enhance career development and placement opportunities for students with disabilities. A trainer's manual and a student handbook will be developed. The program will continue under the auspices of the Career Center and be maintained by the career specialist for students with disabilities.

PRINCIPAL DIRECTOR:
Allen, Carolyn

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Enhancing Career Opportunities For Disabled Students

PERFORMING ORGANIZATION/ADDRESS:
Valencia Community College
P.O. Box 3028
Orlando, FL 32802

ORGANIZATION TYPE: CLG,CLGTWO **GRANT #:** H078C20031

PURPOSE: To enhance the role and capacity of the community college career placement office while simultaneously providing information which increases college and business community awareness of the needs of persons with disabilities.

TARGET: Students with disabilities at Valencia Community College (Florida) and personnel in the college placement services and in the business community.

APPROACH: The main components of this model involve the development and implementation of training seminars designed for a variety of audiences: the College's Career Center, representatives of Central Florida businesses. Results will be the integration of Valencia's assessment and training program for disabled students into the Career Center; increased participation of business in the college co-op and job-placement program for students with disabilities; increased faculty and business awareness of training and employment needs for persons with disabilities.

OUTCOMES: A 25 percent increase per year is expected in the number of disabled student co-op experiences and job placements; the addition of 25 new cooperative agreements with local businesses; and an increase in student confidence in their interviewing skills.

129

PRINCIPAL DIRECTOR:

Phelps, L. Allen

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Enhancing Career Placement For Students With Disabilities In Community and Technical Colleges

PERFORMING ORGANIZATION/ADDRESS:

University of Wisconsin/Madison
Vocational Studies Center
964 Educational Science Building
1025 W. Johnson Street
Madison, WI 53706

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H078C10011

COMPETITION: 78C

PURPOSE: To expand and improve career placement services for students with disabilities in community and technical colleges.

TARGET: Postsecondary students with disabilities and the career placement services in community and technical colleges.

APPROACH: The overall approach centers on building collaboration between disabled student services personnel, career placement personnel, technical/community college faculty, and representatives of business and industry. It is expected that some or all of the following practices will be developed or documented: identification of mentoring teams comprised of professionals, with and without disabilities, in business and industry; innovative internship programs in both traditional and nontraditional technical fields (for students with disabilities and especially disadvantaged women); joint agreements describing how career-related services are to be provided through various offices, instructional divisions, and related agencies; effective faculty inservice strategies; joint placement services with Vocational Rehabilitation and Job Training Partnership Act resources; and enhancing students' self-advocacy capabilities in employment settings.

OUTCOMES: A series of publications and articles will be developed for use by practitioners interested in improving career placement services. Up to 150 community and technical colleges will have an opportunity to receive intensive training and technical assistance aimed at expanding effective career placement services practices.

PRINCIPAL DIRECTOR:

Chilcote, Jane

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Equal Access For Students To Education & Experience (EASE)

PERFORMING ORGANIZATION/ADDRESS:

Arrowhead Community College
9th Avenue & W. Chestreet Street
Virginia, MN 55792

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078C10006

COMPETTITION: 78C

PURPOSE: To enable college age students with disabilities to transition into community college, persist in college in good academic standing, and move into jobs or transfer to a four-year institution.

TARGET: A projected population of 350 students (aged 18 +) with disabilities, spread over 20,000 square miles in a rurally isolated area of Minnesota.

APPROACH: To achieve the stated objectives, several activities will be undertaken. To enable a smooth transition from high school to college, a transition team of community college and high school staff will design a curriculum plan for each student. Faculty participant and family workshops will increase needed awareness of crucial issues, and create a foundation for curriculum adaptations. To ensure students' success in college career exploration, team planning, and ongoing staff inservice will occur. Tutors, mentors, support groups, developmental instruction, and work experiences will enhance the usual instructional program. Participants will learn job seeking skills; business and agency personnel will sigh formal agreements to create an environment of employment accessibility. Business personnel will serve on an advisory committee to support the program.

OUTCOMES: This project will serve as a collaborative model for providing needed services and accommodation for students (estimated N=350) with disabilities in remote college settings. Demonstration of methods will occur at statewide workshops; methods of working with high school counselors and teachers, community transition teams and advisory committees will be sent to school districts, human service agencies, Chambers of Commerce, and individual employers. A descriptive brochure will be developed after three years.

PRINCIPAL DIRECTOR:
Meumiller, Steve

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
EWU Career Placement Opportunities For Students With Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Eastern Washington University
Grants Administration-MS10
Eastern Washington University
Cheney, WA 99004

ORGANIZATION TYPE: CLG,CLGFOU **GRANT#** H078C10015

COMPETITION: 78C

PURPOSE: The purpose of this grant is to (1) increase the work experience opportunities for students with disabilities, (2) increase the number of students with disabilities obtaining full time employment in their major field of study at a rate of pay comparable to students without disabilities, and (3) develop and implement inservice awareness activities for faculty and staff.

TARGET: Students with disabilities.

OUTCOMES: During FY 91-92, (1) placement of, and payment to, six students with disabilities in work-experience within their major field of study, (2) agreement with 14 area business, social service agencies, and educational institutions to work with university and project staff in placing students with disabilities,(3) developed an ? presented disability awareness workshop to 12 academic departments on campus.

PRINCIPAL DIRECTOR:
Hall, Marilyn

PROJECT OFFICER:
Ward

PROJECT TITLE:
Healthy Living Program

PERFORMING ORGANIZATION/ADDRESS:
Santa Monica Community College District
Emeritus College
1900 Pico Boulevard
Santa Monica, CA 90405-1628

ORGANIZATION TYPE: CLG,CLGTWO **GRANT #:** H078C00023

COMPETITION: 78C

PURPOSE: To provide a mental health intervention, as well as educational growth, for the elderly through the Health Living Program, a collaborative effort of Emeritus College and Senior Health and Peer Counseling.

TARGET: Elderly people who are mentally disabled or "at-risk" for mental illness, their teachers and service providers.

APPROACH: The program will guide each student through a sequence of study, while providing support services to allow them to adjust. The design of the curriculum and support services will lead each individual through a first level of improved self image, and interpersonal skills to a second level of understanding about the aging process, mental illness, therapy, etc., to a third level of skills to be used in employment or volunteer service.

OUTCOMES: The program will create an educational-mental health model for replication at colleges nationwide, and will provide information which can be used to improve educational programs for all older adults.

PRINCIPAL DIRECTOR:
Michaels, Craig

PRINCIPAL OFFICER:
Rosenstein

PROJECT TITLE:
Learn and Earn

PERFORMING ORGANIZATION/ADDRESS:
Human Resources Center
Vocational Rehabilitation Services Division
201 I.U. Willets Road, West
Albertson, NY 11507

ORGANIZATION TYPE: PRVT

GRANT #: H078C00041

COMPETITION: 78C

PURPOSE: To develop, test and disseminate a model for providing a combination of educational and vocational services to individuals with learning disabilities.

TARGET: Students with learning disabilities who wish to receive further vocational and career training, their teachers and service providers.

APPROACH: The two semester community college program will coordinate activities within two major components: 1) a basic academic skill component addressing reading and writing in a vocational context in preparation for work; and (2) a pre-vocational skill development component addressing clarification of vocational goals, social skill development, and job seeking-and-keeping skills. Peer tutors and individual counseling will foster academic success.

OUTCOMES: Dissemination efforts will target high school educators, rehabilitation professionals, disabled college student service providers, and business and industry. A project manual will be developed to assist other community colleges and agencies in replicating the Learn and Earn program.

PRINCIPAL DIRECTOR:

Boggs, George

PROJECT OFFICER:

Rosenstein

PROJECT TITLE: Partnerships For Employing Students With Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Palomar Community College District
Disable Student Programs and Services
1140 W. Mission Road
San Marcos, CA 92069-1437

ORGANIZATION TYPE: CLG,CLGTWO

GRANT#: H078C0035

COMPETITION: 78C

PURPOSE: To develop an innovative job placement model for individuals with disabilities that impact learning.

Target: The more than 800 students disabilities at Palmar Community College.

APPROACH: The project will structure a partnership program with existing service agencies and employers which will enable individuals with disabilities to enter the mainstream and establish a safety net support system within that environment. The program will enhance an existing arrangement between Disabled Student Services and Student Placement Services, and it will include on-the-job peer training after the student has secured employment.

OUTCOMES: The program model will be disseminated in the usual channels (conferences, reports to associations). A slide and tape presentation will be developed as an instructional aid for other institutions interested in utilizing the model.

PRINCIPAL DIRECTOR:

Engstrom, Karen

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Post-Secondary Education and Training as a "Bridge to Employment for the Psychiatrically Disabled"

PERFORMING ORGANIZATION/ADDRESS:

Thresholds, Inc.
2700 North Lakeview Avenue
Chicago, IL 60614

ORGANIZATION TYPE: PRVT

GRANT #: H078C80052

COMPETITION: 78C

PURPOSE: To expand opportunities in higher education and post-secondary vocational training for persons who have recently completed high school or dropped out.

TARGET: Participants will include approximately 40 young adults per year for three years who have been identified as psychiatrically disabled and who have recently completed or dropped out of high school.

APPROACH: Goals will be met through development and field testing of a multi-component transition model for moving psychiatrically disabled clients into college or technical school enrollment while avoiding re-hospitalization and maintaining part-time employment. This model will deliver services based on principles of remedial instruction, successive approximation, integration with non-handicapped peers, ongoing mobile vocational and educational support, student follow-along and establishment of inter-organizational linkages.

OUTCOMES: In addition to direct services to clients, information about the transitional program will be incorporated into training seminars for state personnel, a project brochure will be produced and disseminated, a faculty/staff in-service module will be made available upon request, and research and evaluation results will be disseminated at local, state and national levels.

PRINCIPAL DIRECTOR:
Woodrick, William E.

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Postsecondary Education Consortium (PEC)

PERFORMING ORGANIZATION/ADDRESS:
University of Tennessee
404 Andy Holt Tower
Knoxville, TN 37996-3400

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078A90013

COMPETITION: 78A

PURPOSE: To provide support services to the eight cooperating institutional programs serving deaf and hearing-impaired students and to expand and enrich local program services to hearing-impaired students.

TARGET: Postsecondary students with hearing impairments.

APPROACH: PEC will provide administrative support services to the eight cooperating institutional programs serving deaf and hearing-impaired students. These services are designed to improve program efficiency, cost effectiveness, and increased support services to hearing-impaired students through consultation and technical assistance; staff development and inservice training; centralized resource material center; deaf-information network and communication linkages, process evaluation, and subcontractual funding for program expansion activities. PEC will provide outreach services and maintain linkages with nonaffiliated programs in each state throughout the region.

OUTCOMES: Expected outcomes are enhanced services at cooperating institutions and dissemination of information about model approaches for serving hearing-impaired students in postsecondary programs.

PRINCIPAL DIRECTOR:

Camp, James

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Post-Secondary Education Demonstration Program for Learning Disabled Persons: A Model to Deliver Employment Related Training and Services to Participants Throughout North Carolina

PERFORMING ORGANIZATION/ADDRESS:

North Carolina Department of Community Colleges
200 W. Jones Street
Raleigh, NC 27603

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H078C90035

COMPETITION: 78C

PURPOSE: To develop a model program of short-term, vocational training, placement, and follow-up and follow-along services designed to meet the needs of learning disabled individuals seeking to obtain and sustain employment.

TARGET: In the first year, 25 participants will receive training and placement and staff and faculty from five other colleges will receive in-service training model implementation. The second year will include in-service training at an additional five institutions and service to at least 75 participants. The final year will see at least 100 more students served.

APPROACH: The model will first be developed Central Piedmont Community College, incorporating the career fields of child care, automotive work, and graphics. Each year thereafter an additional three career fields will be added. Primary training components will include instruction in the development of copying skills and appropriate social behaviors for work place settings. Students will have individualized education plans.

OUTCOMES: Curriculum guides for three new courses per year will be developed. Training materials about learning disabilities will be distributed to faculty of community colleges.

PRINCIPAL DIRECTOR:

Larson, Herbert L.

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Postsecondary Education Program For Handicapped Persons--Regional Center For Deaf Persons--Support Services For Deaf Students

PERFORMING ORGANIZATION/ADDRESS:

California State University
National Center on Deafness
18111 Nordhoff Street
Northridge, CA 91330

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H078A90010

COMPETITION: H078A9

PURPOSE: To operate a regional postsecondary education center for deaf persons to be established by the National Center on Deafness (NCOD) at California State University, Northridge (CSUN).

TARGET: Deaf Students at the CSUN and in the western part of the United States.

APPROACH: CSUN currently provides support services for students who are deaf. These include: a special recruitment, admissions, and summer orientation program; interpreting services; note taking services; tutoring services; counseling services; career developmental classes; extracurricular programs; speech and hearing services; consultation and technical assistance; a program evaluation unit; and media adaptation. The proposed program will provide a model, comprehensive support service program for deaf students in the university, while working with area postsecondary programs to develop a model regional outreach consortium for area postsecondary level hearing impaired students.

OUTCOMES: Students enrolled in the university will benefit from increased services; outreach will ensure that other students in other universities will benefit as well.

107

PRINCIPAL DIRECTOR:
Amey-Flipin, Victoria

PRINCIPAL OFFICER:
Rosenstein

PROJECT TITLE:
Postsecondary Education Programs For Persons With Disabilities--
A Plan For An Urban Computer Institution

PERFORMING ORGANIZATION/ADDRESS:
NE Illinois University/Chicago
5500 North St. Louis Avenue
Chicago, IL 60625

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C10043

COMPETITION: 78C

PURPOSE: To plan, implement, and disseminate a model program for use by urban commuter universities that will facilitate the career placement opportunities of college students with disabilities.

TARGET: Approximately 1,200 students with disabilities at Northeastern Illinois University.

APPROACH: The project will increase the vocational empowerment of students with disabilities by providing course work, counseling, and a mentoring program designed to promote career awareness, personal confidence, decision-making capabilities, job-seeking skills, and knowledge of services and legal issues related to disability. The project will establish a network of university and community-based work experience sites and internships, and will provide placement opportunities for students upon graduation. To raise awareness of the needs of adults with disabilities, the project will provide inservice training and technical assistance to university faculty and staff and to community employers.

OUTCOMES: Approximately 100 students with disabilities will benefit from project services. Training for new university faculty and staff will be continued by the Project Trainer/Consultant as part of her university service. A trainer's handbook for university personnel will be developed and distributed to key personnel at urban universities.

PRINCIPAL DIRECTOR:

Duffy, Edward

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Postsecondary Program For Handicapped Persons

PERFORMING ORGANIZATION/ADDRESS:

York Technical College
Special Student Needs Development
U.S. 21 Bypass
Rock Hill, SC 29730

ORGANIZATION TYPE: CLG

GRANT #: H078C00037

COMPETITION: 78C

PURPOSE: To support the postsecondary education of adults with handicaps in need of additional training to acquire and maintain stable employment.

TARGET: Roughly 184 students currently in high school, 61 now on campus and 45 older adults with disabilities are considered eligible for services based on either their transitional status or current standing in postsecondary education, for a total of roughly 300 academically handicapped students expected to receive training, counseling, placement and follow-up services over three years' time.

APPROACH: Objectives include: (1) recruitment, diagnosis and servicing of the learning disabled and other handicapped populations in the area; (2) provision of counseling and other services to enhance likelihood of program completion; (3) promotion of job training and placement; (4) establishment and maintenance of cooperative networks among area employers; (5) support of area employers in hiring, accommodating and retaining qualified disabled employees; (6) provision of regular follow-up activities; and (7) establishment of an advisory council.

OUTCOMES: Written information about the project will be disseminated to local, state and national groups concerned with postsecondary support for the learning disabled.

PRINCIPAL DIRECTOR:
Morris-Friehe, Mary

PRINCIPAL OFFICER:
Rosenstein

PROJECT TITLE:
Postsecondary Resume (Relevant Employment For Students In University Medicated Experiences)

PERFORMING ORGANIZATION/ADDRESS:
University of Nebraska at Omaha
Student Development Services
Omaha, NE 68182

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C20010

COMPETITION: 78C

PURPOSE: To enhance the role and capability of Career Planning and Placement (CPP) offices at the three Nebraska state university campuses in preparing students with disabilities for employment and placing them successfully.

TARGET: Personnel working with students with disabilities and the students with disabilities enrolled at the state universities.

APPROACH: Activities will take place in three areas: (1) inservice to personnel working with students with disabilities; (2) pre-employment and follow-up services for students with disabilities; and (3) technical assistance for 3,500 faculty, consumer advocacy groups, and parents.

OUTCOMES: Among the outcomes are: implementation of inservice workshops for faculty, CPP personnel and business liaisons as to job-related needs of students and employees with disabilities; an increase in number and type of CPP services by students with disabilities; improved accessibility to pre-employment/employment placements by students with disabilities; cooperative agreements between CPP and local business; and technical assistance workshops for faculty and consumers.

PRINCIPAL DIRECTOR:

Affleck, James

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Progressive Career Placement Of Youth With Disabilities Through Cooperatively Developed Apprenticeship And Internship Programs: A Business Interests Orientation In Postsecondary Education

PERFORMING ORGANIZATION/ADDRESS:

University of Washington
Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195

Organization Type: CLG,CLGFOU

GRANT #: H078C20027

COMPETITION: 78C

PURPOSE: To develop, demonstrate, test, and disseminate a five-way partnership model for enhancing the career placement success of students with educational disabilities in community colleges and in four-year colleges and universities.

TARGET: Students with disabilities in postsecondary institutions in the state of Washington.

APPROACH: The student is at the center of a progressive apprenticeship or internship process which is oriented toward the work force needs of prospective employers, jointly coordinated by career placement and disabled student services offices of local community and four-year colleges, and followed up by employment support services. Planning and development of the partnership model will occur in a steering group at two community/technical college sites and one four-year college site in the first year. Elements of the model will be implemented in each of the three years of the project. Five activities will be conducted for students with disabilities: a problem awareness campaign, job development, progressive apprenticeships/internships, job support, and cooperative programming.

OUTCOMES: It is anticipated that between 24 and 30 apprenticeships of internships will be developed. Sites developed during the project will be used as mentoring and training sites.

PRINCIPAL DIRECTOR:

Parisot, Arlene

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Project Bridge

PERFORMING ORGANIZATION/ADDRESS:

Great Falls Vocational-Technical Center

Montana Board of Regents

2100 16th St. South

Great Falls, MT 59405

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H078C00015

COMPETITION: 78C

PURPOSE: To develop and implement four model components to assist youth and adults making transitions into postsecondary educational training opportunities.

TARGET: Approximately 100 students per year gathered from across disability areas, gender, race, age, culture, and economic groups. About 20 secondary resource educators, 30 post-secondary educators, and 17 guidance counselors will also be assisted in developing individualized transition plans and improving other areas of service to students.

APPROACH: A coordinated model will be developed to locate and advise disabled youths and adults to facilitate successful transitions. A comprehensive vocational assessment model will be developed to enhance ability of secondary resource educators, guidance counselors, and post-secondary educators to increase knowledge, skills and competencies in delivery of transition services. A comprehensive model of supportive service in post-secondary vocational education will be evaluated and refined. A model of placement services for those who have completed post-secondary programs to secure and maintain competitive employment will be developed.

OUTCOMES: Results and narrative monographs will be submitted for dissemination through national, local and state professional conferences and vocational journals. The project will also be disseminated to the state's other four vocational-technical centers, three public community colleges, and seven tribal community colleges as well as six institutions of higher education.

PRINCIPAL DIRECTOR:
Schriner, Kay

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Project Career

PERFORMING ORGANIZATION/ADDRESS:
University of Arkansas
College of Education
Dept. of Rehab. Education & Research
346 North West Avenue
Fayetteville, AR 72701

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C10042

COMPETITION: 78C

PURPOSE: To assist the University of Arkansas make systematic changes necessary to serve students with disabilities in its mainstream career planning and placement program.

TARGET: Students with disabilities at the University of Arkansas.

Approach: Technical assistance; demonstration of direct services within context of regular service delivery entity; faculty and staff training.

OUTCOMES: Over three-year period: (1) serve 50 students with disabilities; (2) ensure continuation of programmatic efforts through system change; (3) develop and dissemination program and curriculum materials.

PRINCIPAL DIRECTOR:
Campbell, Patricia

PRINCIPAL OFFICER:
Rosenstein

PROJECT TITLE:
Project Career Link

PERFORMING ORGANIZATION/ADDRESS:
Keene State College
229 Main Street
Keene, NH 03431-4183

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C20001

COMPETITION: 78C

PURPOSE: To strengthen the career counseling process at Keene State College (New Hampshire) to assist students with disabilities in graduating from college to successful entry into employment.

TARGET: Students with disabilities and the career counseling services at Keene State College.

APPROACH: Fifteen students with disabilities will be enrolled in the career counseling project during year one and 25 during years two and three. Individualized career development plans will be prepared for each participant. Internships or field experiences will be provided both on and off campus. Students will be familiarized with job requirements and opportunities through consultations, on-campus forums of employers, and a career development handbook.

OUTCOMES: It is anticipated that post-graduation placements will increase by 10 percent during each project year.

PRINCIPAL DIRECTOR:

Paul, Joyce

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Project Cloverleaf: A Model Program of Post-Secondary Vocational Education for Mildly Handicapped Young Adults

PERFORMING ORGANIZATION/ADDRESS:

Jefferson County Public Schools

Division of Instruction

4409 Preston Highway

Louisville, KY 40213

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H078C80066

COMPETITION: 78C

PURPOSE: To help mildly handicapped/learning disabled young adults make a quicker, more successful and longer/lasting transition to employment.

TARGET: At least 50 young adults with mild handicaps will be placed in competitive employment after the first year, and as many will participate in small group employability/social skills training, and of these 100, at least 30 will be enrolled in adult basic education classes to improve academic skills.

APPROACH: Graduates and drop-outs will be invited to participate in a program incorporating successful elements of adult, vocational and special education. Each participant will be assessed for career interests and aptitudes, as well as physical, perceptual, academic, communication, and vocational skills, and IEPS developed based on these data. Individuals will be enrolled in adult education classes with non-handicapped adults focusing on academic skills, and supported with small-group sessions to hone employability and social/community skills. Individualized job training will be provided alongside non-handicapped peers at community work sites, supervised to ensure that employers' needs were met. Supervision will diminish as transition toward paid employment proceeds. Regular contact with employers and intermittent intervention/vocational training provided as needed for employment retainment and advancement.

OUTCOMES: A handbook will be published for dissemination at other sites.

PRINCIPAL DIRECTOR:

Shafner, Carole

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Project COED: Career Opportunities Through Education For Persons With Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Dallas Association For Retarded Citizens
Continuing Education And Transition Services
2114 Anson Road
Dallas, Texas 75235

ORGANIZATION TYPE: PRVT

GRANT #: H078C10012

COMPETITION: 78C

PURPOSE: To train persons with mental retardation who have not been trained in job skills through agencies or the public school system.

TARGET: Adults with disabilities who have "fallen through the cracks between agencies" and/or not trained in job skills through the public school special education systems; also those persons currently enrolled in a sheltered workshop or who need training and retraining.

APPROACH: Career education will be conducted through the creation of three different career tracks to be incorporated in the continuing education divisions of three Dallas-Fort Worth (Texas) community colleges with whom the Association for Retarded Citizens (ARC) of Dallas has established partnerships. The identified career tracks are: food services, office skills, and housekeeping/laundry skills. For each career track a curriculum will be developed to assist the instructor who will be selected by the project director. Each career track course will meet six hours each week for one semester at the community colleges. Upon completion of the course work, students will be placed in an eight-week internship. To facilitate attendance bus mobility training will be implemented on the basis of individual need.

OUTCOMES: A total of 60 students who receive instruction during the 3-year period of the program will achieve increased levels of financial independence and gain job skills. A project manual will be developed.

PRINCIPAL DIRECTOR:

Baggett, David

PROJECT OFFICER:

Silver

PROJECT TITLE:

Project I Can: Initiating Career Achievement Networks

PERFORMING ORGANIZATION/ADDRESS:

University of Massachusetts
Learning Disabled Student Services
123 Berkshire House
Amherst, MA 01003

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C10035

COMPETITION: 78C

PURPOSE: To develop model career counseling networks for students in higher education who have disabilities.

TARGET: College students with disabilities.

APPROACH: Project I Can (Initiating Career Achievement Network) is a collaborative effort among the Learning Disabilities Student Service, center for Counseling and Academic Development, College of Arts and Sciences, and professional schools at the University of Massachusetts (Amherst). The project has three phases: (1) development and implementation of a model career development plan; (2) demonstration of a model career counseling center for the university and other higher education institutions; and (3) dissemination of model activities.

OUTCOMES: Multimedia training materials will be produced and a system-wide professionals and organizational network for career development will be created.

PROJECT DIRECTOR:
Swanson, Patrick

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Project Path

PERFORMING ORGANIZATION/ADDRESS:
College of Dupage
22nd Street and Lambert Road
Glen Ellyn, IL 61037

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C10021

COMPETITION: 78C

PURPOSE: To enable students with disabilities to make a successful transition from college to careers related to their chosen course of study.

TARGET: Students with mild and moderate disabilities at the College of Dupage.

APPROACH: A Competitive Employment Program to develop career paths for postsecondary disabled students is modeled to complement the Dupage College cooperative education program. Activities will be conducted through the Office of Cooperative Education, part of the Division of Student Affairs. That office will work in cooperation with other services at the college to: (1) plan, establish, and implement a career-oriented competitive employment program for students with disabilities; (2) develop and offer a pre-employment training curriculum to prepare students for competitive employment; (3) place students in jobs directly related to their program of study; and (4) establish an on-line employment/job matching system.

OUTCOMES: By the end of the project period, Project Path will have established the following significant outcomes: (1) a central administrative function at the college to manage an ongoing career-oriented competitive employment program for students with disabilities; (2) a pre-employment training curriculum; (3) placement of no fewer than 60 students in career-oriented co-op or permanent positions; and (4) establishment of an on-line job matching system. A guide will be prepared and disseminated.

PRINCIPAL DIRECTOR:

Wall, Charles

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

A Project to Increase the Employability and Job Placement of Bakersfield College's Disabled Students

PERFORMING ORGANIZATION/ADDRESS:

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C90032

COMPETITION: 78C

PURPOSE: To provide job training and employment services directly to students with disabilities and to build permanent employment bridges between community employers and the college's Supportive Services Center.

TARGET: The project will establish ten job training slots. Disabled students will be placed in permanent jobs, and awareness concerning the employment of persons with disabilities will be established.

APPROACH: During the first 6 months of the project, communication will be established with local businesses. In the next 6 to 12 months, job training slots will be piloted and a permanent job placement research and follow-up system will be established. During the last 20 months, ten job training slots will have been implemented and students with disabilities will be placed in permanent jobs.

OUTCOMES: In addition to increasing the employability and employment of local students, the college will disseminate information about the project and its impact locally, state-wide and nationally.

100

PRINCIPAL DIRECTOR:
Lauritsen, Robert R.

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Regional Center For Deaf Persons

PERFORMING ORGANIZATION/ADDRESS:
St. Paul Technical Institute
Program For Deaf Students
235 Marshall Avenue
St. Paul, MN 55102

ORGANIZATION TYPE: CLG,CLGTWO **GRANT #:** HO78A90009

COMPETITION: HO78A9

PURPOSE: To provide services for postsecondary students who are deaf or hearing-impaired.

TARGET: Students with hearing impairments who are admitted to St. Paul Technical College.

APPROACH: The project includes the following activities: partial funding of positions for the postsecondary programs; counseling and job placement services; staff housing for counselors; and student support services.

OUTCOMES: Approximately 400 students per year are affected by the federally funded project.

PRINCIPAL DIRECTOR:

Peterson, Larry

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Regional Centers Of The Deaf

PERFORMING ORGANIZATION/ADDRESS:

Seattle Community College

1801 Broadway 2NP 304

Seattle, WA 98122

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078A90012

COMPETITION: HO78A9

PURPOSE: To provide deaf and hard-of-hearing postsecondary-aged youth and adults with access to a variety of postsecondary educational opportunities.

TARGET: Students who are deaf or hard-of-hearing at the Seattle Community College and in the preparatory program.

APPROACH: The project offers preparatory and support services, and provides technical assistance and cooperative support to affiliate and consortia institutions. Activities include: admissions, counseling, interpreting, note taking, tutoring, communication support, inservice training, follow-up services, outreach, administrative support, and cooperative/consortia agreements.

OUTCOMES: The training enables preparatory students to enter the community college and other postsecondary programs; it supports college students in their educational and transitional programs.

PRINCIPAL DIRECTOR:

Barnett, Lynn

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Services For Students With Disabilities In Community Colleges

PERFORMING ORGANIZATION/ADDRESS:

American Association of Community and Junior Colleges

1 DuPont Circle

Suite 410

Washington, D.C. 20036

ORGANIZATION TYPE: ASSN

GRANT #: H078C10024

COMPETITION: 78C

PURPOSE: To revise and update an existing directory of services for students with disabilities at community, technical, and junior colleges; and to develop a monograph of existing exemplary programs.

TARGET: Students with disabilities in community, technical, and junior colleges in the United States.

APPROACH: The American Association of Community and Junior Colleges (AACJC) will update and revise a directory that was developed in 1988 and is now outdated. The directory is a compilation of existing programs and services for students with disabilities in community, technical, and community colleges. The project will also prepare a models survey instrument to generate model program descriptions covering all programs and resource types conducted for persons with disabilities in U.S. community colleges.

OUTCOMES: The directory will be distributed to all technical, community, and junior colleges. Exceptional models in each resource/program area will be shaped into a consistent format and published in a monograph which will be distributed nationally to community colleges, federal and state agencies working with persons with disabilities, congressional offices, and associations with special interest in these programs.

PRINCIPAL DIRECTOR:

Hermanson, Michael

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

SKC-ACCESS Services Project

PERFORMING ORGANIZATION/ADDRESS:

Salish Kootenai College

Box 117

Pablo, MT 59855

ORGANIZATION TYPE: CLG

GRANT #: H078C90015

COMPETITION: 78C

PURPOSE: To develop a model program for serving students with disabilities at a tribally controlled college.

TARGET: Thirty Native American students living on the Flathead Reservation with various handicaps not including hearing impairments.

APPROACH: Specialized equipment will be provided to offset negative effects of disabilities on students' learning. Cooperative agreements will be formed with other agencies serving persons with disabilities. With the American Indian Research and Training Center of Northern Arizona University and faculty at Eastern Montana College an effective approach to assessment and instruction of Indian students with specific learning disabilities in post-secondary settings will be developed. An intensive set of support services will be developed for students attending Salish Kootenai to maximize potential for successful graduation.

OUTCOMES: Individualized plans for each student, agreements with the State Rehabilitation Agency, fifteen students per year placed in employment, forty students served each year and annual presentations at American Indians Higher Education will be primary products.

PRINCIPAL DIRECTOR:

Vernooy, Jeffery A.

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

State-Federal Partnership In Developing Career Placement Opportunities In Six Major Government Installations For Students With Extensive Multiple Disabilities In A Public University

PERFORMING ORGANIZATION/ADDRESS:

Wright State University
Handicapped Student Services
Dayton, OH 45435

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C10029

COMPETITION: 78C

PURPOSE: To design and implement a comprehensive system of career planning, placement services, and employment-related skills training for culturally diverse students with extensive and multiple disabilities.

TARGET: Wright State University (Dayton, Ohio) students (N=75) from multicultural backgrounds who have extensive and multiple disabilities.

APPROACH: This project will establish a partnership with six major U.S. Government agencies to address the problem of transition to work for college students with extensive and multiple disabilities. It will provide career planning services, assist students to develop appropriate work-related personal and social skills, assess and train participants in the use of adaptive technological equipment, and place participants in summer volunteer internships and full-time cooperative education jobs. The project will also provide training for employment site management and supervisory staff in the recruitment, hiring, and supervision of persons with disabilities from multicultural backgrounds.

OUTCOMES: Expected outcomes are: a multi-faceted nontraditional career planning process; an employment-related personal effectiveness and social skill development program; techniques for training project participants to be proactive in assisting supervisors and co-workers; training programs for employment site supervisors. It is hoped that these programs will prove to be so successful that they will continue after federal funding ceases.

PRINCIPAL DIRECTOR:

Queller, Susan

PRINCIPAL OFFICER:

Rosenstein

PROJECT TITLE:

Student Empowerment And Employment

PERFORMING ORGANIZATION/ADDRESS:

University of Arkansas at Little Rock
2801 South University Avenue
Little Rock, AR 72204

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C10048

COMPETITION: H078C1

PURPOSE:To bring about long-term systems change and the empowerment and employment of students with disabilities.

TARGET: Students with disabilities at the University of Arkansas/Little Rock.

APPROACH: The Student Empowerment (SEE) Program focuses on the empowerment of students with disabilities to become successful self-advocates in career planning, job searching, and employment. To achieve this goal, the following activities will be undertaken: appropriate course work, development of information- and resource-seeking skills; individual counseling and skill building, peer support and mentor systems; and increased part-time employment and internship opportunities. Systems change activities include: improving faculty/staff orientation and inservice programs; developing interagency agreements among service agencies and employers; implementing a comprehensive marketing and dissemination campaign; improving career planning and placement services for students with disabilities; developing an "employer guarantee" program; and distributing replication materials.

OUTCOMES: It is estimated that 200-300 students will benefit from SEE activities; the project goal of 100 percent placement of participants is considered attainable. A replication manual will be developed and distributed to postsecondary programs.

PRINCIPAL DIRECTOR:

Brunberg, Earl

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Technical College Consortium Project For Enhancing The Career Development Of Students With Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Northeast Metro Community College
3300 Century Avenue North
White Bear Lake, MN 55110

ORGANIZATION TYPE: CLG,CLGTWO

GRANT# H078C10014

COMPETITION: 78C

PURPOSE: To enhance participating institutions' abilities to identify, assess, and monitor students with disabilities in order to effectively and efficiently provide occupationally specific instruction, job seeking and career development instruction, career placement opportunities, and follow-up services.

TARGET: Students with disabilities in Northeast Metro Technical College and Pine Technical College (Minnesota); one, a college in a metropolitan environment and the other a rural small college.

APPROACH: Project activities include: efforts to develop cooperative relationships between career placement programs, agencies, advocacy groups, and current and prospective employers; assuring that participants have individualized training education programs; providing college staff within instructional accommodations that correspond to the nature and needs of their students; providing student access to job counselors and placement specialists; providing specific referral information to appropriate agency personnel when students are ready for employment; interacting with agencies and programs to enhance student placement efforts; creating a special advisory council; collecting student follow-up and follow-along data; developing and implementing inservice training and an orientation program for faculty, staff, employers, placement personnel, and other key staff and community members; and evaluating the effectiveness/efficiency of the project's activities.

OUTCOMES: The project will have a direct impact on 120 faculty and 1800 students at Metro College and 28 faculty and 550 students at Pine. Information on the students' success and accomplishments will be disseminated through formal and informal networks. An increased number of employers will employ program graduates and other persons with disabilities.

PRINCIPAL DIRECTOR:
Satcher, Jamie F.

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
To Develop a Career Planning and Placement Model For College Students With Learning Disabilities

PERFORMING ORGANIZATION/ADDRESS:
University of Alabama
Box 870104
Tuscaloosa, AL 35487-0104

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C20038

COMPETITION: 78C

PURPOSE: To enhance the transition of college students with learning disabilities from college to professional employment.

TARGET: Career placement personnel, college faculty, secondary school personnel, and rehabilitation counselors, and postsecondary students with learning disabilities.

APPROACH: The overall goal will be met through the following activities (1) the development of a model career planning and placement program emphasizing individual career counseling; (2) the preparation of career placement personnel, college faculty, secondary school personnel, and rehabilitation counselors to meet the career planning and placement needs of college students with learning disabilities; and (3) the development of informational and technical materials regarding career planning and placement for college students.

OUTCOMES: Components of the model found to be most effective will be continued by the Center for Teaching and Learning. Career planning and placement services at postsecondary institutions will be enhanced. Materials developed by the project will be disseminated nationally.

PRINCIPAL DIRECTOR:
Srensrud, Robert H.

PRINCIPAL OFFICER:
Rosenstein

PROJECT TITLE:
Transition Program For University Students With Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Drake University
2507 University Avenue
Des Moines, IA 50311

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C20009

COMPETITION: 78C

PURPOSE: To create an effective mechanism for providing pre-employment and employment opportunities to students with disabilities in higher education, in private university settings.

TARGET: Students with disabilities attending Drake University (Iowa) and other are higher education institutions.

APPROACH: The project will apply an approach to job placement that brings together students with disabilities, employed people with disabilities, employers, and rehabilitation and university personnel in a way that provides mentoring, formal and informal access to employers, and supportive services to students.

OUTCOMES: This project will result in increased effective services to Drake University students with disabilities. A cost-effective model will be developed for assisting students with disabilities as well as a mechanism by which employers become involved in working with persons with disabilities earlier in the rehabilitation process; and a computer network used to link mentors, students, employers, rehabilitation personnel, and university personnel will be developed.

PRINCIPAL DIRECTOR:

Friend, Joanie

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

"Work Ability"

PERFORMING ORGANIZATION/ADDRESS:

Metropolitan Community College

Penn Valley Community College

3201 SW Trafficway

Kansas City, MO 64111

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078C10016

COMPETITION: 78C

PURPOSE: To facilitate increased cooperative efforts between the special needs counselors, placement offices, community service providers, and employers in the Kansas City metropolitan area to increase job placement for students with disabilities.

TARGET: Students with disabilities (100 per project year) in the participating colleges in the Kansas City metropolitan area.

APPROACH: For each individual, an individualized skills profile will be developed, and a career development plan will be established. Placement services will be provided. Student inservice training, such as internships, will be conducted, and work site supervisor training will be provided to all participating employers prior to student internships. Peer counselors and mentors will be trained.

OUTCOMES: Of the projected 400 program participants, 75 percent will be matched and placed in full-time career-related employment. Dissemination plans include panel presentations by participating students in the metropolitan Kansas City area.

161

PRINCIPAL DIRECTOR:
Gribsby, Paula

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Work Unlimited

PERFORMING ORGANIZATION/ADDRESS:
Linn-Benton Community College
Student Development Division
6500 S.W. Pacific Blvd.
Albany, OR 97321

ORGANIZATION TYPE: CLG,CLGTWO

GRANT #: H078C80024

COMPETITION: 78C

PURPOSE: To expand current services for disabled students at a community college and establish a job club.

TARGET: Each year between 15 and 20 students with various mild to moderate disabilities at a public community college will be served.

APPROACH: Expansion of the previously extant program will include instruction in independent living skills, prevocational skills, vocational skills in the areas of student preference (including horticulture, animal science, culinary arts, automotive technology, and nursing), and social skills. An effort will be made throughout to mainstream students into classes with non-disabled peers in the college. Students who pursue employment in the community will be supported by the establishment of a job club with job coach. Students will be placed in community jobs in the fields they've chosen, and ongoing training provided in work-related social skills.

OUTCOMES: Aside from successful placement of disabled students in lasting community employment, journal articles will be submitted for publication and a manual printed to assist replication efforts.

TRANSITION FROM SCHOOL TO WORK

171

PRINCIPAL DIRECTOR:
Padgett, Sidney

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Arkansas Department of Education Transition Project: School to Adult Life.

PERFORMING ORGANIZATION/ADDRESS:
Arkansas Department of Education
#4 Capitol Mall/Room 105-C
Little Rock, AR 72201

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10016

COMPETTITION: 158A

PURPOSE: To develop, implement, and improve transition services for youth with disabilities in Arkansas.

TARGET: Youth with disabilities in Arkansas who need services for successful transition from school to adult life.

APPROACH: Training and planning will occur at state, regional, community, school, and individual levels. The model emphasizes team development, community participation, family empowerment, peer interaction/placement issues; individual transition plan development; adult outcome-oriented curricula, including real work experience and specific exit criteria; a standardized referral system; and ongoing evaluation.

OUTCOMES: This project will enable the state to expand the delivery of the model strategy in order to develop, implement, and improve services on a statewide basis.

PRINCIPAL INVESTIGATORS:

Fredricks, Bud O.

PROJECT TITLE:

Assessing Social Behavior in Community Settings for Adolescents with Severe Emotional Disturbances/Behavior Disorders

PERFORMING ORGANIZATION/ADDRESS:

Oregon State System of Higher Education
Teaching Research Division
345 North Monmouth Avenue
Monmouth, OR 97361
(503)-838-1220

BEGINNING DATE: 10/01/89

ENDING DATE: 9/30/92

PROJECT #: H023C90064

GRANT #: H023C90064

PURPOSE: There are few instructional materials for transition and community training for adolescents with emotional or behavioral disorders, and no practical, easily administered assessment tools to measure social competence in community settings. This project will develop two measures of community-based social behavior: a knowledge-based test of social skills in living settings, and a parallel performance rating scale.

METHOD: An empirical process, The Behavior Analytical Model of Test development, will be used to develop and standardize the tests using a nationally representative sample. Reliability, concurrent and construct validity will be established. Then, the study will identify the types of social problems that face students who are "internalizers" and "externalizers." Results will make it possible to tailor instructional programs to students' unique needs.

ANTICIPATED PRODUCTS: Publications, presentations, workshops, Special Net, and newsletters will be used to disseminate results.

PRINCIPAL DIRECTOR:
Donovan, Mark

PROJECT OFFICER:
Halloran

PROJECT TITLE:
"Bridge...From School to Work"

PERFORMING ORGANIZATION/ADDRESS:
Marriott Foundation for People with Disabilities
Marriott Drive, Dept. 901.10
Washington, D.C. 20058

ORGANIZATION TYPE: OPUB

GRANT #: H158Q10019

COMPETITION: 158Q

PURPOSE: The purpose of this project is to replicate the Marriott Foundation's "bridges" transition model in Washington, D.C. and Los Angeles, California.

TARGET: The targeted population is students with disabilities in their final year of high school in the District of Columbia and Los Angeles. A second target is the business community in each of those cities to present them with disability awareness training and assistance in hiring and working with people with disabilities effectively.

APPROACH: The Bridges model has two primary objectives: to provide students with job experience and training that will enhance their future employment potential and to help local employers gain access to this source of employees and learn to work with effectively. The project is administered through a community-based agency which works to establish successful job matches between local businesses and youth who have a wide range of disabilities, skills and interests. The model provides (1) work orientation training to youth and their families, (2) training for managers and co-workers to learn about people with disabilities in work-place and (3) on-site technical assistance provided by professional staff who have been trained to assist employers and young adults through the employment process.

OUTCOMES: During FY 91-92, Bridges is being replicated in the D.C. To date, 39 students have participated in that program. Twenty-eight of these have been placed into competitive jobs with local employers. In addition, over 100 employers have received disability awareness training and are potential future employers. At least this number will be served in the fall 1992 cycle of the program.

PRINCIPAL DIRECTOR:

Lunday, Audrey

PROJECT OFFICER:

Wilson

PROJECT TITLE:

A Collaborative Communication Skills Support System for Job Corps Programs

PERFORMING ORGANIZATION/ADDRESS:

North Dakota Center For Disabilities

Minot State University

500 University Avenue West

Minot

Ward, ND 58701

ORGANIZATION TYPE: CLG

GRANT #: H158D20003

COMPETITION: 158D

PURPOSE: To establish a collaborative model which supports the development of an integrated, job-related communication training program.

TARGET: In the three-year funding period the Collaborative Communication Skills Support System for Job Corps program will serve approximately 225 Job Corp trainees who have language disabilities.

APPROACH: This model will infuse language therapy into a Job Corp Center's vocational and academic programs for academic dropouts. Project staff will develop a functional evaluation of language and communication skills for each vocational area. data from that evaluation will be used to guide the development of training materials which will be designed for use in a collaborative therapy program in academic and vocational classrooms, and in employment settings.

OUTCOME: Student communication success rates will be evaluated. Evaluation data will also include student, teacher and employer feedback. Dissemination of findings and data which describe different aspects of model and program performance will allow replication at other job corps sites.

PRINCIPAL DIRECTOR:

Moir, William

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Comprehensive Transitional Employment and Services for Young Adults with Learning Disabilities

PERFORMING ORGANIZATION/ADDRESS:

The Pennsylvania State University Institute for the Study of Adult Literacy
114 Kern Graduate Building
University Park, PA 16802

ORGANIZATION TYPE: CLG

GRANT #: HO78C80022

COMPETITION: 78C

PURPOSE: To develop, field-test, and disseminate a model project to provide transitional services resulting in full-time employment for adults with mild handicaps.

TARGET: At least 55-60 learning disabled young adults who have either recently graduated from high school or are otherwise out of school will be placed in competitive employment.

APPROACH: Following recruitment and referral efforts, clients will be invited to an orientation program. Each participant's vocational aptitudes, interests and basic skills will be assessed, and ITPs developed for each client. Pre-training will be available as needed. Training will follow, focusing on job specific basic skills instruction, life coping skills, and vocational training. Advanced training will take place in existing adult training clusters at a community college, with support to instructors coming from program staff. Each client will be placed in full time employment with follow-up support and support group meetings.

OUTCOMES: A conference will be held on-site and presentations made at national meetings. Printed materials will include a manual for comprehensive transitional job placement services and research articles published in professional journals.

PRINCIPAL DIRECTOR:

Brooks, Martha

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Delaware Transition Follow-Along Tracking System

PERFORMING ORGANIZATION/ADDRESS:

Department Of Public Instruction

Exceptional Children Division

Townsend Building

P.O. Box 1402

Dover, DE 19903

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158R90022

COMPETITION: 158R

PURPOSE: To develop, refine, and implement a comprehensive follow-along computerized management system within the state of Delaware.

TARGET: All 17 local education agencies in the state will be interfaced, as will adult service agencies relevant to people with disabilities. Roughly 4,500 special education students are enrolled in secondary school in the state, and approximately 10% of them can be expected to drop out.

APPROACH: A comprehensive computerized data management system will be developed and implemented to track progress of special education students from the age of 14 through at least three years after they exit the school system. Follow-up phone surveys will be conducted at one and three year intervals. A tracking system will be developed and implemented for special education students who drop out. Standards for secondary programs serving youth with disabilities will be established and implemented.

OUTCOMES: A statewide follow-up system for youth with disabilities, information on transition plans, exit data and follow-up data form the three years of the project, and a focus on model secondary programs for special needs students will be primary outcomes.

PRINCIPAL DIRECTOR:

Curl, Rita

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

A Demonstration Project for Teaching Entry-Level Job Skills to Youths with Mild and Moderate Handicaps by Employing Co-Workers as Trainers

PERFORMING ORGANIZATION/ADDRESS:

Utah State University
Developmental Center for Handicapped Persons
UMC 6806
Logan, UT 84322

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C80034

COMPETITION: 78C

PURPOSE: To develop and evaluate a program teaching entry-level job skills in competitive business settings for youth with mild and moderate handicaps.

TARGET: Over 100 students with mild and moderate handicaps who have recently completed or dropped out of secondary education programs will be served.

APPROACH: A Co-worker Training and Transition Model Program will provide opportunities for referred students to learn entry-level job skills in community settings, through per-work rehearsals and co-workers familiar with the program's procedures. After training, counseling will be provided regarding job advancement and opportunities to enroll in vocational education classes. The program will be disseminated for replication, and long-term follow-up data collected.

OUTCOMES: Aside from conference presentations, articles, book chapters, and workshops, dissemination efforts will be served by a replication site established in the third year.

PRINCIPAL DIRECTOR:

Weatherman, Richard

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Design of Secondary Transition Follow-Along/Follow-Up Systems

PERFORMING ORGANIZATION/ADDRESS:

University of Minnesota
Institute on Community Integration
6 Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455

ORGANIZATION TYPE: CLG,CLGUAP **GRANT #:** H158R80022

COMPETITION: 158R

PURPOSE: To design, demonstrate, and test a comprehensive follow-along/follow-up system to improve the transition process from school to work and community living for youth with disabilities.

TARGET: Secondary students who are in, or who enter, special education service at the secondary level, followed into early career years.

APPROACH: In the first two years of the project, all components of the follow-up/follow-along tracking systems were designed and tested. Extensive measures on present and former special education students in the Minneapolis Public Schools continue to gather and analyze data, and procedures for using these findings in student and program planning are being developed. Based on information derived from the comprehensive databases, district-level planning procedures are being developed in two road areas: (1) student service planning and decision-making, and (2) program improvement planning. In the final phase of the project, training and dissemination efforts are intended to impact a wide audience of professionals and consumers. An internal steering committee meets monthly to manage activities, and an advisory committee formed by the Minneapolis Public schools reviews programmatic issues related to the development and implantation of the project.

OUTCOMES: The outcome information will be used to more effectively plan current services and effect successful transition. The follow-up system will be proposed as a critical sub-component in the development of a large statewide management information system.

PRINCIPAL DIRECTOR:
Quinn, John

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Design of Secondary Transition Follow-Up/Follow-Along Tracking System

PERFORMING ORGANIZATION/ADDRESS:
Easter Seal Society of Connecticut, Inc.
Hemlocks Recreation Center
P.O. Box 100, Jones St.
Hebron, CT 06248

ORGANIZATION TYPE: PRVT

GRANT #: H158R90021

COMPETITION: 158R

PURPOSE: To design a secondary transition follow-up/follow-along tracking system.

TARGET: There are currently 2146 special education students in Bridgeport Public Schools. Roughly 300 students, 100 adults who exited programs 1-2 years ago, and 70 adults who exited 3-5 years ago, all with mild to severe disabilities will be included in data collection.

APPROACH: A follow-up/follow-along tracking system will be established to collect a uniform, minimum data set on students in special education starting at age 14. A database will be developed to collect and analyze more in-depth quantitative and qualitative data on personal attributes, skills and abilities of sample students. Outcome data on students 1-2 years and 3-5 years after exiting the program (and dropouts) will be gathered. The follow-up system will be proposed as a critical sub-component in development of a statewide information management system. Finally, results of analysis will be applied to development and improvement of student services, plans and programs.

OUTCOMES: Products results and data will be used to more effectively plan current services and effect successful transition.

PRINCIPAL DIRECTOR:

Price, Marua

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Development and Implementation of a Model for Statewide Transition Follow-Along Program

PERFORMING ORGANIZATION/ADDRESS:

Department of Employment
Division of Vocational Rehabilitation
1120 Herschler Building
Cheyenne, WY 82002

ORGANIZATION TYPE: HLH,HLHSHA

GRANT #: H158R90023

COMPETITION: 158R

PURPOSE: To established a database, statewide follow-up, follow-along system for youth with handicapping conditions who are making the transition from school to adult life.

TARGET: About 350 students with disabilities will exit Wyoming schools over the next three years.

APPROACH: A statewide task force will capture commitment from parents, agencies, providers, and legislators, as well as directing policies, services, and legislation which support transition services. A steering team will address policies, resources, and referral criteria. An individualized transition team will develop an individualized transition plan specific to each student's needs. Local implementation will include transition team training, data system design, evaluation, marketing, data collection, and reporting.

OUTCOMES: The chief product will be data that will be evaluated to determine the need to modify curricula at all levels of instruction to better meet the needs of the target population.

101

PRINCIPAL INVESTIGATOR:
FREDRICKS, Bud O.

PROJECT TITLE:
Development and Validation of the Test of Social Skills in Employment for Secondary Students with Severe Emotional Disturbances/Behavioral Disorders

PERFORMING ORGANIZATIONS/ADDRESS:
**Oregon State System Of Higher Education Teaching
Research Division: Teaching Research Division
345 North Monmouth Avenue
Monmouth, OR 97361
(503)-838-1220**

BEGINNING DATE: 10/01/88

ENDING DATE: 3/31/92

PROJECT #: H023C80155

GRANT #: H023C80155

PURPOSE: The project will develop an easily administered assessment tool designed specifically for severe emotionally disturbed/behavior disordered students, in order to measure social competence in the working setting.

METHOD: The test will be constructed by following the behavioral-Analytic Model of Test development. This process calls for the extensive analysis of the criterion behaviors (social/interpersonal skills) in the context in which they occur (the vocational setting). Extensive input will be secured from individuals with SED/BD regarding the problems they experienced at work, and competitive employers will be surveyed to specify the correct social responses to job related social problems.

ANTICIPATED PRODUCTS: An easily administered, knowledge-based test with established reliability and validity, called the Test of Social Skills in Employment for Students with SED/BD.

PRINCIPAL DIRECTOR:

Hull, Marc

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Employment as a Graduation Goal

PERFORMING ORGANIZATION/ADDRESS:

State Department of Education
Special and Compensatory Education
State Office Building
120 State Street
Montpelier, VT 05602

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158N00024

COMPETITION: 158N

PURPOSE: To develop, implement, and evaluate a model to ensure that disabled students receive appropriate vocational and employment experiences.

TARGET: Secondary students with disabilities, their employers, teachers and service providers.

APPROACH: The School Improvement Challenge Teams formed at the 6 high school selected as model demonstration sites will collaborate in the design of curriculum, programs and experiences which lead to improved post-school employment outcomes. Family Transition Advisory Councils will be established to solicit guidance from families on service development. Local level agreements will be established between the 6 model schools and adult service agencies to ensure that graduates continue in or move into competitive or supported work.

OUTCOMES: The number of handicapped students who are employed directly after high school, and who stay employed over time, will increase as a result of this project. Information on project processes and outcomes will be disseminated to state and national audience.

PRINCIPAL DIRECTOR:
Hasazi, Susan

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Enabling Futures Project: Utilizing Family and Community Networks

PERFORMING ORGANIZATION/ADDRESS:
University of Vermont
Department of Special Education
405 Waterman Building
Burlington, VT 05405

ORGANIZATION TYPE: CLG

GRANT #: H158S00001

COMPETITION: 158S

PURPOSE: To develop, implement and evaluate a model for utilizing family and community networks to assist in planning for and achieving successful transitions from school to adult life.

TARGET: Family members (N=150), 142 students with cognitive, physical or emotional disabilities, and 56 trainers, teachers and adult services providers will participate in team processes, workshops, training sessions and field testing.

APPROACH: Enabling Futures Teams will be formed centering around twenty-five students with disabilities and their families. Each team will include family members, the student, one educator, one adult service provider, one peer without a disability, and appropriate community members. The project will also collaborate with the Vermont Information and training Network to develop materials, workshops, information and referral services. A curriculum will be developed, implemented, evaluated and disseminated to promote self-advocacy and self-determination skills for students with disabilities who are facing secondary transitions. This program will be taught to integrated classrooms for students with and without disabilities, including the 25 target students.

PRINCIPAL INVESTIGATOR:

Bullis, Michael

PROJECT TITLE:

Enhancing Professional Knowledge, Skills, and Strategies to Improve Services to Adolescents with Serious Emotional Disturbances

PERFORMING ORGANIZATION/ADDRESS:

Western Oregon State College: Teaching Research Division
345 N. Monmouth Avenue
Monmouth, OR 97261
(503)-838-8775

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/95

PROJECT #: H237D20010

GRANT #: H237D20010

PURPOSE: The objective of this project is the development of a functional work-oriented curriculum and service system for students with severe emotional disturbances (SED).

METHOD: At the start of each year, staff will work at each of three school sites to identify staff and program development needs through an empirical decision-making process. Based on these findings, project staff will provide training to the school staff, direct experience in model vocational and transition projects, and ongoing staff support and consultation when personnel return to their school's programs. An effort will be made to incorporate staff from community-based agencies (including mental health and vocational rehabilitation) from each locale in the program change will be developed at each site, and monies will be allocated in line with these plans. Thus, each site will develop a tailored secondary program for SED youth that will be supported by project staff and resources.

ANTICIPATED PRODUCTS: The training procedures developed in this project and the results of the interventions will be summarized and disseminated in several forms. A procedural manual for school sites that would want to revise their secondary programs will be developed, and staff will publish a monograph on results of the project. The project will also make use of varied dissemination channels (publications, presentations, newsletters) to insure that information on the project reaches the broadcast possible audiences, including parents, educators, and community agency professionals.

PRINCIPAL DIRECTOR:
Anderson, Bruce

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Family Networking and Community Connections Project

PERFORMING ORGANIZATION/ADDRESS:
Center for Community
P.O. Box 328
Vashon, WA 98070

ORGANIZATION TYPE: PRVT

GRANT #: H158S00014

COMPETITION: 158S

PURPOSE: To develop and evaluate a model planning process and other procedures to assist students with disabilities and members of their families to identify, access and use formal and informal supports.

TARGET: Fifteen students in their last year of high school and their families.

APPROACH: The program will stress lifestyle planning as a means to focus on capacities and preferences of the individual and design supports around the person, rather than fitting individuals into programs. Lifestyle planning meetings will include community members, paid staff, and non-handicapped peers of the students'. An activities Catalog will be used to assess individuals' current participation in activities at home and in the community. Bridge-building activities will begin in the last year of high school and continue during the first two years following graduation. Students and family will also receive information and counseling regarding long-range planning for housing.

OUTCOMES: A brochure will be developed describing the goals, objectives and activities of the program. Papers on related topics will be written and activities of the program. Papers on related topics will be written and presented at state, local and national conferences. The Community Connections Guide will be distributed nationally and local meetings held with parent groups to discuss project components.

PRINCIPAL DIRECTOR:

Ferguson, Phillip

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Family Transition Planning and Support Systems Project

PERFORMING ORGANIZATION/ADDRESS:

University of Oregon
Specialized Training Program
College of Education
Eugene, OR 97403

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158S90004

COMPETITION: 158S

PURPOSE: To design, implement and evaluate a model to supplement formal planning procedures with a detailed and systematic set of informal planning procedures.

TARGET: Each of the four districts involved is expected to serve at least 5 to 10 families. Between 30 and 40 students with severe disabilities leaving the school system will benefit from the program in the next three years.

APPROACH: A Family Transitions Planning and Support system will be designed to help families identify and utilize informal support strategies. This system will be implemented by preparing materials, training coordinators and planning assistants, and matching staff with referred families in two Educational Service Districts in Oregon. Two additional districts will be added following revisions and expansions of the original activities. Networking of participating families will be a key element in information sharing, strategizing, and mutual support.

OUTCOMES: A newsletter, three articles, and written project training and implementation materials will be released to the public. Presentations will be made at state and national conferences as well as regular "Strategies Round-tables".

PRINCIPAL DIRECTOR:

Nisbet, Jan

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Following the Lives of Young Adults with Disabilities in New Hampshire

PERFORMING ORGANIZATION/ADDRESS:

University of New Hampshire/Durham Campus

Institute on Disabilities

Morrill Hall

Durham, NH 03824

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H158R80006

COMPETITION: 158R

PURPOSE: To examine what experiences young adults with disabilities are having in their final high school years and the years beyond, to look at these experiences, and to make programmatic and policy recommendations.

TARGET: All disability labels will be represented in the student sample; also included will be a group of individual who have dropped out of school.

APPROACH: Information will be collected through investigation of school records and by conducting personal and phone interviews. Of particular interest are questions pertaining to opportunities or employment, post-secondary education and training, participation in leisure/recreation activities, utilization of community services, and integration factors during the last year of high school and the years immediately following. Continual data analysis will provide students, parents, policy makers, and school and adult agency personnel with information identifying types of experiences that relate to the lives of young adults beyond the high school years. In an intervention phase, technical assistance will be provided to four school districts.

OUTCOMES: An inter-agency system for following and predicting future services needs will be developed and implemented. Products will include a brochure and fact sheets describing the project and its activities.

PRINCIPAL DIRECTOR:

Horner, R. Donald

PROJECT OFFICER:

Ward

PROJECT TITLE:

The Identification, Access and use of Formal and Informal Networks by Youth with Handicaps and Their Families to Obtain Needed Supports and Services

PERFORMING ORGANIZATION/ADDRESS:

University of Kansas
Bureau of child Research
2045 Haworth
Lawrence, KS 66045

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158S90010

COMPETITION: 158S

PURPOSE: To expand an existing transition planning process into a process for developing an individual family service plan to assist youth with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain supports and services needed to maximize independence in adult life.

TARGET: Approximately 30 families will be involved in the family networking model, half from a rural county and half from an urban/suburban county.

APPROACH: After screening and recruitment of families, each family's preferences for involving members of their formal and informal network in future planning will be identified. Selected network members will be invited to participate. The student's decision-making competence will be assessed and families will be assisted in developing plans for guardianship or alternatives. Student preferences for post-school options will then be identified and information on post-school supports and services provided to families. Individual Family Service Plans will be developed in collaboration with each family and their network members. Supports and services will be provided to help implement these plans, and strategies for achieving advocacy efforts will be planned, implemented and tested. IFSPs will be monitored and evaluated quarterly, the family networking demonstration model replicated and disseminated nationally.

OUTCOMES: A Lifestyle Preference Checklist and a Best Practice Checklist will be established. Training teams from every state will be invited to a national dissemination conference. The IFSP development model will be shared broadly through professional and consumer publications and a final report will document the project in its entirety.

100

PRINCIPAL INVESTIGATOR:
Munson, William; Robinson, J.

PROJECT TITLE:
Implementation of A Career Development Curriculum for the Transition of Adjudication Youth who are Learning Disabled

PERFORMING ORGANIZATION/ADDRESS:
Kent State University School of Physical Education and Recreation
Room 233, Lowery Hall
Kent, OH 44242
(216)-672-2015

BEGINNING DATE: 6/01/90

ENDING DATE: 12/31/92

PROJECT #: H023A00079

GRANT #: H023A00079

PURPOSE: This project will implement a career development curriculum model that focuses on the transition of incarceration or adjudication youth who are learning disabled into the community and the competitive world of employment.

METHOD: To validate the major problem areas in the career development of youth offenders who have been identified as learning disabled and to develop a data base upon which to guide professional practice. To implement a career development curriculum model which focuses on the specific needs of incarcerated youth and their transition into normalized environments. To evaluate the short and long-term, effects of the curriculum.

ANTICIPATED PRODUCTS: The results of the evaluation and research will be disseminated locally, regionally, and nationally.

PRINCIPAL DIRECTOR:

St. Louis, Donald

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Improving Local Outcomes Through the Implementation of the Colorado Student Tracking System

PERFORMING ORGANIZATION/ADDRESS:

Colorado Division for Developmental Disabilities
Rocky Mountain Resource and Train. Inst.
Wheatridge, CO 80033

ORGANIZATION TYPE: MHDD

GRANT #: H158R90031

COMPETITION: 158R

PURPOSE: To implement a model transition system at three sites in Colorado currently using model transition processes, with data intended to facilitate instructional program revision through feedback.

TARGET: Approximately 375 students with disabilities will serve as the sample. Rural, urban and suburban environments will be represented; as will various racial, ethnic, and economic groups.

APPROACH: To implement a computerized system to track student outcomes at three pilot sites, revise curricular and program options for youth with handicaps based on continued analysis of outcome data and supplementary information. To define appropriate state policies, funding mechanisms, rules, regulations and guidelines deemed necessary to support desired outcomes for youth with handicaps; and to identify state, federal and local barriers and facilitators impeding or supporting desired results.

OUTCOMES: A computerized tracking system, analysis of all Colorado agencies' data systems, a data collection instrument, interview questionnaires, longitudinal data, training materials, data users' manual, a manual for implementation procedures for instructional revision, policy recommendations, and reports for publications.

PRINCIPAL DIRECTOR:
Stodden, Robert

PROJECT OFFICER:
Ward

PROJECT TITLE:
Improving the Knowledge Base, Quality, and Coordination of Transition Services for Youth with Handicaps Through Interagency use of Longitudinal Outcome Data

PERFORMING ORGANIZATION/ADDRESS:
University of Hawaii
Department of Special Education
1776 University Avenue
Honolulu, HA 96822

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158R80088

COMPETITION: 158R

PURPOSE: To improve the quality and coordination of transition services, using a theoretical mode to guide the collection and analysis of longitudinal data.

TARGET: Data will be collected from three successive samples of 300 special education and regular education school leavers.

APPROACH: The theoretical model will (a) encompass important questions posed by all relevant interest groups; (b) specify variables to be tracked; and (c) specify assumed, a priori relationships among variables and, hence, the analyses to be completed on the empirical data. Technical design addresses criterion deficiency, sampling inadequacies, reliability of measurements, and biases in respondent samples. The project will facilitate interagency use of results to prioritize, plan, implement, and assess the impact of secondary to post-secondary system interventions. Institutionalization of innovations is a continuing project focus.

OUTCOMES: A summary brochure, description of the theoretical model, a procedural guide for the tracking system, interagency working agreements, and journal articles and project reports will be disseminated for replication in other states.

PRINCIPAL DIRECTOR:

Campbell, Patrick

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Interagency Transition Partnership

PERFORMING ORGANIZATION/ADDRESS:

California State Department of Education

P.O. Box 944272

Sacramento, CA 94244

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A10043

COMPETITION: 158A

PURPOSE: To develop and implement a systems change model that will enable youth with disabilities to have services for successful transition from school to adult life.

TARGET: Youth with disabilities needing transition services from school to adult life.

APPROACH: Project goals and objectives have been developed by eight state agencies representing the primary service provider agencies responsible for transition and support services for youth with disabilities in California. This interagency partnership will change the current fragmented way in which secondary transition services are provided. Field agencies will develop products, training models, and procedures; research and development will work on data dissemination, evaluation design, and family/professional involvement.

OUTCOMES: Among the outcomes will be: reciprocal assessment, eligibility, and referral standards, procedures, and practices among agencies and educational institutions; a single student-client planning document and exit/entry system between agencies; an interagency transition coordinating committee.

103

PRINCIPAL DIRECTOR:

Doyle, Alan

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Job Training for Persons with Mild and Moderate Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Board of Cooperative Ed. Services of Nassau County
Division of Occupational and Continuing Education
Valentine's Road & The Plain Road
Westbury, NY 11590

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H078C90022

COMPETITION: 78C

PURPOSE: To Promote training, employment, and upgrading in integrated environments for adults with mild to moderate disabilities.

TARGET: Persons with mild or moderate disabilities who are ageing out of the school system. Disabling conditions include learning disabilities (50 persons), emotional handicaps (30 persons), drug and alcohol abuse (15 persons), and five persons receiving worker's compensation.

APPROACH: A partnership will be established involving the state office of vocational rehabilitation, local educational agencies, the county Board of Cooperative Educational Services (BOCES), and other agencies to improve advocacy, referral, placement, and training for the target population. Business and industry will be sensitized to potential contributions by the disabled in a competitive job market. For each participant an Individualized Training Prescription will be developed to provide a vehicle for ongoing monitoring and documentation of each client's status. Training will be provided to remedy identified deficiencies and develop employability skills prior to beginning on-site training. Placement will be provided and supported with counseling and skill reinforcement. Follow-up will involve socialization activities focusing on work adjustment and job retention.

OUTCOMES: The project will provide ongoing individualized intervention and support before and throughout placement and employment.

104

PRINCIPAL DIRECTOR:

Cripe, Juliana

PROJECT OFFICER:

Mapson

PROJECT TITLE:

Kansas Inservice Training System (KITS)

PERFORMING ORGANIZATION/ADDRESS:

University of Kansas Affiliated Program At Parsons Institute
for Life Span Studies

KUAP

2601

Parsons, KS 67357

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158P10033

COMPETITION: 158C

PURPOSE: To identify and analyze student and ecological setting variables that serve to facilitate or hinder transition of adolescent students with severe emotional disturbances (SED) to general or less restrictive educational settings.

TARGET: Transition age students with SED in six Kansas school districts, three urban and three rural.

APPROACH: The project will investigate the setting events or ecological factors related to the students' success in educational settings. During year 1, the project will conduct a demographic study, collecting descriptive data regarding general placements of 200 students with SED. The data collection process will include semi-structured interviews with 100 of these students and their teachers and parents. Fifty of these students will be followed during the remaining two years of the project to document changes in their educational placements and variables associated with their transitions. A more comprehensive study involving 72 students is proposed which will measure a variety of student, teacher, and educational setting variables. beginning in year 3, the study will identify ecological variable associated with successful transitions.

OUTCOMES: The proposed research will provide a data base to guide future transition research, begin the process of identifying the variables that influence the outcomes of the transitional process, and identify the influence of personal and ecological factors in the transition of these students. A series of products based on research outcomes will be developed and disseminated.

195

PRINCIPAL DIRECTOR:

Penrod, Michael

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Kansas Interagency Follow-Along System for Improving the Quality and Coordination of Transition Services for Youth with Handicaps

PERFORMING ORGANIZATION/ADDRESS:

Kansas State Department of Education
Special Education Administration Section
Special Education Administration
120 East 10th Street
Topeka, KS 66612

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158R90005

COMPETITION: 158R

PURPOSE: To improve the quality and coordination of transition services in the state of Kansas.

TARGET: There are currently 10,418 students with disabilities between the ages of 14 and 21 enrolled in special education services in Kansas. Improvements in special education programs will impact approximately 22,000 Kansas students currently in the 6 to 11 age group.

APPROACH: In year 1, the program will develop a conceptual model describing significant variables, data domains, and predicted relationships among students, family, and program-oriented outcomes. It will develop and pilot-test an information retrieval system for state tracking, follow-along procedures, and systems for identification of linking variables. In the following years the state follow-along system will be implemented and expanded, a state wide database will be developed, and project results will be replicated, institutionalized and disseminated.

OUTCOMES: The system will become part of systematic monitoring by the SEA. To ensure institutionalization of the effort, products and procedures will be disseminated for replication in other states.

PRINCIPAL DIRECTOR:

Lewis, Preston

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Kentucky Systems Transition Project (KSTP)

PERFORMING ORGANIZATION/ADDRESS:

Kentucky Department of Education
Application Control Center DSLN
8th Floor, C.P.T.
Frankfort, KY 40601

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A20037

COMPETITION: 158A

PURPOSE: To improve life options for youth with disabilities and their families by access to educational transition experiences which promote personal choice, social integration, and employability.

TARGET: Youth with disabilities in secondary education.

APPROACH: This project proposes a value-based human systems approach to statewide transition planning. It is an interagency collaborative effort which integrates the state education department, the department for vocational rehabilitation, and 10 other state agencies directly involved in various aspects of the project. State level planning will be linked directly to regional and community development activities. Persons with disabilities, parents, and advocates will be directly involved.

OUTCOMES: Significant change across all relevant agencies will lead to a statewide increase in access and availability of quality transition services. Each high school will have an identified transition specialist to lead transition service development.

117

PRINCIPAL DIRECTOR:
Fafard, Mary-Beth

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Massachusetts System for transition Services for Youth with Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Massachusetts Department of Education
Quincy, MA 02169

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A20023

COMPETITION: 158A

PURPOSE: To develop, implement and improve the capacity in Massachusetts for providing transition services for all youth with disabilities from age 14 to the age they exit school.

TARGET: All students with disabilities age 14 to post-graduation.

APPROACH: The goals of this project will be achieved through the collaborative efforts of state educational, rehabilitation, mental retardation, and employment/training agencies, as well as regional employment boards, a research and training institute, and other organizations. Project activities will include: (1) reviewing, modifying, and/or developing policies and procedures at the state and local level that will support the transition process; (2) establishing a statewide Transition Resource Information Center available to all LEAs; (3) identifying training needs for students, families, educators, adult service providers (public and private) and employers in the transition process; (4) developing regional Transition Training and Technical Assistance teams to assist local high schools; (5) establishing a Transition Planning Team in each of the 298 high schools across the state; and (6) evaluating the effectiveness of the transition process.

OUTCOMES: Transition services will include all students with disabilities; students age 14 and over will be included in a whole life planning process; more students will have ITP goals in their IEP plans; key state agencies and other agencies will be involved in the transition process; the impact of transition services will be documented; training and resource materials will be produced and distributed.

PRINCIPAL INVESTIGATOR:

Raber, Suzanne

PROJECT TITLE:

Minority Overrepresentation in Special Education: A Prospective and Retrospective Study of Factors Leading to Referral and Identification of Students Moving into Secondary Schools

PERFORMING ORGANIZATION/ADDRESS

Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301)-279-3840

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/93

PROJECT #: H023A20055

GRANT #: HO23A20055

PURPOSE: This project intends to identify significant events and characteristics that often lead to referral for special education students, with a focus on the disproportionate representation of African American students in special education within the Montgomery County school system.

METHOD: To identify factors leading to referral, the study will prospectively follow a sample of 80 5th-10th grade students referred to their school's consultation team during the 1992-1993 school year. To determine which factors most often lead to identification of students as handicapped, the study will retrospectively review the histories of a sample of 40 5th-7th grade students coded as seriously emotionally disturbed during the 1991-1992 school year. In both sub-studies, research will examine characteristics of students and their families, referring teachers, classrooms, programs and schools, and the referral and placement process. Data collection methodology will include: students referred at the transition into mid-level vs. senior high school; students identified prior to vs. after the transition into secondary school; students referred or identified in schools with high vs. low-minority referral rates; and African American vs. White students.

ANTICIPATED PRODUCTS: The project intends to contribute to the body of research attempting to explain and diagnose the overrepresentation of minorities in the special education components of school systems. Project findings will be disseminated through publication of results in appropriate journals of educational research and practice, as well as in presentations at professional meetings.

PRINCIPAL DIRECTOR:
Morgan, William

PROJECT OFFICER:
Wilson

PROJECT TITLE:
A Model for Longitudinal Vocational Programming for Students with Moderate and Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:
University of Illinois
Board of Trustees
506 S. Wright St.
Champaign, IL 61820

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N90018

COMPETITION: 158N

PURPOSE: To investigate, develop, and implement strategies for systematically selecting appropriate work experiences, job placements and purposeful vocational training opportunities leading to productive long-term employment.

TARGET: Students (N=40) aged 12-21 years currently in educational programs for individuals with moderate to profound handicaps.

APPROACH: A strategy for selecting appropriate work experiences for students under 18 years with disabilities will be designed and implemented. Procedures for providing an effective longitudinal work experience program for younger students will be developed and implemented. A strategy for selecting long-term employment for older students with disabilities will be validated and developed. Procedures for securing long-term employment prior to graduation will be explored. Validated practices for provisions of appropriate vocational instruction will be utilized. Coordination and cooperation among agencies, disciplines, and families in overall longitudinal planning will be facilitated. Working partnerships with families of students with disabilities will be fostered for work concerning employment issues and needs.

OUTCOMES: Manuscripts describing project results will be submitted to major professional journals. Press coverage will be requested on a local level. Other products available for dissemination will include a Model Implementation Manual, a manual for educating employers, an in-service module to guide project staff statewide in model implementation. Project activities will also be described in presentations at local, national and state professional conferences.

PRINCIPAL DIRECTOR:

Goldberg, Paula

PROJECT OFFICER:

Ward

PROJECT TITLE:

A Model of Family Networking During the Transition Years

PERFORMING ORGANIZATION/ADDRESS:

Pacer Center, Inc.
4826 Chicago Avenue, South
Minneapolis, MN 55417

ORGANIZATION TYPE: CNADV,PRVT

GRANT #: H158S90008

COMPE TTION: 158S

PURPOSE: To maximize the independence of persons with disabilities in the community through improved planning and networking during the transition years.

TARGET: Each year approximately 20 people in each of four communities will assist one another in transition planning and networking. Community forums will serve about 120 people, and at least 25 people will be served through individual assistance.

APPROACH: Planning strategies utilized will involve the family communicating with each other, with community service providers, friends, employers, adult service providers and other families of youth with disabilities. Networks will be developed on three levels: family networking groups will consist of five families meeting five times a year for two years, community member forums will take place on specific issues such as residential options, transportation, and leisure, and families whose needs are traditionally under represented will be targeted for individual assistance, follow-up contacts and improved record-keeping.

OUTCOMES: Information about this project will be disseminated through TAPP workshops and conferences at regional and national levels. Newsletters, articles, and final reports will also be disseminated nationwide.

PRINCIPAL DIRECTOR:
Schliesser, Barbara

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Nebraska System for Transition Services for Youth with Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 685

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10013

COMPETITION: 158A

PURPOSE: To provide transition services to all students with disabilities preparing to exit the schools and to provide state level leadership and systems support for transition services provided by the schools.

TARGET: Youth with disabilities who are in need of service for successful transition from school to post-secondary education or adult working life.

APPROACH: The Nebraska Department of Education will set up demonstration sites which employ school rehabilitation counselors to provide direct transition services to students with disabilities. Rehabilitation counselors will engage in outreach and case-finding of all students with disabilities. State level leadership and support activities will include coordination, development, and implementation of training from school rehabilitation counselors, dissemination of transition training and information, and monitoring and evaluation of progress, results, and benefits of transition services.

OUTCOMES: By the end of the project 75 percent of the students with disabilities will receive transition services before they leave school.

PRINCIPAL DIRECTOR:

Hayden, Deidre

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Next Steps in Multi District Outreach Project

PERFORMING ORGANIZATION/ADDRESS:

Parent Educational Advocacy Training Center

PEA Training Center

228 South Pitt Street, Room 300

Alexandria, VA 22314

ORGANIZATION TYPE:

GRANT #: H158Q10033

COMPETITION: 158K

PURPOSE: To link two proven models of training an service delivery, 1. Next Step Model Project, and 2. Parent Resource Centers; to establish a network of school district-based Transition Assistance Groups (TAGs) consisting of the parent/educator staff from Parent Resource Center and a supported employment specialist. The TAGs Teams will provide training and assistance to students, parent teachers, and adult service providers, to develop effective transition plans and strategies to ensure that students with disabilities are prepared to work/live within their communities

TARGET: Parents, students, teachers and adults service staff dealing with transitional issues.

APPROACH: Establish T.A.G. teams in 4 local school divisions throughout Virginia during each of the 3 project years (12 total) T.A.Gs. will be prepared through "trainer of trainers" model to offer at least 4 workplace to their community within a year. Project staff will offer ongoing in-service/technical assistance materials to the T.A.Gs. throughout the year.

OUTCOMES: Virginia will have a network of 12 T.A.G. teams based in local Parent Resource Centers across the state, supported by multiple agencies, capable of providing expert training, support and information to teachers, parents, youth with disabilities, as well as adult service providers to plan transition services resulting in satisfactory community based work/living settings. The Next Steps Multi-District Outreach Model will be available for replication in Virginia and states beyond.

PRINCIPAL DIRECTOR:
Kennedy, Robert

PROJECT OFFICER:
Halloran

PROJECT TITLE:
The New Hampshire Transition Initiative

PERFORMING ORGANIZATION/ADDRESS:
New Hampshire Department of Education
101 A. Pleasant Street
Concord, NH 03301

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10033

COMPETITION: 158A

PURPOSE: To design, implement, and improve systems to provide transition services for youth with disabilities from age 14 through the age they exit school.

TARGET: Youth with disabilities who need help in making a successful transition from school to post-secondary education or working life.

APPROACH: In support of its goals, the project will engage in the following activities: (1) interagency planning with the Consortium of State Policy Administrators; (2) model demonstration projects and local transition planning teams; (3) comprehensive in-service training and development of pre-service curricula; (4) leadership training for education administrators, adult service agency staff, Parents/guardians, and consumers; (5) on-site technical assistance and follow-up sessions; (6) conferences for a wide variety of audiences; (7) employer and co-worker training; and (8) policy research and program evaluation in support of program improvements at the local school and agency level.

OUTCOMES: The expected outcome is improved and expanded secondary transition service to youth with disabilities. Products will include newsletters, annual and regional conferences, in-services, and brochures.

PRINCIPAL DIRECTOR:

Harris, E. Lowell

PROJECT OFFICER:

Halloran

PROJECT TITLE:

The North Carolina Interagency Transition Services Project

PERFORMING ORGANIZATION/ADDRESS:

North Carolina Department of Public Instruction
Division of Exceptional Children
116 W. Edenton Street
Education Building
Raleigh, NC 27603-1712

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A20024

COMPETITION: 158A

PURPOSE: To increase the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, systems, and other mechanisms for youth with disabilities and their families as those youth prepare for and enter adult life.

TARGET: Youth with disabilities in secondary education.

APPROACH: To achieve its objectives the project will engage in various activities: (1) conduct training workshops for lead agency staff and hold three statewide conference; (2) pilot the use of employment specialists in local education agencies; (3) develop technical assistance centers and provide ongoing training and technical assistance in support of transition through other available state resources; (4) increase the knowledge and ability of parents in respect to transition planning and implementation; (5) implement a statewide transition tracking system; and (6) conduct dissemination planning conferences and engage in dissemination activities.

OUTCOMES: Over 1200 exceptional youths will benefit from transition services; personnel, local advocacy groups, parents and interagency units in LEAs will have participated in conferences; 8 pilot transition projects will have been developed; and a tracking system will have been implemented statewide.

PRINCIPAL DIRECTOR:
Katz, David

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Parents as Transition Helpers (PATH)

PERFORMING ORGANIZATION/ADDRESS:
Center for Advanced Study in Education,
Case Inst. for Res. & Develop. in Occupational Educ.
Cuny Graduate School/University
33 West 42 St. 62NC
New York, NY 10036

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H158S00012

COMPETITION: 158S

PURPOSE: To improve transition services by developing behavioral and informational parent competencies.

TARGET: Approximately 144-180 parents of moderately and severely disabled inner city youth and 12 Transitional Linkage Coordinators.

APPROACH: A series of seminars will be offered in which special education staff earn parent education skills. these Transitional Linkage Coordinators will then conduct a series of workshops in which parents will receive training about all aspects of the transition process. Parents will participate directly in meetings with the school's transition planning team. They will also secure information about recreational, residential, financial, vocational, and training issues, as well as providing informal at-home skills training for the handicapped student. Parental self-help networking activities will entail small groups of parents reaching out to others with similar concerns.

OUTCOMES: Transition Linkage Coordinators will share with their schools appropriate materials they encounter through their experiences with the parent workshops. Presentations will be offered at local, state, regional and national conferences and articles submitted to professional journals. The program model and activities will be presented to advocacy groups to secure their active involvement.

PRINCIPAL INVESTIGATOR:

Ferguson, Philip

PROJECT TITLE:

The Personal Agent Project: A Qualitative Study of an Innovative Strategy to Enhance Transition Planning And Support for Students with Severe Disabilities and their Families.

PERFORMING ORGANIZATION/ADDRESS:

University of Oregon
Specialized Training Program
Eugene, OR 97403-1235
(503)-346-2463

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/93

PROJECT NUMBER: H023A20133

GRANT #:

PURPOSE: The proposed project will evaluate the impact of the Personal Support Agent strategy on the transition experiences of six individuals with severe disabilities and their families (or primary caregivers).

METHOD: Personal Support Agent materials and procedures will be revised and adapted for use in a pilot project. The revised strategy will be implemented with six young adults with severe disabilities and their families. Initial roles and responsibilities for PSA and family will be negotiated for each individual subject and family, including the development of plans and timelines for PSA activities. Ongoing support and daily management systems will be provided to accomplish these objectives. Results will be evaluated, with a focus on the role of the PSA strategy in mediating changes in interrelationships among family, school and students during the transition period.

ANTICIPATED PRODUCTS: The project should produce findings that will increase understanding of how families can undergo a transition process parallel to that of individual family members with disabilities, within the context of school planning and support systems. The project will develop and disseminate reports targeted to two separate audiences (families and professionals), as well as an article for submission to professional journals and a final report.

207

PRINCIPAL DIRECTOR:
Luecking, Richard

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Planned Assistive Technology Habilitative Services (PATHS)

PERFORMING ORGANIZATION/ADDRESS:
Transcend, Inc.
234 North Washington Street
Rockville, MD 20850

ORGANIZATION TYPE: PRVT

GRANT #: H158P10014

COMPETITION: 158P

PURPOSE: To assist transitioning youth who have severe physical disabilities by providing assistive technology coordination, family supports, and work-site technology evaluation.

TARGET: Youth with severe physical disabilities but normal intelligence in Prince George's and Montgomery Counties (Maryland) in a main-streamed secondary education environment.

APPROACH: Thirty-six young adults with severe physical disabilities who are experiencing transition will receive: (1) logistical/psychological support regarding assistive devices; (2) an Individualized Assistive Technology Transition Plan; (3) coordination of assistive technology resources; and (4) employment experiences with assessment of assistive technology needs. Multiple case study design research methodology will be incorporated into the project to study the viability of the model and analyze the critical variables impacting on technology transfer and employment for transitioning youth with severe physical disabilities.

OUTCOMES: These strategies, procedures, and related activities will result in successively improved placement rates in employment with required assistive devices.

PRINCIPAL DIRECTOR:
Hasazi, Susan

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Post School Indicators for Program Improvement Project

PERFORMING ORGANIZATION/ADDRESS:
University of Vermont/Burlington
Division of Special Education and Social Work
405 Waterman Building
Burlington, VT 05405

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158R80017

COMPETITION: 158R

PURPOSE: To develop, implement, evaluate, replicate, and disseminate a state-wide follow-up/follow-along system for monitoring the post-school employment, education, living arrangement, friendships, and decision-making of former special education students to assist school districts in utilizing follow-up/ follow-along data for the purpose of program improvement.

TARGET: The project will serve all students with handicaps, but will place a special emphasis on young women with handicaps and students who have dropped out of school.

APPROACH: The project builds on past follow-up studies conducted in Vermont but which were limited in the number of districts involved and the range of handicapping conditions studied. All students who exit special education will be included in this statewide effort. The follow-up data will be used to target specific program modification aimed at increasing employment levels, post-secondary education opportunities, friendships, and decision-making skills. Technical assistance to promote these efforts will be provided.

OUTCOMES: The proposed follow-up/follow-along system will be incorporated into the State of Vermont's comprehensive evaluation system which ensures the continuation of this follow up effort beyond the four year grant period.

PRINCIPAL DIRECTOR:

Edgar, Eugene

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Post-Secondary Education and Transitional Services for Handicapped Persons: Follow-Up/Follow-Along

PERFORMING ORGANIZATION/ADDRESS:

University of Washington
College of Education
Experimental Educational Unit, WJ-10
3935 University Way, N.E.
Seattle, WA 98195

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158R80028

COMPETITION: 158R

PURPOSE: To develop and implement a follow-along system capable of flagging at-risk students early enough that appropriate interventions can prevent them from dropping out and to test four models of intervention programs feasible in suburban districts.

TARGET: Secondary special education students, especially those at-risk for dropping out of school.

APPROACH: A systematic tracking system will be used to follow all secondary special education students to determine the number of dropouts, the characteristics of students who drop out, and the post-school outcomes for dropouts compared to students who completed school. Development of the follow-along system will be geared to the identification of reliable at-risk indicators so educators can intervene with potential early leavers to keep them in school and better meet their individual needs. The four intervention models to be field-tested are: (1) a case management system, (2) a mentor program, (3) social support groups, and (4) pro-social activity groups. They are designed to meet students' immediate needs and to develop skills that will be useful later in life.

OUTCOMES: Approximately 1180 students will be tracked in eight high schools in three districts. Specific outcomes envisioned are: a cost-effective, reliable tracking system; student profiles for students at risk of becoming dropouts; four model programs for assisting at-risk youth; and a grade 9 diversion program. The procedures will be implemented in one school district, without the use of federal funds, to document how these procedures can be disseminated to their districts.

PRINCIPAL DIRECTOR:
Price, Lynda

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Project Extra: Extra Assistance for Transitioning to Post-Secondary Education or Employment

PERFORMING ORGANIZATION/ADDRESS:
University of Minnesota
Board of Regents
c/o General College, 240 Appleby Hall
128 Pleasant Street, S.E.
Minneapolis, MN 55455

ORGANIZATION TYPE: CLG,CLGFOU,CLGTWO **GRANT #:** H078C90019

COMPETITION: 78C

PURPOSE: To develop and implement a transition-related research/demonstration program for adolescents and young adults who need additional assistance to move successfully from high school to work or post-secondary education.

TARGET: Approximately 100 to 150 students each year will participate directly in a retention program at a post-secondary technical institute, and about 40 secondary youth will receive a wide range of transition counseling and services.

APPROACH: Following intake assessment and preliminary transition planning efforts, secondary education efforts will proceed to include a number of personalized options such as a transition plan, a support group, bi-monthly transition and employment counseling, transition conferences and utilization of post-secondary options courses toward a high school diploma, and site visits. Participants may go on to education at a technical institute, community college, and the University of Minnesota. Competitive training-related employment and student follow-along counseling will solidify employment and educational outcomes.

OUTCOMES: 10 research articles, 40 conference presentations, a local/regional symposium, a transition training video tape and related study guide and a project newsletter will serve to disseminate results.

PRINCIPAL DIRECTOR:
McKean, Kathy

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Project Impact: Instructional Methods for Promoting Academic and Career Training

PERFORMING ORGANIZATION/ADDRESS:
Central Oklahoma Vocational/Training School
3 Ct. Circle
Drumright, OK 74030

ORGANIZATION TYPE: EDA,EDALEA **GRANT #:** H078C80083

COMPETITION: 78C

PURPOSE: To provide a service model facilitating transition from secondary education to successful employment for unserved or underserved mildly handicapped adults.

TARGET: At least 150 mildly handicapped adults per model year in the service area.

APPROACH: An Adult Academic Assistance system will be established, staffed and equipped with multi-media materials to facilitate success of individuals in the regular vocational program. An Adult Resource Center will be implemented to provide intensive remediation as needed in basic academics and interpersonal skills. Vocational and personal counseling services will be available as well. A Job Development and Training Program will provide job opportunities and on-the-job training and supervision. Pre-service and in-service training will be provided for participants in the vocational technical setting.

OUTCOMES: A demonstration site will be developed to foster replication and provide practicum sites. Other dissemination materials will include a descriptive brochure for prospective replicators, catalogues of course materials and appropriate commercial resources, in-service training manuals, an overview videotape, journal articles and presentations at professional conferences.

PRINCIPAL DIRECTOR:
Crawford, Dorothy

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Project Smile: Successful Moves to Independence, Literacy, and Employment

PERFORMING ORGANIZATION/ADDRESS:
Research and Development Training Institutes, Inc.
LDI-Life Development Institute
1720 East Monte Vista
Phoenix, AZ 85006

ORGANIZATION TYPE: PRORG

GRANT #: H078C90004

COMPETITION: 78C

PURPOSE: To develop and implement a model program with a program hierarchy structured to accommodate diverse capabilities and disabilities within the target population.

TARGET: At least 90 mildly to moderately-handicapped youths and young adults from the Arizona Foster Care System's Young Adult Program and vocational/rehabilitation clients from rural Arizona who have exited or dropped-out from high school.

APPROACH: To develop and implement a highly-structured service delivery plan emphasizing literacy in academics and functional skills, vocational exploration, work experience, vocational training, relevant community-based social experiences, and job placement in appropriate competitive employment. A final component will provide follow-up service, tracking, and job crisis intervention after placement. Mainstreamed educational opportunities are also emphasized in the SMILE model.

OUTCOMES: At least 30 agencies, employers, and family members will benefit from direct participation. Findings and technical reports will be disseminated at state and national conferences. Linkage and curriculum development procedures will also be exhibited as products of the program.

PRINCIPAL DIRECTOR:
Holjes, M Kay.

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Project Power: Power Options For Work, Education, & Recreation

PERFORMING ORGANIZATION/ADDRESS:
Employment Opportunities, Incorporated
3509 Haworth Drive
Suite 402
Raleigh, NC 27609

ORGANIZATION TYPE: PRVT

GRANT #: H158N90031

COMPETITION: 158N

PURPOSE: To provide a full range of transitional services to assist students with disabilities to obtain and maintain satisfying, remunerative jobs prior to graduation.

TARGET: Approximately 73 students with developmental disabilities in the Wake County school system will be involved.

APPROACH; Students will be given training from age 16 through graduation. A three-year program of vocational services will include touring business sites, volunteering at sites, securing full or part-time employment, and ensuring full student access to the adult service system. Other services will be routinely incorporated to help students identify leisure activities, pursue integrated recreation in the community and develop basic community living skills. To provide these services job coaches will be recruited and trained and in-service training provided to existing staff to reinforce community-based education of the severely developmentally disabled. Parent education, adult services and Individual Education Programs will be offered as well throughout the course of students participation.

OUTCOMES: Presentations of results will be made at statewide and national conferences in each year of the project. Consultants, school staff, adult services agencies, participants and their families will also be involved in dissemination efforts.

PRINCIPAL DIRECTOR:
Humbert, Jack

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Project Test Core: Technical and Employability Skills Training for Competitive Occupation
Related Education

PERFORMING ORGANIZATION/ADDRESS:
Western Michigan University
Consumer Resources & Technology and Blind Rehabilitation/Mobility
Kalamazoo, MI 49008

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C80033

COMPETITION: 78C

PURPOSE: To present a model of interagency cooperation encouraging linkages of business, industry, labor and blind rehabilitation.

TARGET: Twenty blind and visually handicapped adults will benefit from direct participation.

APPROACH: Through collaborative efforts of Western Michigan University, State Departments of Blind Rehabilitation and Vocational Education, the Commission for the Blind, and the Calhoun Area Vocational Center, blind and visually impaired students will be identified for vocational education programs. In-service training will be provided to vocational education teachers and rehabilitation specialists in teaching methods and adaptive equipment skills. Students will be taught employability skills, life-survival skills, and vocational skills in fields of their choice. Support services and job placement will be provided to assist students making the transition from school to work. An assessment and operational delivery system for counselors, educators, employers and specialists will be developed to minimize stereotyping and otherwise meet the job placement needs of the blind and visually handicapped. A communication network will be organized between higher education, post-secondary education, secondary education, and state agencies.

OUTCOMES: An adaptive equipment list will be among other project materials developed to aid replication efforts. A series of regional and national presentations and monographs will further dissemination efforts.

PRINCIPAL INVESTIGATOR:
Ferguson, Philip

PROJECT TITLE:
The Promise of Adulthood for Individuals with Severe Cognitive Disabilities: A Qualitative Research Project to Improve Transition Planning and Support.

PERFORMING ORGANIZATION/ADDRESS:
University of Oregon
Specialized Training Program
Lane County
Eugene, OR 97403-1235
(503)-346-2463

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/95

PROJECT #: H023N20026

GRANT #: H023N20026

PURPOSE: This proposal requests funding for a 3 year project to refine understanding of how to interpret the meaning of adulthood in the lives of individuals with the most severe cognitive disabilities.

METHOD: The project will conduct 3 distinct strands of inquiry. Strand 1 will be largely descriptive in nature and will focus on the generation of a set of "grounded theories" about the cultural interpretations of adulthood in the lives of individuals with severe and profound cognitive disabilities. This study will rely on open-ended interviews, participation observation, and a small number of discussion and "action research" techniques. Strand 2 will move from description to application by exploring whether and how the deepened understanding and interpretation emerging from Strand 1 can be used by teachers and families to prepare and support adolescents with severe and disabilities to achieve more fully the cultural promise of adulthood. Strand 3 will reflectively examine the methodological issues raised within the previous strands as they apply to the larger possibilities of producing qualitative/interpretivist research that is both conceptually rich and educationally useful for people with severe cognitive disabilities. This final strand will use the techniques of reflective journals and qualitative evaluation.

ANTICIPATED PRODUCTS: A socially validated, teacher/parent-designed strategies model will be developed to incorporate the project's expanded understanding of the dimensions of adulthood in an applied approach to transition planning and family support for life after school. Separate research reports will be generated for each strand, and reworked versions of these basic reports will be prepared for family and practitioner publications. Results will also be presented to local and state family and consumer groups, as well as local state and national professional conferences.

PRINCIPAL DIRECTOR:

Balser, Richard

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Putting Disabled Youth to Work: A Business-Education Partnership

PERFORMING ORGANIZATION/ADDRESS:

Maine Medical Center
Dept. of Rehabilitation Medicine
22 Bramhall Street
Portland, ME 04102

ORGANIZATION TYPE: HLH,HLHHOS

GRANT #: H158N80040

COMPETITION: 158N

PURPOSE: To promote the training and employment of high school youth with severe handicaps, and ultimately to increase the number of handicapped youth in participating communities who obtain and maintain jobs upon graduation.

TARGET: High school youth with handicaps in the southern Maine communities of South Portland and Westbrook.

APPROACH: The project will achieve its goal by helping students to explore career options while still in school; collecting evaluative material on the student's tolerance for work, stamina, and ability to get along; documenting the relationship of the specific disability to job performance and building a work record through paid employment. Employers will help to plan the six-week course that supplements the regular curriculum; counselors, special education staff, and parents will support the work phase; employers will assist in evaluating students; and schools will help in collecting follow-up data upon graduation.

OUTCOMES: The project expects to demonstrate that students who have job exposure and paid experience will have a higher employment rate than those who do not. The collaboration of all the parties in the project will be enhanced.

PRINCIPAL DIRECTOR:

Stodden, Robert

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Research and Demonstration of a Collaborative Model to Improve Transition Outcomes of Youth with Emotional Handicaps

PERFORMING ORGANIZATION/ADDRESS:

University of Hawaii
HI University Affiliated Program
1776 University Avenue
UA 4-6
Honolulu, HI 96822

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158P10005

COMPETITION: 158P

PURPOSE: To upgrade transition services to youth (ages 16-21) with emotional handicaps in Hawaii through the development, demonstration, and institutionalization of a service model encompassing both the secondary school and post-school periods of transition.

TARGET: Youths with emotional handicaps, ages 16-21.

APPROACH: The project will consist of three phases: (1) research and development; (2) demonstration and evaluation; and (3) the focus will be on two sets of activities. The first is an in-depth follow-up study of school leavers (ages 17-25) who were classified as emotionally handicapped (EH) while in school. The results will be translated to changes in EH curricula and transition process strategies. The second set of activities will focus on establishing an interagency case management and case conferencing process. The model that will be implemented and evaluated will have two components: curriculum and related strategies, and the case conferencing process. The third phase will pursue three sets of activities: continuation of model implementation, dissemination of products, and planning for incorporation of innovations into the policies and practices of participating agencies.

OUTCOMES: Products will include follow-up/follow-along study results with annual updates; a description of the model; curricula and guides for implementation; and evaluation reports.

PRINCIPAL INVESTIGATOR:

Halpern, Andrew

PROJECT TITLE:

Research on A Follow-Along Strategy for Handicapped Students in Transition

PERFORMING ORGANIZATION/ADDRESS:

University of Oregon Division of Special Education And Rehabilitation

175 College of Education

Eugene, OR 97403

(503)-346-3585

BEGINNING DATE: 5/01/88

ENDING DATE: 4/30/93

PROJECT #: HO23C80131

GRANT #: H023C80131

PURPOSE: The project aims to conduct research on a follow-along model of transition services in order to identify those influences, both in school and during the early transition years, that are most likely to have an effect on the level of community adjustment that is experienced by disabled students when they leave school. Other purposes of the project are to document the current status of a sample of school leavers with disabilities in Oregon and to develop a follow-along strategy that can be implemented at the state and local level without the need for continuous project resources.

METHOD: A sample of school leavers, including 350 graduates and 250 drop-outs, will serve as research subjects and will be drawn from 23 communities. Using a longitudinal perspective, information will be collected from students and their parents about personal/family characteristics, quality of school programs, school services received, school achievement, adult services received, and community adjustment. A powerful data analyses technique called LISREL will be employed to examine the validity and utility of an explanatory model of transition.

ANTICIPATED PRODUCTS: The project will develop a follow-along model of transition, will document transition experiences and community adjustment of school leavers from special education programs in Oregon, and will implement a follow-along strategy in Oregon. Project outcomes will be disseminated to state and local education agencies outside Oregon.

PRINCIPAL DIRECTOR:
Trindall, Lloyd

PROJECT TITLE: School-Business/Industry Alliances for Special Education Students:
Helping Small Businesses meet the Requirements of the Americans with Disabilities Act

PERFORMING ORGANIZATION/ADDRESS:
University of Wisconsin
750 University Lane
Madison, WI 53706
(608) 262-3822

BEGINNING DATE: 7/01/91

ENDING DATE: 6/30/94

PROJECT #: H029K10123

PURPOSE: This proposed special project will work with secondary school and small businesses to design and field-test school business/industry alliances that assist secondary schools in producing qualified special education students and in helping small businesses implement the ADA. Those businesses who employ over 25 and over 15 persons have two and four years respectively to comply with the ADA requirements. More than 13000 businesses in Wisconsin and over 600,000 nationally belong to the national Federation of Independent Business. Ninety percent of the Wisconsin members employ under 20 persons.

APPROACH: The design and implementation of school business/industry alliances will be beneficial to both the businesses and the special education students as small business prepare to meet the requirements of the ADA. During the first year of the project, project staff members will conduct national searches to identify school business/industry alliances that are successful in assisting special education students in learning employable skills and in obtaining employment. Successful strategies and techniques that have resulted in reformed classrooms and schools that have employed special education students will be identified. By the fourth month a series of rigorous field test will be initiated to test the model alliance's strategies and techniques. During year two the field tests will continue and evaluations conducted to determine the effectiveness of the alliances on classroom and school reform and the assistance to small business in implementing the ADA. During year three the evaluations of the field tests will be completed. Three separate manuals will be developed. One for use by high school special education directors, principals and vocational directors, a second for use by the business community and third for use by teacher educators. During the later part of year three, six national workshops will be designed and conducted to disseminate the information and materials.

PRINCIPAL INVESTIGATOR:

Bryan, Tanis H.

PROJECT TITLE:

School Preparedness for Promoting the Personal and Social Development of Students with Emotional and Behavioral Problems Including Those with SED

PERFORMING ORGANIZATION/ADDRESS:

Arizona State University
College of Education
Office of Research and Creative Activities
Tempe, AZ 85287-1903
(602)-965-16445

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/93

PROJECT #: H237C20003

GRANT #: H237C20003

PURPOSE: The purpose of the proposed program is to provide educational experiences through a novel social science curriculum that is explicitly design to promote the personal and social development of junior high school students with emotional and behavioral problems.

METHOD: Through experiential, hands-on activities, teams of students with disabilities and nondisabled students will learn basic principles governing human behavior that relate to the social perceptual, cognitive and behavioral deficits of students with emotional and behavioral problems. By structuring the environment so that these students can learn important social skills and be responded to in positive ways as they acquire new skills, it is expected that these students will become more self efficacious and show improvements in their social status and relationships, with a concomitant decrease in aversive, maladaptive behavior. A team of teachers will collaborate to integrate the curriculum with science, social studies and math, including a component providing specific interventions for reducing maladaptive behaviors. The project will be initially implemented in a behavioral disorders, to be expanded in the second year to junior high school where students with emotional and behavioral disorders are mainstreamed. In the third year the program will be expanded for use with high school students.

ANTICIPATED PRODUCTS: The social science curriculum will be packaged for widespread dissemination, including teacher and student manuals and workbooks. The proposed project is expected to produce student gains in content knowledge, social skills, self efficacy, and self esteem and teacher gains in level of willingness and skills needed to work effectively with SED students in mainstream settings.

PRINCIPAL DIRECTOR:
St. Louis, Donald

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Secondary and Transition Services for Youth with Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Rocky Mountain Resource and Training Institute
6355 Ward Road, Suite 310
Arvada, CO 80004

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10035

COMPETITION: 158A

PURPOSE: To improve and expand an existing model for transition services so that youth with disabilities in secondary education throughout the state of Colorado will have access to outcome-oriented transition services.

TARGET: Youth with disabilities who need transition services to move successfully from student to adult life.

APPROACH: This project will empower local communities to design and implement local service options that promote positive outcomes for youth with disabilities. Professionals from various disciplines, youth with disabilities, family members, educators, administrators, business leaders, and advocates, with the help of training and technical assistance, will join at the local level to evaluate the outcomes of youth with disabilities and determine the necessary service delivery and instructional programs that lead to successful transition from student to adult. Incentives, including financial, will be available to local communities to encourage participation and to provide opportunities for creation of a case management function that enhances the transition process. State agencies will undertake interagency policy reform to raised to the point of creating legislation supportive of transitions.

OUTCOMES: Through changes in policy, instructional programs, and service delivery, the outcomes of every youth with disabilities in secondary education will be impacted.

PRINCIPAL DIRECTOR:
Davis, Roberta

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Secondary and Transition Services for Youth with Disabilities Program

PERFORMING ORGANIZATION/ADDRESS:
Texas Education Agency
Special Education Programs
1701 North Congress Avenue
Austin, TX 78701

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A10031

COMPETITION: 158A

PURPOSE: To increase the availability, access, and quality of secondary transition services in Texas.

TARGET: Youth with disabilities needing transition services from high school to adult life.

APPROACH: Texas Education Agency (TEA) will combine several elements in its secondary transition project. To increase availability of services, TEA will computerize student data elements and produce a post-school tracking system. TEA will improve access by demonstrating how laser card technology can be used to speed the eligibility determination process and by developing and distributing public awareness materials. TEA will help in improving quality of services by developing and delivering training to educators, agency personnel, and families and by developing a training and technical assistance program for local transition coalitions. The project will improve and increase working relationships among agencies by supporting the development of local transition coalitions and by linking existing Texas initiative with new activities (rehabilitation counseling, work force planning).

OUTCOMES: At the end of the project, families across the state will be aware of transition services, agency staff will be trained, public awareness and training materials will be available. Local, unified transition coalitions will be established in every region of the state.

PRINCIPAL DIRECTOR:
Gloeckler, Lawrence

PROJECT OFFICER:
Wilson

PROJECT TITLE:
The Secondary and Transition Services for Youth with Disabilities Program

PERFORMING ORGANIZATION/ADDRESS:
Office of Vocational and Educational Services
for Individuals with Disabilities
New York State Education Department
Room 1613
One Commerce Plaza
Albany, NY 12234

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158D20006

COMPETITION: 158D

PURPOSE: To implement a lifelong learning model to identify, recruit, train and place youth with disabilities who have dropped out of the secondary school system.

TARGET: It is anticipated the project will serve approximately 100 students by the second year with replication in targeted urban areas throughout the state in the third year.

APPROACH: Strategies will be developed and validated to ensure the provision of transition and vocational services, follow-up and support for students who have left the educational system prior to age 21. Community-based approaches to the recruitment of students into the transition program will be developed. The project will coordinate existing adult education, job training, adult services, special education and employment placement to provide appropriate transition programs in integrated, age-appropriate settings for youth with disabilities under the age of 21. Youth with disabilities will then be placed and supported in integrated employment settings, a post-secondary education, or adult services consistent with the transition programs. The demonstration model will be validated and replicated in targeted urban transition regions in the state.

OUTCOMES: Results will be evaluated through a formative and summative evaluation plan to allow the reporting of cost information and effectiveness of strategies. The model project will be validated in terms of the theoretical construct and alignment of program measures (unique strategies for recruitment, motivation, vocational and educational content, and placement) to the successful preparation of students to live and work in the community.

PRINCIPAL DIRECTOR:
Gloeckler, Lawrence C.

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Secondary and Transition Services for Youth with Disabilities Program

PERFORMING ORGANIZATION/ADDRESS:
New York State Education Department
One Commerce Plaza
Room 1607
Albany, NY 12234

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A10012

COMPETITION: 158A

PURPOSE: To implement a statewide systems change in delivering transition services to students with disabilities; specifically, to increase the accessibility and quality of local and regional transitional services through the coordination of resources, services, and training of qualified professionals statewide.

TARGET: Youth with disabilities who need help with transition from school to post-secondary education or working life.

APPROACH: The project will engage in the following activities: (1) training a cadre of individuals on transitional planning and service delivery to develop specialists among school administrators, teachers, and staff; (2) establishing transition coordination sites to coordinate transitional programs and services; (3) disseminating information on programs, services, and employment opportunities; (4) developing mechanisms to coordinate resources and services for students and parents; (5) providing training and technical assistance; (6) working with business, industry, and organizations, linking educational services from school to post-secondary programs, and coordinating services with adult service providers; (7) developing a clearing house for information referral and dissemination; and (8) coordinating local decision-making efforts and providing technical assistance and supervision for local transition services.

OUTCOMES: Policies and procedures for the development of transitional programs will be systemically implemented at local levels. Specific outcomes will be increased provision of quality programs in local education agencies, increased access to transitional services and adult programs; and increased involvement by employers, adult service providers, and advocates.

PRINCIPAL DIRECTOR:
Johnson, David R.

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Secondary Education and Transitional Services for Youth with Disabilities

PERFORMING ORGANIZATION/ADDRESS:
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H158G20002

COMPETITION: 158

PURPOSE: To establish and maintain the Transition Implementation Institute (TII) to assist states in secondary transition services for young people with disabilities.

TARGET: Secondary age youth with disabilities, their parents, and the agencies that deal with them.

APPROACH: The TII is a collaborative effort among the Institute on Community Integration (University of Minnesota), Center for Technical Assistance in Transition and Supported Employment (University of Vermont), the Department of Educational Psychology (University of Illinois at Urbana-Champaign), the School of Occupational and Educational Studies (Colorado State University), and the Arkansas Research and training Center (University of Arkansas). During the 5-year contract period, the TII will undertake four interrelated activities: (1) strategic planning and collaborative processes; (2) evaluation of state-level implementation activities; (3) provision of technical assistance to states; and (4) dissemination of institute information.

OUTCOMES: The capacity of individual states to improve transition programs and practices will be strengthened; high-quality information will be generated; and policy and program-relevant information will be disseminated through newsletters, annual networking conferences, institute reports and products, and contributions to professional literature.

PRINCIPAL DIRECTOR:

Stewart, Arlene

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Southern Appalachian Transition Education Project

PERFORMING ORGANIZATION/ADDRESS:

Western Carolina University

CAP Center

20 McKee Building

Cullowhee, NC 28723

ORGANIZATION TYPE: CLG

GRANT #: H078C90039

COMPETITION: 78C

PURPOSE: To initiate programs providing services to handicapped individuals in transition toward higher education and employment.

TARGET: Special educators, counselors, and administrators in 29 Southern Appalachian school systems will receive education and resources to help them provide transition services to disabled students. The project will work with 1 post-secondary institution to improve secondary transition systems. About 90 selected students will participate in a summer workshop and subsequent tracking.

APPROACH: Cooperating school districts and post-secondary institutions will be provided with training materials and packages. Direct service will involve providing transition counseling and information about employment options, as well as the summer workshop with a wide range of training covering self-knowledge, social and academic skills. Tracking will provide information about employment and education status among participants. Meanwhile post-secondary institutions will be provided technical assistance to encourage development of training on employment and transition for handicapped students.

OUTCOMES: A student follow-up research model will be available for dissemination. Tracking data will be made available to private and public agencies. A resource directory will be available to educators in the region.

PRINCIPAL DIRECTOR:
Benz, Michael

PROJECT TITLE:
Special Projects

PERFORMING ORGANIZATION/ADDRESS:
University of Oregon
135 Education Building
Eugene, OR 97403
(503) 386-3585

BEGINNING DATE: 1/01/90

ENDING DATE: 12/31/93

PROJECT #: H029K90028

PURPOSE: Research clearly documents the importance that school-based vocational and transition services have for improving transition outcomes for students with disabilities. This research is equally clear for students with disabilities. This research is equally clear in documenting the lack of these services in secondary programs. The strategies that must be undertaken to improve the capacity of LEAs to provide these services, as identified by teachers and administrators, include: Hiring staff to coordinate and implement vocational and transition-related programs; providing in-service training to these school-based staff on how to implement these program; establishing mechanism by which vocational rehabilitation and LEAs can share the cost and responsibility for these services.

APPROACH: The project proposed in this application addresses these needs through the creation of the Youth Transition Program (YTP). The YTP is a collaborative effort between the Oregon Department of Education, the Oregon Division of Vocational Rehabilitation, and the University of Oregon. The YTP includes both a service component will be funded through funds from the Departments of Education and Vocational Rehabilitation. This proposal will support the training component. The service program will establish two positions within participating schools: YTP Coordinators and Aides. These school-based persons will work closely with local vocational rehabilitation counselors to insure that participating students with disabilities receive the vocational services necessary while they are in order to become competitively employed without on-going support once they leave school. This proposal will also provide the resource to develop a Procedures Manual that will allow the YTP to be implemented throughout the state of Oregon and nationally once federal funds are withdrawn. The materials and procedures that are developed to train and provide technical assistance to YTP personnel will also be produced as a Training Manual for state-agency staff to use once federal funds are terminated. Finally, through this proposal, the entire YTP will be evaluated including and extensive follow up of students served through the program. YTP products and findings will be disseminated nation wide using a variety of strategies.

PRINCIPAL DIRECTOR:

Lewis, Preston

PROJECT OFFICER:

Wilson

PROJECT TITLE:

S.T.A.F. Project: Statewide Transition and facilitation Project

PERFORMING ORGANIZATION/ADDRESS:

Kentucky Department of Education

Application Control Center

Division of S.L.N., C.B.

Frankfort, KY 40601

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158N00029

COMPETITION: 158N

PURPOSE: To plan, implement, evaluate, and disseminate information regarding a statewide service delivery system for the transition of special education students.

TARGET: Special education students, their teachers and service providers.

APPROACH: National and state level transition specialists will expand a statewide transition initiative. The project will further statewide availability of integrated, community-based adult service support systems in each local community. Activities will be pursued at the state and local level to market the benefits for employers of providing training and job placement opportunities for students with disabilities.

OUTCOMES: The project will result in the implementation of successful community-based transitions services.

PRINCIPAL DIRECTOR:

Haynes, John

PROJECT OFFICER:

Halloran

PROJECT TITLE:

State of California Interagency Cooperative Follow-up, Follow-Along Program Effectiveness Model for Applying Transition Data to Institute Systems Change

PERFORMING ORGANIZATION/ADDRESS:

Mendocino County Office Of Education
Research, Evaluation/Special Projects
2240 East Side Road
Ukiah, CA 95482

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H158R90037

COMPETITION: 158R

PURPOSE: To develop a cooperative interagency data collection processor for handicapped youth that documents the in-school, individual, and student-family variables, as well as the variables of service provider agencies. The data collection process will also provide longitudinal information on handicapped school leavers.

TARGET: At least 250 handicapped school leavers in 5 LEA's will be tracked in the pilot phase, and about 3000 from 30 LEA's in the project's documentation/evaluation phases.

APPROACH: To operationalize a cooperative model for a statewide follow-up system for all youth with handicaps who leave school, (2) to operationalize a cooperative model utilizing follow-up data to demonstrate program effectiveness (lack thereof), and (3) to operationalize a cooperative follow-up program effectiveness model providing for revision for existing program options in order to improve student transition outcome.

OUTCOMES: Products, including quantifiable information, program evaluation and cost effectiveness, will be disseminated statewide and nationally to educators and service providers through the interagency board.

PRINCIPAL DIRECTOR:
Neilson, Victor

PROJECT OFFICER:
Halloran

PROJECT TITLE:
State Systems for Transition Services for Youth with Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10077

COMPETITION: 158A

PURPOSE: To improve transition services throughout the state of Iowa for youth with disabilities.

TARGET: Youth with disabilities needing transition services to move successfully from student to adult life.

APPROACH: A collaborative effort of state and local agencies will improve as well as linkages with adult systems; improving adult services and coordinating these services to insure integrated adult life for transitioning students reducing organizational barriers to and increasing incentives for transition; and building consensus and participation among consumers, their families, professionals, the business community, and the general public.

OUTCOMES: Starting with Year 2 of the project, 200 students will be placed into integrated employment, appropriate post-secondary education, and/or integrated community living. Durable systemic change will result from implementation of the project objectives and goals.

PRINCIPAL DIRECTOR:

Nobile, David

PROJECT OFFICER:

Halloran

PROJECT TITLE:

State Systems for Transition Services for Youth with Disabilities: New Ideas for Maine's Transition Services Program--Statewide Systems Enhancement

PERFORMING ORGANIZATION/ADDRESS:

Maine Department of Education

State House Station #23

Augusta, ME 04333

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A10007

COMPETITION: 158A

PURPOSE: To develop, implement, and improve transition services for youth with disabilities from age 14 through the age they exit school.

TARGET: Youth with disabilities who are in transition from school to adult life.

APPROACH: The state will conduct an assessment of the current availability, access, and quality of transition services for youth with disabilities. In cooperation with local education agencies, the state will work with professionals, parents, advocates, and youth to promote understanding and of the capability to make the transition. An electronic network will be set up to facilitate communication and accessibility.

OUTCOMES: The project will publish and disseminate guidebooks, manual, journal articles, and other documentation of proven procedures and programs, research findings, how-to explanations, curricula, and related information.

PRINCIPAL DIRECTOR:

Lee, Ghaski

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Statewide Interagency System Change Transition Program for Youth With Disabilities in West Virginia

PERFORMING ORGANIZATION/ADDRESS:

West Virginia Department of Education
Office of Special Education and Program Assurances
Building #6, Room B-304
1900 Kanawha Blvd., East
Charleston, WV 25305

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A20033

COMPETITION: 158A

PURPOSE: To develop statewide access to integrated transition services for all youth with disabilities.

TARGET: Youth with disabilities in secondary education.

APPROACH: This collaborative project will enhance the ability of local communities to evaluate, modify, and change existing service delivery systems in the provision of transition services. Through workshops and conferences it will improve the knowledge and skills of professionals, families, advocates, employers, and youth with disabilities to plan and implement effective transition services. The project will enact or revise legislation, state policies, fiscal allocations, regulations, and guidelines to ensure a coordinated comprehensive transition system. Project activities will include training, technical assistance, and dissemination.

OUTCOMES: The acceleration of the transition process will result in students with disabilities realizing their full potential to access integrated adult life. Existing mechanisms will be enhanced. The interagency commitment to transition services after the grant period ends provides for continuing systemic change.

PRINCIPAL DIRECTOR:

Wedl, Bob

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Statewide Strategies for Improving the Delivery of Transition Services for Youth with Disabilities and Families in Minnesota

PERFORMING ORGANIZATION/ADDRESS:

Minnesota Department of Education
550 Cedar Street
Capitol Square Building
St. Paul, MN 55101

ORGANIZATION TYPE: EDA,EDASEA

GRANT #: H158A10040

COMPETITION: 158A

PURPOSE: To achieve statewide systems change in service provision for youth with disabilities needing secondary transition services.

TARGET: Youth with disabilities needing help in transitions from school to post-secondary education or working life.

APPROACH: In collaboration with other state and local agencies, the Minnesota State Department of Education will employ five broad strategies. These strategies include: (1) improving state-level planning and policy development through development of an information system, examination of incentives for interagency and private sector resource pooling, and special evaluation studies; (2) enhancing consumer and family participation by equipping students with disabilities and parents with the information, skills, self-determination, and capacity to advocate and case manage the transition; (3) professional development and training of professionals and staff in higher education institutions; (4) technical assistance and on-site training to support the demonstration of innovative and exemplary school and post-school services; and (5) product development, information exchange, and dissemination.

OUTCOMES: The project will produce resource guides, training materials, and other information that promotes the ongoing facilitation of state and local efforts to improve transition programs and services, interagency planning processes, and consumer and parent participation.

PRINCIPAL DIRECTOR:
Queller, Susan

PROJECT OFFICER:
Rosenbein

PROJECT TITLE:
Student Empowerment and Employment

PERFORMING ORGANIZATION/ADDRESS:
University of Arkansas
UALR Disability Support Services
Student Union-A Room 109
28th S. University Avenue
Litter Rock, AR 72204

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C99991

COMPETITION: 78C

PURPOSE: S.E.E. is a program that helps students with disabilities develop the skills (including self-advocacy) and knowledge they need to become successfully and professionally employed upon graduation; and that helps employers meet their personal needs.

TARGET: students at the university who have any kind of disability (total 277 students registered with Disability Support Services Office).

APPROACH:

- in service or group presentation
- individual counseling
- use of advisory council/committees
- development of curricula and training materials
- skills training (pre-employment and self-advocacy), mentorship, employer warranty, internship/job placement, follow-up.

OUTCOMES:

- Faculty training curriculum
 - Faculty handbook
 - Program Brochure
 - Employer Brochure
 - Job Placements/Follow-up data
 - Self advocacy skills training curriculum
 - Resumes, interview skills development
 - Training for career planning services counselors.
- (1) Time - we put 3 years of work into year #1; (2) work long hours, very hard, also accept that we will be behind for a time;

(3) number of students wanting job placement (which is only one of many services of grant); and (4) expect students to do more of the work themselves than we originally envisioned. Has worked out to be a better learning experience as made staff responsibilities more manageable.

PRINCIPAL DIRECTOR:

Sample, Pat

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Student Opportunities for Success

PERFORMING ORGANIZATION/ADDRESS:

Colorado State University/Fort Collins
Occupational Therapy Department
Fort Collins, CO 80523

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158P10006

COMPETITION: 158P

PURPOSE: To investigate the relationship between vocational experiences and post-school outcomes for students with significant emotional disorders and/or secondary school youth who have been adjudicated due to behaviors.

TARGET: Students, ages 16 thorough 21, who have been placed in three different alternative programs as a result of failure in a main-stre ned secondary education environment.

APPROACH: The project staff from Transition Services, Colorado State University, will coordinate project activities and facilitate a multi-disciplinary, multi-agency advisory and service team. A working team of service providers will assist with transition related activities and provide continuity and emotional support for students before and after they leave school. The project will: develop and implement a cooperative, consumer driven case management model for current and long-term transition planning and support for each student; empower student with severe emotional disorders to be self-advocates through participation in project design, implementation, and evaluation; implement supported employment or entrepreneurial enterprises; and conduct research to determine the relationship between type of vocational experiences prior to exit from secondary school and post-school employment and/or post-secondary education, as well as independent living for students with emotional disorders.

OUTCOMES: The Poudre School District (Colorado) will use the research findings to enhance and expand the secondary education and transition programs for students with emotional disorders. Project findings will be presented at local, state, and national conferences for teachers, administrators, related service personnel, and adult service providers. All project products will be available at cost.

PRINCIPAL DIRECTOR:
Kukic, Stevan J.

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Systemic Transition for Utah's Disabled Youth

PERFORMING ORGANIZATION/ADDRESS:
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10006

COMPETITION: 158A

PURPOSE: To ensure that youth with disabilities have every opportunity to become productively employed, live as independently as possible, and fully participate in community life.

TARGET: Youth with disabilities needing services for successful transition from student to adult life.

APPROACH: Twenty-three agencies have committed themselves to participate in the establishment and maintenance of a statewide transition system. This commitment together with project funds should allow the state to replicate effective transition models into a statewide system. Effective high school preparation, vocational and employment training, and rehabilitation services will be developed; students will be provided an enhanced array of rehabilitation support that will result in full-time competitive employment.

OUTCOMES: Establishing the proposed trans-agency transition system will enable students with disabilities to have access to an increased number of appropriate school and post-school options, resulting in competitive employment and community participation.

PRINCIPAL INVESTIGATOR:
Stodden, Robert

PROJECT TITLE:
Teaming to Promote Psychosocial Development of Student with Serious Emotional Disturbances

PERFORMING ORGANIZATION/ADDRESS:
University of Hawaii
University Affiliated Program
2540 Maile Way, Spalding 253
Honolulu, HI 96822
(808)-956-5009

BEGINNING DATE: 10/01/92

ENDING DATE: 9/30/93

PROJECT #: H237C20020

GRANT #: H237C20020

PURPOSE: The goal of this proposed project is to contribute to a restructuring of public education in Hawaii so that it proactively promotes the psychosocial development of all students with particular attention paid to the individual needs of students with behavioral and emotional disturbances.

METHOD: The project is designed to combine two state of the art conceptual orientations (outcomes-based education and local community control of schools) in a teaming process to undertake school program improvement activities with guidance and support by project personnel. The project will be undertaken cooperatively with Oahu's Central School District, which is contributing the services of two half-time resource teachers as well as other support. Restructuring teams will be established at an elementary, an intermediate, and a high school, and a coordination team will serve to ensure smooth transitions for students with behavioral and emotional problems, including those with serious emotional disturbances, between the school levels and from high school into post-school settings.

ANTICIPATED PRODUCTS: A wide range of products will be developed, including the mission statements and desired outcomes of each planning team, the proposed program revisions and action plans of each team, new/revised curricula, evaluation reports, a replication package, and journal articles and conference presentations. Evaluation and demonstration results will also be disseminated through journal articles, testimony at legislative hearings, and presentations at conferences dealing with relevant issues.

PRINCIPAL DIRECTOR:
Emerson, John

PROJECT OFFICER:
Wilson

PROJECT TITLE:
The Thirteen Year VTI Career Success Program Training and Employment Models for Youth with Handicaps

PERFORMING ORGANIZATION/ADDRESS:
Washington Research Institute
180 Nickerson Street
Suite 103
Seattle, WA 98109

ORGANIZATION TYPE: PRORG

GRANT #: H158N90013

COMPETITION: 158N

PURPOSE: To establish an open entry/open exit technical college program to prepare young adults with mild disabilities for successful competitive employment.

TARGET: An estimated 56-70 students and dropouts from three schools in the Lake Washington School District will be participants in the program.

APPROACH: Following outreach and recruitment, students in the VTI program will have a choice among full-time VTI training, full-time competitive job placement with project supports, or part-time training and part-time employment. Employment training will be implemented in an integrated setting at the Lake Washington Technical College, which provides fast, intensive training in 10 major career programs. Students will receive follow-along support in training and employment, and all students will be tracked to determine effects of training on job acceptance, retention, advancement, and salaries.

OUTCOMES: The project will ensure that the 13th year VTI program becomes an ongoing school district program by helping to develop a cooperative agreement committing P.L. 94-142 and state education funds to the program.

PRINCIPAL DIRECTOR:
Stodden, Robert

PROJECT OFFICER:
Wilson

PROJECT TITLE:
A Training and Employment Model for Youth with Handicaps

PERFORMING ORGANIZATION/ADDRESS:
University of Hawaii
Office of Research Administration
1776 University Avenue
Wist 211
Honolulu, HI 96822

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N00043

COMPETITION: 158N

PURPOSE: To develop and evaluate procedures facilitating both public education and private sector businesses in training and employment of high school students with disabilities.

TARGET: High school students (N=30) ages 15-20 with moderate to severe disabilities in Honolulu District on Oahu.

APPROACH: The project develops and tests strategies to involve educators, families, and employers in provision of job training and employment for students with moderate and severe disabilities. Central feature of the project is the working team which meets on a weekly basis to develop in-school and community-based strategies for employment placement and training. Working team will evolve in year three to include family and employer participation. Employment training curriculum will be developed to provide students with training experiences in three major occupational areas predominant on Oahu: (a) hotel/restaurant/hospitality; (b) business and services, and (c) health care. Activities are underway to develop transition referral process for graduating students placed on paid jobs. Family/employer training and involvement is in further revision/development with anticipated expansion in year 3.

OUTCOMES: Description of process and outcomes of working team activities. Evaluation of individual interventions. Natural support training materials and publications. Overall evaluation of project outcomes. Reports to be given at state, regional, and national conferences.

PRINCIPAL DIRECTOR:
Sharpton, William

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Transition Project-Multi-District Outreach

PERFORMING ORGANIZATION/ADDRESS:
University of New Orleans
Dept. of Special Education & Habilitative Services
Education Building
Room 220 Lakefront
New Orleans, LA 70148

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158Q10016

COMPETITION: 158Q

PURPOSE: To improve interagency coordination, at the local, regional, and state level, in order to create positive lifestyles for consumers with severe disabilities and their families. While this project proposes to affect change at these 3 levels, primary emphasis is on the local level.

TARGET: Students, ages 16-22, with moderate, severe, and/or profound disabilities and interagency personnel serving them.

APPROACH: Project provides on-site technical assistance and training to local interagency teams and family members to meet the needs of individuals with disabilities identified through the individualized transition planning process.

OUTCOMES: (1) Development of interagency team and coordination process in 5-10 local communities in Louisiana. (2) Improved post-school options for a minimum of 15-30 consumers with moderate/sever/profound disabilities. (3) Negotiation with relevant state agencies to use project sites to identify barriers to successful transition as well as effective strategies/practices. (4) Development and dissemination of transition issues, concerns, and strategies specific to family members.

PRINCIPAL INVESTIGATOR:
Zigmond, Naomi

PROJECT TITLE:
Transition to Adult Life for Secondary Age Students with Emotional Disturbances

PERFORMING ORGANIZATION/ADDRESS:
University of Pittsburgh
Office of Research
350 Thackery Hall
Pittsburgh, PA 15260
(412)-648-7080

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/95

PROJECT #: H023C00054

GRANT#: H023C00054

PURPOSE: This project will evaluate the effectiveness of restrictive and non-restrictive settings in preparing emotionally disturbed students for adult life.

METHOD: The project will add to the current knowledge based regarding the post school adjustment of emotionally disturbed students who access secondary education programs in settings which represent a range on the integration to segregation continuum of service options. The project will identify relationships between student centered and school experience variable and the level of post school adjustment of emotionally disturbed students.

ANTICIPATED PRODUCTS: The research findings will be disseminated by offering recommendations for programmatic revision based on the results of the research, assisting in the institutionalization of the proposed student tracking model in the research settings, and developing and disseminating guidelines for implementation of the model in settings across the country.

PRINCIPAL DIRECTOR:
Cohen, Shelley

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Transitional Services for Handicapped Youth: Follow-Up/Follow-Along

PERFORMING ORGANIZATION/ADDRESS:
Jefferson County Public Schools
Department of Research
3332 Newburg Road
Louisville, KY 40213

ORGANIZATION TYPE: EDA,EDALEA **GRANT #:** H158R80062

COMPETITION: 158R

PURPOSE: To improve the LEA's tracking system for handicapped youth who complete or leave secondary programs and to revise curriculum, and/or program options for secondary handicapped youth in order to increase their post-secondary success levels.

TARGET: The Jefferson (Kentucky) County Public Schools, which graduates approximately 200 mildly handicapped students each year.

APPROACH: Among the activities used to gather data are: written questionnaires and personal interviews, surveys of current and former handicapped students who graduated or dropped out of the school district between 1984 and 1992, surveys of parents, and longitudinal follow-up data on some subjects over a three to four year period. The project will utilize data to determine levels of effectiveness of existing program options, involve a broad-based advisory committee, and provide current and former students with a comprehensive assessment. Using the assessment results, the project will confer with each individual to develop an IEP leading to employment and obtain the student's commitment to a planned program of post-secondary education.

OUTCOMES: Project results will be incorporated into the district's Parent Resource Center, which focuses on secondary transition issues. Other outcomes will be valid and reliable data on a large number of current and former special education students; expanded and modified curriculum options to increase the likelihood of employment and independent living; a decrease in the dropout rate; and a project-developed handbook describing the data collection/data analysis/program modification model.

PRINCIPAL INVESTIGATOR:

Love, Laura

PROJECT TITLE:

Using A Follow-Along Strategy to Assess Post-School Outcomes of Students with Disabilities to Influence Statewide Systems Change

PERFORMING ORGANIZATION/ADDRESS:

Arizona Department of Education
135 West Jefferson
Phoenix, AZ 85007
(602) 542-3184

BEGINNING DATE: 11/01/91

ENDING DATE: 10/30/93

PROJECT NUMBER: H159A10008

GRANT #: H159A10008

PURPOSE: This project will establish a system for collecting and utilizing student follow-along information at state (Arizona) and local levels to assess education services and post-school outcomes of students with disabilities. Such an information system is expected to impact directly on youth with disabilities as well as assisting transition services and implement program improvements.

METHOD: Data will be collected on 750 to 1000 students during their last year in high school and again during their first year out of school. data will include student and family characteristics, school services needed and received, school achievement, quality of life while in-school, post-school services needed and received, and quality of life out of school. Computer-assisted telephone interviews of students and parents and a questionnaire survey of the students' special education teachers will be utilized. Technical assistance will be provided to state and local staff as they use the follow along information to improve policies and programs.

ANTICIPATED PRODUCTS: Products will include instruments for collecting the evaluation data; a set of tables and graphs, with accompanying commentary representing the data analyses; a manual of follow along procedures; technical assistance materials; a paper identifying resources necessary to maintain the information system; and a final report.

PRINCIPAL DIRECTOR:
Benz, Michael

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Using a Follow-Along Strategy to Influence Statewide Systems Change
PERFORMING ORGANIZATION/ADDRESS:

University of Oregon
Secondary Special Education
175 College of Education
Eugene, OR 97403

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158R90027

COMPETITION: 158R

PURPOSE: To (a) replicate and validate in Nevada a follow-along strategy currently being developed in Oregon that has the capacity to both describe and explain varying levels of community adjustment experienced by young adults with disabilities and (b) develop and evaluate a management information system to allow follow-along data to be used at both state and local levels to make systematic, cumulative changes in secondary special education and transition services.

TARGET: Both students who complete school (n=160) and drop-outs (n=80) will be included in the sample, these figures representing about half the statewide population of target groups.

APPROACH: Through computer-assisted telephone surveys during students' last year in high school and again at 12 and 24 months intervals data will be gathered about personal/family characteristics, school services received, school achievement, post-school services received, and community adjustment. Technical assistance will be provided to state and local staff implementing and maintaining the follow-along strategy and management information system.

OUTCOMES: Final versions of data collection instruments, a set of three rounds of follow-along data, a field-tested MIS system with formative evaluation, and accompanying manuals for follow-along procedures and MIS use.

PRINCIPAL DIRECTOR:
Gillespie, Diane

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Using a Tracking System to Impact Instructional Programs for Handicapped Youth

PERFORMING ORGANIZATION/ADDRESS:
Florida Department of Education
Bureau of Education for Exceptional Children
Knott Building
Tallahassee, FL 32399
Seattle, WA 98195

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158R80040

COMPETITION: 158R

PURPOSE: To improve and expand the tracking system for handicapped youth who complete or leave school and to revise curricular and program options for handicapped student based on continued analysis of outcome data.

TARGET: Students served in programs for educable mentally handicapped, emotionally handicapped, specific learning disabled, and trainable mentally handicapped.

APPROACH: Follow-up data will be obtained on 3500 former students served in programs in each of the 67 Florida school districts through the use of existing data systems. In addition, follow-up data on an estimated 300 former students will be obtained through interviews conducted over a three-year period. Analysis of the data will lead to revision of curricular and program options. Local action plans will be developed and implemented to revise instructional program options and revise state policy.

OUTCOMES: Products to be developed include: a tracking system; a procedural manual for data collection; an interview questionnaire; a series of statistical analyses of tracking data with comparisons of individuals' school experiences to outcome elements; a series of publications documenting the change process, instructional program and policy changes, and barriers; and two seminar training outlines.

PRINCIPAL INVESTIGATOR:
Parshall, Lucian

PROJECT TITLE:
Using Exit Performance Assessment to Follow-Along Students and Improve Programs

PERFORMING ORGANIZATION:
Michigan Department Of Education
P.O. Box 30008
Lansing MI 48909
(517)-335-0460

BEGINNING DATE: 12/01/91

ENDING DATE: 11/30/93

PROJECT #: H159A10010

GRANT #: H159A10010

PURPOSE: This project is intended to extend and sustain the implementation of a statewide (Michigan) outcome based approach to the delivery of special education services. The three project goals are (1) to use established outcome measures of student performance with a follow-along strategy to validate program improvement; (2) to develop a statewide "Report Card" on outcome performance areas across four educational levels and five disability areas; and (3) to evaluate the extent of statewide implementation of the program Outcomes Guides and assessment strategies.

METHOD: The study will utilize previously developed Exit Performances Assessment (EPAs) in the follow-along data tracking of post school adjustments of 40 students with emotional impairments and 40 students with educable mental impairments. Data collection instrumentation and a data base of in-school and follow-along data will be developed. Representative school districts will be sampled for the development of the Report Card format for reporting to local school districts statewide data on student outcomes. Additionally, administrators and teachers will be surveyed regarding implementation of state Program Guides and assessment strategies.

ANTICIPATED PRODUCTS: Products will include a data base of in-school and post school follow-along data, two reports addressing outcome validity, performance checklist for each area of impairment a statewide data base in five disability areas, five "Report Cards" a survey data base, and a report on implementation of Program Outcomes Guides and assessment strategies including their impact on curriculum and instruction.

PRINCIPAL INVESTIGATOR:
Halpern, Andrew

PROJECT TITLE:
Using Follow-Along Information Effectively

PERFORMING ORGANIZATION/ADDRESS:
University of Oregon Secondary Special Education
175 College of Education
Eugene, OR 97403
(503)-346-3583

BEGINNING DATE: 8/01/91

ENDING DATE: 7/31/95

PROJECT #: H023C10041

GRANT #: H023C10041

PURPOSE:

METHOD: This new product will build upon a strong foundation of existing work, including a systems-changed model called the Community Transition Team Model, and a follow-along model, both of which are currently being implemented by the applicant on a statewide basis in Oregon. The project design involves four basic steps: 1) preliminary development of methods and materials for linking follow-along information to program improvement efforts; 2) demonstration and evaluation of the methods and materials in Oregon, followed by appropriate modification of the methods and materials; 3) replication and evaluation of the methods and materials in a second state followed by appropriate modification of the methods and materials; and 4) national dissemination of project findings, methods, and materials. The primary subjects for both the Oregon demonstration and the subsequent replication are leaders and members of "transition teams". Thirty-five teams currently exist in Oregon with a total membership of approximately 500 providers and consumers of secondary special education and transition services. Project implementation involves a very active collaboration between the University of Oregon, the Oregon Department of Education, and a statewide network of transition teams.

ANTICIPATED PRODUCTS: Dissemination of project methods and materials to interested SEAs throughout the country will involve a two step procedure: first a national symposium will be held to present the model to SEA staff who are responsible for secondary special education and transition programs; following the symposium, regional workshops will be conducted in five regions of the country to train SEA staff.

PRINCIPAL DIRECTOR:
Hull, Marc

PROJECT OFFICER:
Halloran

PROJECT TITLE:
Vermont's Transition Systems Change Project

PERFORMING ORGANIZATION/ADDRESS:
Vermont Department of Education
Montpelier, VT 05602

ORGANIZATION TYPE: EDA,EDASEA **GRANT #:** H158A10001

COMPETITION: 158A

PURPOSE: To develop, implement, evaluate, and disseminate a comprehensive system of secondary transition services.

TARGET: Youth with disabilities needing services for transition from school to post secondary education or employment.

APPROACH: The goals of the project will be achieved through the coordinated efforts of state education, rehabilitation, mental health/mental retardation, and employment/training agencies, as well as through the efforts of local school districts, parent organizations and employers, and post-secondary institutions. Project activities include: (1) identify and implement interagency initiatives which address pertinent policy, procedural, and legislative concerns; (2) develop and implement statewide a training and technical assistance system; (3) develop and implement a family and student support network; (4) establish the capacity at all levels to provide case management; (5) provide inducements and models for local school districts to develop career development opportunities at the high school level; (6) develop, conduct, and analyze a statewide interagency needs assessment directed at identifying all high school age students with disabilities; and (7) develop and implement a system for utilizing data collected from a statewide follow-up system for the purpose of program evaluation and improvement.

OUTCOMES: Training and support activities will be established; state policies and procedures will be developed and/or revised; best practices for the planning and delivery of transition service and evaluation activities will be disseminated.

PRINCIPAL DIRECTOR:

Curry, Keith

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Vocational and Literacy Development for the Mildly Handicapped Offender

PERFORMING ORGANIZATION/ADDRESS:

The Research Foundation of Suny
State University College at Buffalo
P.O. Box 9
Albany, NY 12201

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H078C80070

COMPETITION: 78C

PURPOSE: To reduce recidivism among mildly handicapped convicts by providing academic skills training, life skills training, and vocational referral.

TARGET: About 45 juvenile offenders who are mentally retarded and learning disabled in local holding centers are expected to benefit from direct participation.

APPROACH: Community agencies and graduate students will help in the process of referring incarcerated individuals with mild handicaps for literacy classes and vocational referrals. An intensive case management approach will be implemented to overcome a history of service resistance among the target population. To maximize student motivation, a wide variety of reading materials and software will be applied. A functional approach incorporating developmental, remedial and compensatory instruction will be used. A Literacy Action Plan will be implemented for each student, including goals and objectives, vocational goals and referral sources, and additional services' referral sources. Staff will provide referrals to and liaison with vocational agencies as appropriate.

OUTCOMES: Screening methods will be presented at state and regional conferences. The most effective teaching methods will be incorporated into a curriculum guide available to secondary teachers and rehabilitation professionals. Results of screening, training and testing will be submitted to major journals for publication. A regional conference on literacy training for handicapped convicts will be developed as well.

PRINCIPAL DIRECTOR:

Gill, Douglas

PROJECT OFFICER:

Halloran

PROJECT TITLE:

Washington Resource And Technical Assistance Center for Transitional Services

PERFORMING ORGANIZATION/ADDRESS:

State of Washington
Old Capitol Building, FG-11
Olympia, WA 98504-3211

ORGANIZATION TYPE: EDA,EDASEA,REHAB **GRANT #:** H158A20028

COMPETITION: 158A

PURPOSE: To increase the post-school quality of life for special education students.

TARGET: Youth with disabilities needing transition services.

APPROACH: The Washington Resource and Technical Assistance Center will provide information and training to the significant stakeholder groups associated with transition services (school personnel, parents, youth with disabilities, adult human service providers, private industry, the business community, and advocate groups on four levels: awareness, problem solving, in-depth training, and on-site follow-up. Funds will be made available to local district teams as incentives for implementation of transition services. The Center will: (1) assist school districts in developing new secondary level curriculum; (2) develop and implement local community task forces that will address employment issues and friendship networks with the private sector; (3) coordinate local human service agencies in an interagency team to best meet the ongoing needs of youth with disabilities and their families; (4) implement a new case management system for recent special education graduates; and (5) develop a statewide tracking system to evaluate these efforts.

OUTCOMES: At the end of the project, transition activities in the state will be enhanced by increased interagency collaboration, additional involvement from the private sector, an increased number of parents and professionals receiving information and training, and enhanced cohesiveness of statewide activities.

PRINCIPAL DIRECTOR:
Hendren, Glen

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
We Can: Working with Employers in Cooperative Agency Networking

PERFORMING ORGANIZATION/ADDRESS:
Mississippi State University
Dept. of Counselor Education
P.O. Box 6156
Mississippi State, MS 39762

ORGANIZATION TYPE: CLG,CLGFOU **GRANT #:** H078C80064

COMPETITION: 78C

PURPOSE: Enhancing transitions of youth with mild and moderate handicaps from school to employment settings.

TARGET: Over 300 mentally retarded or learning disabled students between the ages of 16 and 25 are expected to directly benefit from participation, as well as over 150 professionals attending in-service training seminars.

APPROACH: An outreach program will identify members of the target population in need of training and/or employment. An effort will be made to inform these youths fully regarding employment and training options available to them upon leaving secondary education programs. In-service training will be provided to agency, community college, and vocational-technical center personnel as well as potential employers. A model program will be developed at Mississippi State University to facilitate replication.

OUTCOMES: Three additional counties will be selected for participation and replication with the help of steering committees. Several brochures, a survey of community businesses, student profile assessment sheets, training agendas and other program materials will be made available as part of a dissemination package.

SUPPORTED EMPLOYMENT

PRINCIPAL DIRECTOR:

Bucci, Paul

PROJECT OFFICER:

Wilson

PROJECT TITLE:

The City Lights Transition to Integrated Post-Secondary Environments Research Project

PERFORMING ORGANIZATION/ADDRESS:

Academy for Educational Development

1255 23rd Street, N.W.

Washington, D.C.

ORGANIZATION TYPE: PRVT

GRANT #: H158P10018

COMPETITION: 158P

PURPOSE: To examine and enhance the City Lights Program, a non-profit, community-based organization in Washington, D.C. , serving high risk, minority youth.

TARGET: The adjudicated and high-risk, severely emotionally disturbed minority youth (ages 16-21) served by City Lights School.

APPROACH: The project has three objectives and sets of activities. First, it will study a different cohort of fifty 16 to 21 year old minority youth each year of the project. Second, it will enhance the vocational counseling and job placement training component through such means as job development, placement, and monitoring; student assessment and career choice; vocational counseling and seminars; transition employment; and supported work. The enhanced program will be studied to determine whether and to what extent it develops drug-free habits; psychological health; vocational, functional, and academic skills among at-risk youths. Third, the project will track the progress of program graduates at 6, 12, and 24-month follow-up points.

OUTCOMES: The study will contribute to the knowledge of community-based programs like City Lights and their effectiveness in providing services to severely emotionally disturbed, adjudicated, and high-risk urban minority youth. The comprehensive evaluation report will be sent to other projects serving populations similar to that at City Lights.

PRINCIPAL DIRECTOR:
Chermside, Herbert

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Community Based Vocational Training and Supported Employment for Youth with Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Virginia Commonwealth University
School of Education
Box 568-MCV Station
Richmond, VA 23284

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N00051

COMPETITION: 158N

PURPOSE: To demonstrate the effectiveness of community-based vocational training and supported employment.

TARGET: At least 36 adolescents aged 16-21 with severe disabilities including autism, cerebral palsy, severe and profound mental retardation, and severe sensory impairments will receive training, and at least 18 will be placed and maintained in supported employment options.

APPROACH: This project will target appropriate social and vocational skills in community based training sites and train for generalization to supported employment options in the local job market. At least 36 youth ages 16 to 21 with severe disabilities will be placed and trained in 4 different community vocational training sites reflective of future supported employment job options. At least 18 will be placed in supported employment including individual and cluster placements. A comprehensive program of evaluation will be affected to determine impact of the project on participants and their families, employment outcomes, factor analysis regarding employment success, and a description of training and intervention program effectiveness.

OUTCOMES: Articles will be published in professional journals. Presentations will be offered at national conferences and a research monograph will be widely disseminated to further the cause of employment for the severely disabled. In-service workshops will be provided and technical assistance offered to further replication efforts.

PRINCIPAL DIRECTOR:
Gerney, Robert

PROJECT OFFICER:
Wilson

PROJECT TITLE:
A Comparative Study Between A Supported Employment Program and A Sheltered Employment for Youth with Psychiatric Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Albert Einstein College of Medicine
Community MH Center/Sound View
SUTN-CMHC
2527 Giebe Avenue
Bronx, NY 10461

ORGANIZATION TYPE: CLG,CLGUAP **GRANT #:** H158P10021

COMPETITION: 158P

PURPOSE: To evaluate the effectiveness of an individual placement supported employment model when applied to youth with serious emotional disabilities.

TARGET. Severely emotionally disturbed youth, ages 16-21, residing in the Bronx and northern Manhattan in New York City.

APPROACH: This research demonstration project will employ a randomly assigned comparison group design to evaluate the effectiveness of the individual supported employment model. A supported employment programs described in the literature with those of the intensive case management and social skills training programs found to be effective with severely emotionally disturbed mental patients. A controlled research demonstration with random assignment of subjects will be conducted to evaluate the effectiveness of the supported employment program when compared with a sheltered workshop program based on traditional vocational mental health rehabilitation procedures. Comparative analyses of participant's time in program and cost/benefit of the supported employment program will be conducted.

OUTCOMES: In the course of the project, 72 youth will have been treated and followed up. An integrated Supported Employment-Social Skills Treatment Handbook will be developed and published. Project results will be disseminated through presentations at meetings, publications, and on-site training.

PRINCIPAL DIRECTOR:

Armendariz, Juan

PROJECT OFFICER:

Rosenstein

PROJECT TITLE:

Computer Programmer Training For The Physically Disabled

PERFORMING ORGANIZATION/ADDRESS:

San Antonio College
Division of Occupational, Technical, and Continuing Education
Alamo Community College District
1300 San Pedro
San Antonio, TX 78284

ORGANIZATION TYPE: CLG

GRANT #: H078C00020

COMPETITION: 78C

PURPOSE: To recruit, select, train, and place into competitive positions in business and industry, persons with severe physical disabilities as qualified business applications computer programmers and trained automated office personnel.

TARGET: A total of ninety adults with severe physical disabilities will be accepted for participation over the project's three years, with provisions made for equal access by minorities and women.

APPROACH: Following program design, a recruitment process will be initiated to process some 130 applications for participation. Course offerings in the field will be modified to provide special technical assistance and techniques for the physically disabled. At least 80 participants will be trained in computer programming to levels sufficient for entry-level positions. A comprehensive system of support services including independent living skills, personal counseling, and job counseling will be developed and implemented. A student internship program will place students in a corporate environment upon completion of training. A plan of periodic evaluation will be implemented to establish and maintain student/graduate records for tracking of weaknesses and program maintenance, with clearly defined intervention and assistance techniques available as appropriate.

OUTCOMES: All curriculum materials will be available for dissemination, and a descriptive monograph will be made available to interested parties. Workshops will be held to demonstrate program techniques for educators from other universities and colleges serving people with disabilities.

PRINCIPAL DIRECTOR:

Flexer, Robert

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Development And Evaluation of A Transition Employer Network for Youth with Severe Handicaps

PERFORMING ORGANIZATION/ADDRESS:

Kent State University Foundation
Adult Counseling, Health, and Vocational Education
Research and Sponsored Programs
Portage County
kent, OH 44242

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N90044

COMPETITION: 158N

PURPOSE: To develop, implement and evaluate a model Transition Employer Network for youth with severe handicaps.

TARGET: A total of about 250 students with severe handicaps are expected to benefit from direct assistance and replication activities in the course of three years.

APPROACH: Two model sites will organize and recruit members for the Transition employer Network and the interagency Team. The network will provide specific employer assistance strategies for job development and placement while the team selects and screens target students who are nearing graduation and provide job supports. Project staff will provide in-service and technical assistance. Activities will include education of network and team membership, development and implementation of planning processes, assistance in employer aid strategy development, and project evaluation.

OUTCOMES: Model development and evaluation will provide data on effective and generalizable strategies for employer assistance and interagency cooperation. Subsequently, the model will be disseminated and tested at additional locations.

PRINCIPAL DIRECTOR:

Nisbet, Jan

Project Officer:

Wilson

PROJECT TITLE:

The Development and Validation of Co-Worker Support Models for Students with Severe Disabilities Transitioning from School to Integrated Adult Lives

PERFORMING ORGANIZATION/ADDRESS:

University of New Hampshire
Institute on Disability
c/o Research Administration OFC
Horton Social Science Center
Durham, NH 03824

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N90060

COMPETITION: 158N

PURPOSE: To develop system change, supportive, and instructional strategies to effectively transition students with severe disabilities into integrated community environments.

TARGET: Each year four school district, responsible agencies and vendors and families of 15 students will receive technical assistance.

APPROACH: A vocational task force will be involved in conducting family interviews, meeting with local school district staff, developing a vocational profile, and arranging a "circle of friends" and other supports. Potential community jobs will be identified, and meetings arranged with employers to develop individualized jobs and natural supports. Ecological inventory, job analysis, and discrepancy analysis will then take place. Training and support strategies for students, co-worker, employer, and family will be developed, including co-worker stipends as needed. A transition and employment specialist will develop a follow-along strategy with co-workers. Adult service agencies will then assume responsibility for long-term support and the project will be evaluated for effective outcomes and customer satisfaction.

OUTCOMES: Results will be disseminated in one manual, four position/research manuscripts, and a minimum of 20 conferences and workshop presentations.

PRINCIPAL DIRECTOR:

Nietupski, John

PROJECT OFFICER:

Wilson

PROJECT TITLE:

A Dispersed-Heterogeneous-Placement Supported Employment Model

PERFORMING ORGANIZATION/ADDRESS:

The University of Iowa
Division of Developmental Disabilities
257 University Hospital School
Iowa city, IA 52242

ORGANIZATION TYPE: CLG,CLGUAP

GRANT #: H158N00054

COMPETITION: 158N

PURPOSE: To transition youth with mental retardation into paid, community jobs.

TARGET: 48-60 mentally retarded youths, including those with severe/profound disabilities, their vocational service providers, co-workers and employers.

APPROACH: An Employment Training Specialist will develop jobs for consumers, provide initial training and transfer supervision to co-workers and supervisors in order to develop a more natural co-worker support network. Each site will include one consumer with severe or profound mental retardation.

OUTCOMES: Long-term data will be collected regarding job retention, employer, co-worker, and parental satisfaction, hours worked, wages earned and ETS intervention time. Project results are to be disseminated through monographs, journal articles, the ERIC system and state and national conference presentations.

PRINCIPAL DIRECTOR:

Affleck, James

PROJECT OFFICER:

Wilson

PROJECT TITLE:

An Expert Transition Planning System and Model Promote Progressive Employment for Youth with Moderate and Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:

University of Washington
Experimental Education Unit
University of Washington
Seattle, WA 98195

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N90008

COMPETITION: 158N

PURPOSE: To improve the effectiveness of individual transition plans through technology applications.

TARGET: At least 30 students with moderate and severe handicaps will gain supported employment. At participating schools about 90 with moderate and severe disabilities will benefit from functional curriculum reformulation. Business and private industry councils will also be served.

APPROACH: In the first year the project will analyze individual transition planning processes and develop a pool of expertise regarding system subcomponents under development. Project staff will help school district personnel, adult service staff, and parents to develop individual transition planning and curriculum analysis processes. Through these activities the basic algorithms of the expert system will take shape. Year two will focus on implementation and initial testing of the expert system and supported employment components. Field testing and replication of the entire model system and service components will occur during year 3. Finally, the system and the service components will be refined until they are disseminable as self-contained units with supporting training workshops.

OUTCOMES: Aside from a descriptive brochure, products of the project will include four computer programs of the expert ITP system, a "shell" individual transition plan document management program, procedural guides for administering the system and a model replication training workshop.

PRINCIPAL DIRECTOR:

Wilcox, Barbara

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Go Directly To Work: A Community Employment Model for Youth With Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Indiana University

Institute for the Study of Developmental Disabilities

P.O. Box 847

Bloomington, IN 47402

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N90016

COMPETITION: 158N

PURPOSE: To develop and evaluate a community model to effect the uninterrupted transition from school to work life for youth with severe disabilities.

TARGET: In three year the project will work with two LEAs and their communities, placing about 48 graduates with severe disabilities among about 60 businesses that have pledged participation.

APPROACH: The exemplary employment preparation model will be installed in high school programs to ensure use of best practices. A Parents Alliance for Transition will be formed in each community to build parent involvement in planning and to build networks to support change. The project will build the capacity of local providers to ensure that community agencies serve all graduates with severe disabilities in supported employment. These system components will be coordinated to ensure employment without interruption of services and to build a mechanism for overall coordination of community change.

OUTCOMES: The project description will be distributed in brochure form. Interested parents and professionals will be scheduled for visits to sites. Results of activities will be presented at local, state, and national public and professional meetings

PRINCIPAL DIRECTOR:

Daily, Robert

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Grossmont Community Transition And Employment Development Project for Students with Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:

Grossmont Education High School District
Special Education Programs
P.O. Box 1043
La Mesa, CA 92041

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H158N90023

COMPETITION: 158N

PURPOSE: To ensure that 50% of graduates from Grossmont's severely handicapped program achieve transition directly into paid employment in the community by establishing supportive employment prior to existing school.

TARGET: 185 students with moderate to severe disabilities and 12 non-profit adult agencies will be served directly.

APPROACH: An outreach program will be established to promote conversion of segregation center-based adult programs to community integration and community employment by establishing demonstration modules, promoting adult service staff training, assisting in the development of at least two local pilots which would transition students from community-based school programs into integrated jobs. To increase inter-agency cooperation, procedures will be developed to establish adult program plans and schedules in transition planning. To increase consumer satisfaction with supported employment, self-advocacy training programs and support groups will be developed. A business advisory committee will be established, job development strategies and job modification procedures described, jobs secured, and employer satisfaction monitored.

OUTCOMES: A newsletter, project materials, and documented results will be disseminated on a national level, through the Special Education Resource Network, the San Diego Supported Employment Task Force, and other related groups.

PRINCIPAL DIRECTOR:
Busse, John

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Interagency Transition Partnership

PERFORMING ORGANIZATION/ADDRESS:
Tacoma School District #10
P.O. Box 1357
Tacoma, WA 98401

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H158N80054

COMPETITION: 158N

PURPOSE: To increase placement of severely handicapped youth into individual supported jobs prior to high school graduation.

TARGET: Approximately 100 severely handicapped youth in the Tacoma school district aged 18 - 23 years.

APPROACH: One special education teacher will serve as an individual job placement specialist whose role will be to develop training opportunities for severely handicapped students in their final three years of high school. A supported job placement specialist will be funded for post-graduation support to eligible transitioning youth between 21 and 24 years of age. Participating agencies will cooperate to develop annual teacher in-service programs on supported work and a parent alliance group targeting empowering parents in job development for their offspring.

OUTCOMES: Procedural and job placement data will be disseminated through annual conferences. A procedural manual will be developed and made available on request. After the third project year a final report will be published and incorporated into an article for journal publication.

PRINCIPAL DIRECTOR:
Hendrickson, Joe

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Productive Youth in the Community Supported Employment Project for Secondary Level Students with Significant Emotional and Behavioral/Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Poudre School District R-1
Special Education Department
2407 Laporte Avenue
Larimer County
Fort Collins, CO 80521-2297

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H158N90063

COMPETITION: 158N

PURPOSE: To establish a cooperative community effort to secure and maintain employment for students with significant emotional and behavioral disabilities prior to their leaving the public education system.

TARGET: About 75 students with emotional and behavioral disabilities at two high schools will be directly impacted over three years.

APPROACHED: Paid jobs will be secured in the community prior to graduation with realistic possibilities of long-term employment for these students. An active network of local employers and business will be developed to facilitate individual job placements for students. A working team of service providers will be constructed to provide continuity of employment-related support before and after graduation. Formal and informal opportunities will be provided for parents and/or guardians to work cooperatively with school and students to maximize success in community development. Connections will be made for each students with appropriate adult and social service agencies to assure continued post-secondary employment.

OUTCOMES: After three years the project will be self-sustaining through the Poudre school district's resources, including an ongoing commitment to the principles of securing and maintaining community integrated employment for students prior to graduation. Components and outcomes will be disseminated at national conferences and made available nationwide on request.

PRINCIPAL DIRECTOR:
Gervey, Robert

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Project Aces: Natural Supports in The Work-place: An Enhancement of an Existing Supported Employment Program Serving Youth with Psychiatric Disabilities

PERFORMING ORGANIZATION/ADDRESS:
Sound View Throgs Neck Cmhc
Albert Einstein College Of Medicine
2527 Glebe Avenue
Bronx, NY 10461

ORGANIZATION TYPE: CLG,MHDD

GRANT #: H158P20008

COMPETITION: 158P

PURPOSE: To evaluate, in a controlled experimental design, the effectiveness of supported employment program using natural supports compared to a supported employment program using job coaches and a traditional sheltered employment program.

TARGET: Participants will be 60 severely emotionally disturbed youth residing in the Bronx and Manhattan, referred for treatment by a variety of community agencies, outpatient facilities, hospitals and treatment centers.

APPROACH: A current program comparing the job coach and sheltered employment approaches will be expanded to include a natural support in the work-place protocol. Both supported employment programs include an integrated and innovative program of skill training, job development and placement, family counseling and ongoing off-site clinical support. Students will be randomly assignment to one of the three interventions and followed-up to determined vocational functioning, job retention, symptoms, and family burden.

OUTCOMES: A systematic plan of dissemination of project results is planned through presentations at meetings, publications to 200 prospective participants, and evaluation for 100. Direct services to participating students will be the most direct benefit from the project, and findings should build substantially upon the findings of the initial pilot project in evaluating and comparing several approaches to job training programs.

PRINCIPAL DIRECTOR:
Alberto, Paul

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Project Sets (Supported Employment Transitional Services)

PERFORMING ORGANIZATION/ADDRESS:
Georgia State University
Department of Special Education
University Plaza
Atlanta, GA 30303

ORGANIZATION TYPE: CLG.CLGFOU **GRANT #:** H158N80006

COMPETITION: 158N

PURPOSE: To develop cooperative transition programs among state agencies which result in the successful movement of students from school to supported employment, and of adults from facility-based programs, or no program, to supported employment.

TARGET: Approximately 60 secondary age students with moderate and severe disabilities, and 25 adults in facility-based programs or on waiting lists.

APPROACH: Georgia State University and three counties in the greater metropolitan Atlanta area are cooperating to develop model programs. This includes the development in each county of a cooperative transition and supported employment placement and training program. In addition, local education agencies are developing comprehensive, longitudinal, community-based vocational training programs. The school systems develop community job training sites that sample the probable types of employment in which students will work upon graduation.

OUTCOMES: Project SETS has developed a State Advisory Panel to evaluate and monitor progress. An Interagency Transition Planning Team has been established in each of the counties; these teams have developed or are developing a transitional manual. For each student an individual transition team has been established. A consortium of persons involved in community-based vocational training and transition will be developed in the metropolitan Atlanta area

PRINCIPAL DIRECTOR:
McDonald, Rebecca

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Secondary Education and Transitional Services - Transition from School to Work Through Supported Employment

PERFORMING ORGANIZATION/ADDRESS:
Association for Retarded Citizens
Union County Office of the Executive Director
1225 South Avenue
Plainfield, NY 07062

ORGANIZATION TYPE: CNADV

GRANT #: H158N80026

COMPETITION: 158N

PURPOSE: To place students in supported employment prior to graduation from high school.

TARGET: Students (N=30) from Union County aged 19-21 years with moderate to severe/profound disabilities, including developmental, will be direct participants.

APPROACH: All targeted students will have an Individualized Transition Plan, developed in collaboration with parents, school staff and adult service providers, identifying services needed after graduation and strategies to access such services prior to graduation. Each will experience paid employment in an integrated work site through individual placement with a job coach, enclave, mobile crew, or small business. An effort will also be made to help secondary level special education staff develop functional and appropriate community-based vocational curricula. Advocacy and training support will be offered to families through the transition period. Evaluation measurements will be developed to track employer satisfaction and employment status through time.

OUTCOMES: Following evaluation, the final project report will be widely disseminated statewide and nationwide. The Model Project and its outcomes will be forwarded to national, state and regional education and rehabilitation agencies. Other written modes of dissemination will include journal articles, newsletters, newspapers, business trade magazines, and presentations at local, state, regional and national conferences.

PRINCIPAL DIRECTOR:

Hasazi, Susan

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Secondary Education and Transitional Services - Vermont's School- Based Supported Employment Program

PERFORMING ORGANIZATION/ADDRESS:

University of Vermont
Special Education - Social Work
405 Waterman Building
Burlington, VT 05405

ORGANIZATION TYPE: CLG,CLGFOU

GRANT #: H158N80067

COMPETITION: 158N

PURPOSE: To design implement and evaluate a model supported-employment program which will increase employment prospects for secondary level students with severe handicapping conditions.

TARGET: Sixty to eighty students in the regional special class program at Hartford Area Vocational Center will be directly served.

APPROACH: Local high schools now sending learning disabled students to the Hartford Area program on a full-time basis will provide services such as practical academics and social skills training for severely handicapped students, previously segregated for educational purposes. The grant will provide on-site technical assistance in all participating schools in supported employment, employer support, and assistance with interagency coordination.

OUTCOMES: A supported employment brochure, the employer satisfaction form, the supported employment training manual, lists of desired educational outcomes and corresponding learning experiences, and a model service delivery plan for supported employment and other community-based training opportunities will be disseminated at the local, state and national levels.

PRINCIPAL DIRECTOR:

Copman, Sandy

PROJECT OFFICER:

Wilson

PROJECT TITLE:

Strive: Special Training to Reach Independence Through Vocational Experiences

PERFORMING ORGANIZATION/ADDRESS:

Boston Public Schools
Special Education
High School Zone Office
55 New Dudley Street
Roxbury, MA 02119

ORGANIZATION TYPE: EDA,EDALEA

GRANT #: H158N00028

COMPETTITION: 158N

PURPOSE: To operate a school-to-work transitional skills development program for severely handicapped high school students.

TARGET: Twenty-five of the school system's 200 severely handicapped high school students, their teaches and service providers.

APPROACH: Services include independent living skills including family-oriented services. Vocational training opportunities will occur in supported employment competitive sites. On-site job coaching support will be provided, and the minimum wage will be received by all participants.

OUTCOMES: Students are expected to find successful placement in competitive jobs, become less isolated from peers and the community, and foster self-advocacy.

PRINCIPAL DIRECTOR:
Danley, Karen S.

PROJECT OFFICER:
Rosenstein

PROJECT TITLE:
Supported Education Project

PERFORMING ORGANIZATION/ADDRESS:
Boston University
Center for Psychiatric Rehabilitation
Sargent College of Allied Healths
730 Commonwealth Avenue
Boston, MA 02215

ORGANIZATION TYPE: CLG, CLGFOU, CLGTWO **GRANT #:** HO78C00004

COMPETITION: 78C

PURPOSE: To develop, implement, evaluate, and disseminate a community-based supported education demonstration activity.

TARGET: Young adults currently involved with psychosocial support services or co-op education services with severe psychiatric disabilities or severe emotional disturbance.

APPROACH: Strategies will be developed for identifying and recruiting to the program persons with severe psychiatric disabilities. Replicable strategies will be developed and implemented for coordination, facilitation and provision of appropriate educational experiences for adults with severe psychiatric disabilities who want additional training after high school to secure and maintain competitive employment. The innovative supported education program will be refined by developing policies and procedures based on participants' needs for services both academic and vocational training programs.

OUTCOMES: Information and results from the model program will be disseminated to postsecondary training and education facilities, vocational rehabilitation facilities, state departments of mental health, rehabilitation facilities, psychosocial clubhouses and mental agencies nationwide.

PRINCIPAL DIRECTOR:
Patton, Pat

PROJECT TITLE:
Supported Employment and Transition Specialist Certificate Program

PERFORMING ORGANIZATION/ADDRESS:
San Diego State University
San Diego, CA 92182-1900
(619) 594-2462

BEGINNING DATE: 8/01/90
PROJECT #: H029G00016

ENDING DATE: 7/31/93

PURPOSE: This proposal requests funds to provide support for San Diego State University's Supported Employment and Transition Specialist (SETS) Graduate Certificate Program.

METHOD: A systematic approach to responsibly address each of these needs is described. Finally, a plan of action which delineates the personnel, roles, responsibilities and organizational scheme to ensure the effective operation of the project is provided.

OUTCOMES: In sum, funds are requested in order to help maintain and enhance a pre-service training program which is both needed and respected throughout the greater San Diego area. The project co-directors feel they have demonstrated their ability to operate an effective program as well as manage and coordinate the resources being requested. Most importantly, the offerors believe this proposal, if funded, will provide a cadre of professionals who will positively impact the employment options for youth and adults with handicaps, as well as enhance the quality of their lives.

PRINCIPAL DIRECTOR:
Luecking, Richard

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Supported Employment Model for Youth with Severe to Profound Handicaps Through Interagency Collaboration

PERFORMING ORGANIZATION/ADDRESS:
Transcend, Inc.
230 N. Washington Street
Suite 200
Rockville, MD 20850

ORGANIZATION TYPE: PRVT

GRANT #: H158N00022

COMPETTIGN: 158N

PURPOSE: To use collaborative efforts between four agencies to help severely disabled students obtain supported employment while still in school, and obtain that employment upon graduation.

TARGET: Youth with severe disabilities (N=18) in Montgomery county, Maryland will be directly impacted as participants.

APPROACH: Participating students will experience a series of intensive job training opportunities in community-based vocational training stations during each year prior to their last year in high school. In the year of each student's twentieth birthday a transition planning process will be initiated. For the last year in high school, each will be trained daily in a job targeted for employment upon graduation, at which point supported work service and training will continue in the same slot.

OUTCOMES: An implementation guide will be developed and disseminated or longitudinal coordination and parallel planning. A series of working papers for strategies for long-term follow-up and longitudinal finding and a guide for cooperating employees will also be used for dissemination efforts. In the second and third years of funding, replication efforts will be carried out at sites in two other states. Key staff will present results at the annual conference of the Association for Persons with Severe Handicaps.

274

PRINCIPAL DIRECTOR:
Mahoney, Brennan

PROJECT OFFICER:
Wilson

PROJECT TITLE:
Transition Model for Supported Employment Services

PERFORMING ORGANIZATION/ADDRESS:
Albuquerque Public Schools
Special Education Department
P.O. Box 25704
Albuquerque, NM 87125

ORGANIZATION TYPE: ED,EDALEA

GRANT #: H158N80045

COMPETITION: 158N

PURPOSE: To implement a supported employment model and train para-professionals as job coaches.

TARGET: At least fifty high school students with severe disabilities will be directly placed into competitive employment with ongoing supported services.

APPROACH: Each participating student will have an individual profile made by a committee involving parents and school staff. Target job sites will be identified and analyzed, including environmental inventories. Participating profiles will be matched with job sites and adaptive equipment/environmental modifications made as necessary. Job coaching will be provided and supervision technical support and consultation available. Follow-up and evaluation will follow.

OUTCOMES: Reports, articles and training manuals will be disseminated to interested local districts administrators in New Mexico as well as regional cooperative directors and state department of education personnel. Presentations will be offered at statewide conferences for special educators and rehabilitation professionals, with participation from service recipients and family when possible.

PRINCIPAL INVESTIGATOR:
Storey, Keith

PROJECT TITLE:
Work and Integration in Supported Employment

PERFORMING ORGANIZATION/ADDRESS:
Allegheny-Singer Research Institute
320 East North Avenue
Pittsburgh, PA 15212

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H023N10007

GRANT #: HO23N10007

PURPOSE: The purpose of this project is to develop a strategy for increasing social integration between disabled and regular employees in supported employment settings.

METHOD: Three studies will be conducted with ten severely disabled adults who have severe mental retardation, poor social interaction skills, and communication disorders. These adults will be placed in supported employment situations at a hospital or other local business. Study One will evaluate whether a treatment package consisting of conversational skills training, social language skills training and question-asking during conversation will result in an immediate and generalized increase in social interaction with co-workers. Study Two will evaluate the effectiveness of communication skills training with five different subjects. Study Three will determine the effectiveness of teaching non-disabled co-workers how to instruct employees with disabilities. The majority of the research will utilize single subject methodology; in addition, questions concerning the effectiveness of different measurement systems (clique analysis, global measures, and social validation) will be answered.

ANTICIPATED PRODUCTS: Proposed products include journal articles, conference presentations, and review papers targeted for speech language consultants and other practitioners.

**TRANSITION SERVICES TRAINING
FOR RELATED PERSONNEL**

277

271

PRINCIPAL DIRECTOR:
Albright, Leonard

PROJECT TITLE:
Collaborative Training Program for Transition Specialists

PERFORMING ORGANIZATION/ADDRESS:
California State University/Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
(213) 985-8103

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10059

PURPOSE: This project is in response to the need in California for personnel skilled in transition service delivery, especially within secondary special education settings, and for increased numbers of minority personnel fully qualified to provide special education and transition services.

METHOD: The proposed transition specialist training program will provide an inter disciplinary three-phase sequence of graduate course-work and practica in community-based settings. In Phase I of the program, trainees from the three targeted training groups will complete an overview course in transition programming for youth with disabilities. In Phase II, trainees complete a series of four courses which are individually determined through a program planning process with project personnel. During Phase III, all trainees complete a practicum experience in which improved transition service delivery to persons with disabilities is the focal point.

OUTCOME: The goal of this project is to prepare personnel from special education, vocational education, and adult services as specialists in providing transition services to persons with disabilities.

PRINCIPAL DIRECTOR:
Trippi, Joseph

PROJECT TITLE: Correctional/Special Education Teacher training Project

PERFORMING ORGANIZATION/ADDRESS:
SUNNY/New Paltz
HAB 805
Paltz, NY 12561
(914) 257-2830

BEGINNING DATE: 7/10/91

ENDING DATE: 8/31/94

PROJECT #: H029B10220

PURPOSE: The aim of this proposal is to develop a training program for the preparation of special educators to severe disabled youth and youth adults who are under the jurisdiction of the correctional system. These are incarcerated youthful offenders who are learning disabled, mentally retarded, functionally illiterate, vision or hearing impaired, or otherwise disabled.

APPROACH: The program brings together resources from the College, community agencies, state and local correctional facilities, and other agencies devoted to the rehabilitation, education, and vocational training of delinquent youth. Graduates will complete the program with a Masters degree in Education and with certification in Special Education with specialization in teaching adjudicated youth. Graduates of the program will also be qualified to work in a wide range of related agencies and programs such as delinquency prevention, youth and family services, half-way houses, parole counseling, and advocacy of juvenile offenders. The program builds upon considerable previous experiences gained from offering a similar training sequence as well as a long history of working with the correctional facilities in our region. The program thus provides for training the specialized personnel needed in order to make a significant impact on a critical situation in the correction systems

PRINCIPAL DIRECTOR:

Neef, Nancy

PROJECT TITLE:

Developing Inter-Agency Collaboration Skills for Transition of SED (Seriously Emotionally Disturbed) Students to Less Restrictive Environments

PERFORMING ORGANIZATION/ADDRESS:

The Devereux Foundation
Institute of Clinical Training and Research
19 S Waterloo Road, Box 400
Devon, PA 19333-0400
(215) 296-6812

BEGINNING DATE: 1/01/93

ENDING DATE: 1/03/96

PROJECT #: H237D20006

GRANT #: H237D20006

PURPOSE: The purpose of the proposed project is to design, implement, and evaluate the effects of a training program to develop knowledge, skills and strategies for collaboration between education and social service personnel in the transition of sixteen seriously emotionally disturbed (SED) students to less restrictive educational settings.

METHOD: A competency-based training program will be developed and implemented with 20 regular education, special education, related services, and social services personnel. During each training session, material and concepts will be illustrated with videotaped vignettes, practice exercises will be presented for role playing, and participants will view video playbacks of examples of their positive performance. The program will then evaluate the effectiveness of the staff development methods in promoting acquisition of collaboration skills, and the generalization of those skills during interagency team meetings to coordinate services for the transition of SED students. In addition, the program will assess outcomes of collaboration on improved services and on professional's motivation and sense of empowerment.

OUTCOME: In addition to directly providing services to SED students, the program will contribute to a greater understanding of the knowledge, skills, and strategies underlying effective collaboration. Project findings will be disseminated via reports to consumer groups, publication of articles and a multimedia training package, and a conference sponsored by the Devereux Foundation.

PRINCIPAL DIRECTOR:

West, Linda

PROJECT TITLE:

The George Washington University Partnership Program for Returned Peace Corps Volunteers

PERFORMING ORGANIZATION/ADDRESS:

George Washington University
2121 Eye St., N.W. 6th Fl.
Washington, D.C. 20052
(202) 994-6170

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10161

PURPOSE: The George Washington University's Department of Teacher Preparation and Special Education is developing a new master's degree option for Returning Peace Corps volunteers (RPCV'S). The purpose of the program is twofold: (1) the program will recruit RPCV's with liberal arts degrees who taught in the Peace Corps to work in metropolitan D.C. in secondary schools serving a high percentage of at-risk youth; and (2) the program will offer master's degrees leading to teacher certification to the RPCV's enrolled in the program. The purpose of this proposal is to obtain federal support for RPCV's pursuing certification in special education.

APPROACH: The University and the U.S. Peace Corps Office are working together to develop this specialized program. The Peace Corps is promoting teacher certification programs for RPCV's and has signed an official agreement with GWU to develop such a program in the Washington Metropolitan area. Peace Corps is advertising the program and is working with GWU's Development Office to secure private corporate funding for the program. The University has agreements with three local school systems to hire RPCV's who enter the GWU Partnership Program. The RPCV's will be hire as teachers in these systems and will be placed in schools with high percentages of students at-risk for dropping out. The faculty in transitional special education and secondary education at GWU have collaborated to develop an interdisciplinary preparation program. The focus of this program is teacher preparation to work with urban youth at-risk for school failure.

PRINCIPAL DIRECTOR:
Robinson, J. and Flexner, R.

PROJECT TITLE:
Interdisciplinary Transition Leadership Training

PERFORMING ORGANIZATION/ADDRESS:
Kent State University
P.O. Box 9
Albany, NY 12201
(716) 878-5312

BEGINNING DATE: 8/15/89

ENDING DATE: 8/14/92

PURPOSE: This project is designed to train four full-time and eight part-time doctoral students a year in an interdisciplinary (SPED, VOED, RHAB) transition leadership training program.

APPROACH: Each student will be expected to develop and display the following: Practitioner expertise and certification/leisure in at least in at least two of the disciplines (SPED, VOED, RHAB); extensive research and development (R&D) skills; application of these R&D skills to the training of individuals with handicaps from school to the world of (non-sheltered) employment; the ability to design, develop, implement, and evaluate: University based transition related interdisciplinary personnel preparation programs; and or SEA/LEA based transition programs which articulate interdisciplinary efforts.

276

PRINCIPAL DIRECTOR:
Clark, Florence

PROJECT TITLE:
Junior and Senior High Transition Program Provision Training for Occupational Therapists

PERFORMING ORGANIZATION/ADDRESS:
University of Southern California (USC)
1975 Zonal Avenue, KAM B-34
Los Angeles, CA 90033
(213) 342-2850

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/93

PROJECT #: H029F00088

PURPOSE: The proposed program will build upon the USC Occupational Therapy Department's previous successful transition programming models at Savanna High School and Hope Special Education Center (both within the Anaheim Union School District) by establishing a novel transitional curriculum within a mainstreamed junior high school setting (Dale Junior High School).

METHOD: A total of 12 pre-service Master's level occupational therapists will receive training over the three year period. The training component will feature a fourfold focus: (a) consultation and planning of a continuum of services; (b) provision of services in junior high school; (c) utilization of the least restrictive environment.

OUTCOME: The enactment of the proposed program will importantly fulfill federal and state priorities of implementing transition programs for students with disabilities, including increased intervention prior to entrance into senior high school. Further, a critical shortage of occupational therapy personnel in post-elementary school settings will be reduced as a result of the proposed training effort. Within the proposed project, all trainees will be pre-service Masters's level occupational therapy students.

253

PRINCIPAL DIRECTOR:
Alper, Sandra

PROJECT TITLE:
Leadership

PERFORMING ORGANIZATION/ADDRESS:
University of Missouri
310 Jesse Hall
Columbia, MO 65211
(314) 882-0565

BEGINNING DATE: 8/01/91

ENDING DATE: 8/30/94

PROJECT #: H029D10083

PURPOSE: The primary objective of this project is to implement a Doctoral level training program to prepare researchers an teacher training to provide leadership in communitization for persons experiencing severe disabilities.

APPROACH: Graduates of the leadership training program in communitization would receive a doctorate in Special Education. The focus of the program is on full participation of persons with severe handicapping conditions of all ages in integrated community settings. Related competencies will include: conceptual and practical knowledge in communitization practices, quantitative and qualitative research methodologies, and critical issues. Critical reading and analysis of communitization literature, technical writing, and public speaking before professional audiences will be addressed as well.

OUTCOMES: Communitization scholars will be prepared to assume faculty positions within university environments as well as provide consultation to public and private agencies in the field. A unique and vital part of their training will consist of a mentorship during which each student will have the opportunity to work directly with a nationally recognized expert in some aspect of communitization.

PRINCIPAL DIRECTOR:
Rojewski, Jay

PROJECT TITLE:
Leadership Development Program in Transition and Vocational Special Education

PERFORMING ORGANIZATION/ADDRESS:
University of Illinois - Champaign
809 Wright Street
105 Davenport House
Champaign, IL 61820-6219
(217) 244-5633

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029G00022

PURPOSE: The Leadership Development Program (LDP) focuses on professional development of leadership personnel who provide vocational education for populations with special needs. These professionals include administrators, supervisors, counselors, coordinators and teachers who are employed by regional vocational educational systems, special education cooperatives, area vocational centers, community colleges, rehabilitation facilities, Job Training Partnership programs, and other related agencies throughout Illinois. During the summer of 1990 and the 1990-91 school year, the program will be limited to 10-15 teams composed of 25-30 participants from regional or local programs.

METHOD: This field-based leadership development program provides the participants with in-depth knowledge and expertise in developing, implementing, and evaluating vocational programs serving youth and adults with disabilities. Two summer courses, four 2-day seminars during the school year, and a local program improvement project based on a formal needs assessment are the major components of the program. Teams of two or more persons must be nominated for the program by their employing agency or agencies. After qualifying for admission to the Graduate College, program participants may apply credits earned toward a masters or advanced certificate (specialist) degree and/or certification.

255

PRINCIPAL DIRECTOR:

Schloss, Patrick J.

PROJECT TITLE:

Leadership Project, Preparation of Professors in Secondary Special Education and Transition

PERFORMING ORGANIZATION/ADDRESS:

University of Missouri
Department of Special Education
310 Jesse Hall
Columbia, MO 65211
(314) 882-0564

BEGINNING DATE: 9/01/91

ENDING DATE 8/31/96

PROJECT #: H029D10075

PURPOSE: This project will prepare professors who possess cognitive and practical competencies as well as applied research skills necessary to fill available university positions in secondary special education/transition.

METHOD: The project is expected to recruit and train 18 transition scholars, beginning with 12 in the first year. The anticipated project duration is six years, five of which are supported by the DPP grant and the remaining supported as an institutional commitment by the University of Missouri.

OUTCOMES: Program graduates will receive a doctorate in special education, with a specialization in secondary special education/transition. Competencies include: Conceptual and practical background in secondary education; secondary education/transition research (conceptualization, design, management, analysis and reporting); scholarship (critical reading of transition literature, integration of transition literature, writing and speaking); teaching (establishing objectives and educational experiences for undergraduates and graduate level secondary special education issues and methods courses); professional service (contributing to educational, vocational/technical, mental health, rehabilitation, and other social service agencies concerned for secondary special education and community transition).

PRINCIPAL DIRECTOR:
English, R William

PROJECT TITLE:
Leadership: Training Personnel for the Education of the Handicapped - School to
Community Transitions, Doctoral Specialization

PERFORMING ORGANIZATION/ADDRESS:
Florida State University
215 Stone Building
Tallahassee, FL 32306
(904) 644-3854

BEGINNING DATE: 8/01/89

ENDING DATE: 8/31/94

PROJECT #: H029D90018

PURPOSE: The purpose of the projected "School-to-Community Transitions Doctoral Specialization" at Florida State University (FSU) is to prepare doctoral level students to assume leadership positions in the field of disability. Specifically, graduates will be prepared to provide leadership as educators/researchers in higher education settings or as administrators in special education or related community service agencies. Graduates will also have the ability to function in leadership roles in policy analysis, planning, program management and program managers.

METHOD: The "Transitions" doctoral specialization will emphasize a wide variety and applied experiences and take two to three years to complete. A minimum of eight doctoral students will be trained each year, which is equivalent to the number of federal stipends requested in the grant proposal to the Office of Special Education Programs. Additional interested doctoral students may participate in the "Community Transitions" specialization without stipend support. The following requirements must be met: (1) seven core specialization area didactic courses that reflect the full themes of community transition and leadership; (2) four kinds of supervised fieldwork experiences including a research practicum, instructional/teaching practicum, clinical practicum, supervision practicum, and an administration internship; (3) five noncore-area didactic research related courses; (4) a second occupational specialization in a traditional/established professional discipline (e.g., special education, rehabilitation services, or counseling); and (5) completing a variety of other competency-based requirements, including: writing 1-2 prepublication papers for approval by a faculty editorial peer review panel; making three or more professional presentations at conferences or in-service training programs or being a teaching assistant in a disability related university course; and passing a knowledge-based comprehensive examination on the community transition of people with disabilities.

PRINCIPAL DIRECTOR:
Ferretti, Ralph

PROJECT TITLE:
Navajo Nation Career Ladder Rehabilitation and Special Education
Project

PERFORMING ORGANIZATION/ADDRESS:
University of Delaware
Newark, DE 18716
(302) 451-1644

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029B00110

PURPOSE: This project proposes to improve the quality of Master's level transitional and vocational program specifications at the University of Delaware.

METHOD: The principal goals of the proposed projects are to: (1) train 20 teachers who will graduate from the Master's level program specializations in transitional and vocational studies; (2) train an additional 80 teachers who seek specific competencies afforded by particular program experiences; and (3) continue to monitor the project's impact on state personnel needs, program participants; expertise and satisfaction, and the vocational outcomes for youth with disabilities served by program participants.

OUTCOME: To develop teachers with cross-disciplinary secondary special education competencies.

PRINCIPAL DIRECTOR:

Russell, Dana

PROJECT TITLE:

Navajo Nation Career Ladder Rehabilitation and Special Education Project

PERFORMING ORGANIZATION/ADDRESS:

Navajo Community College (NCC)

Special Projects

Tsaile, AZ 86556

(602) 724-3311

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/93

PROJECT #: HO29J00063

PURPOSE: The Navajo Community College Tribe seeks to increase quality and supply of paraprofessional and professional workers in the area of special education and vocational rehabilitation. The emphasis of this project will be on the delivery of education to rural field population at an Associate of Arts (A.A.) and Bachelors (B.A.) degree level of study. A secondary focus of this project will be to provide technical support to seven sites scattered throughout the Navajo Nation Area (New Mexico, Arizona, and Utah). Both curriculum and technical support will focus on preparation of personnel to provide services (Early Intervention) to infants, toddlers, children, and youth with disabilities, as well as parents, who will be included as a part of this project.

METHOD: NCC offers developmental courses which will bridge paraprofessionals to their college studies as well as formal A.A. degree tracks. The U of A will provide distant delivery courses at the B.A. level for majors in rehabilitation and special education and provide technical assistance in the form of workshops, seminars or other activities designed to upgrade reservation-wide vocational rehabilitation and special education services.

OUTCOME: It is anticipated that the project will result in a significant upgrade of special education and vocational rehabilitation services provided throughout the Navajo Nation.

PRINCIPAL DIRECTOR:

Powell, T.

PROJECT TITLE:

Preparation of Personnel for Transition: A training program to prepare employment specialists to work with students experiencing severe handicaps

PERFORMING ORGANIZATION/ADDRESS:

Eastern Montana College
1500 North 30th Street
Billings, MT 59101
(406) 657-2070

BEGINNING DATE: 8/15/89

ENDING DATE: 8/14/93

PROJECT #: H029G90002

PURPOSE: This project focuses on the development of a pre-service training program at Eastern Montana College designed to prepare employment specialists, sometimes referred to as job coaches, to work with students experiencing severe handicaps. The proposed project will augment and extend an already existing program at the college that prepares students for para-professional careers with individuals with handicaps.

APPROACH: The program provides a concentration in supported employment related to developmental disabilities. The personnel preparation program proposed seeks to provide quality pre-service experiences for future job coaches who will be employed in secondary schools in suburban and rural areas throughout Montana. The project intends to: enhance and extend the association degree program by developing a concentration to train supported employment specialists; select and train students within the employment specialists program; develop and implement program courses and practica experiences specifically related to community employment opportunities for persons with severe handicaps; disseminate information about the employment specialist training program.

OUTCOMES: This project will enhance the quality of life for persons with severe handicaps by enabling them to be employed in their local community with the supports needed. given the impending shortage of trained employment specialists, this program will train 40 individuals by its final year, and provide them with the competencies by which to adequately promote community integration for persons with severe handicaps, particularly in the work force.

PRINCIPAL DIRECTOR:
Field, Sharon

PROJECT TITLE:
Preparation of Personnel for Transition of Handicapped Youth to Adult and Working Life

PERFORMING ORGANIZATION/ADDRESS:
Wayne State University
1064 Mackenzie Hall
Detroit, MI 48202
(313) 577-2654

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029G00020

PURPOSE: This proposal is to support the development and implementation of a master's degree program in Special Education. This program will prepare personnel who will work in secondary school settings to help students with disabilities successfully make the transition from school to employment and community life.

METHOD: Students will receive training in these skills through a combination of academic course work in special education, rehabilitation counseling and other related disciplines and through field experiences. Each student will participate in a minimum of two field experiences which will include experience in secondary educational settings and in adult service agencies which support the transition from school to work and community living. All instructional activities will be competency based. It is projected that at least 45 students (15 each year) will be prepared through the project. These students will assume positions in secondary educational settings and will assert leadership to promote the development of successful transition programs and services for students with disabilities.

OUTCOME: Students who graduate from this program will be prepared to develop and provide relevant community-based instruction and functional skills training to students in secondary schools; to initiate and engage in effective individualized transition planning for students with disabilities; and to work effectively with community agencies, employers, parents, and others who facilitate the successful transition of students with disabilities.

PRINCIPAL DIRECTOR:

Taymans, Juliana

PROJECT TITLE:

Preparation of Teachers to Work in Learning Disabilities/Secondary Special Education

PERFORMING ORGANIZATION/ADDRESS:

George Washington University
2121 Eye Street, N.W., 6th Floor
Washington, D.C. 20852
(202) 994-6170

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029B00266

PURPOSE: Current literature strongly supports the need for improved special education programming for learning disabled (LD) adolescents and also indicates lack of trained personnel with specialized skills in educating learning disabled youth. Grant funds are requested to refine, implement and evaluate training experiences that would lead to a masters degree that would prepare well-qualified professionals to deliver special education services on the secondary level.

METHOD: The objectives of this training project are to: (1) to prepare secondary special education personnel with direct instruction and assessment skills to meet the changing demands of the school curriculum; (2) to prepare secondary special education personnel to work with regular education personnel through systematic collaborative experiences throughout their graduate courses; (3) to prepare secondary special education personnel to facilitate transition from school to a variety of post school environments for youth with LD; and (4) to incorporate the latest findings on effective teacher preparation practices into project course work.

OUTCOME: The goal of the program in Learning Disabilities/ Secondary Special Education is to provide comprehensive graduate teacher training which prepares secondary special education teachers with skills and qualifications specific to the educational needs of LD adolescents.

PRINCIPAL DIRECTOR:

Hartley, Dr. Nancy

PROJECT TITLE:

Preparation of Transition Specialists Serving Disabled Students in Vocational Education

PERFORMING ORGANIZATION/ADDRESS:

Colorado State University
Fort Collins, CO 80523
(303) 491-1124

BEGINNING DATE: 10/01/91

ENDING DATE: 9/30/94

PROJECT #: H029B10172

PURPOSE: This program proposes to prepare a total of twenty-five students at the master's level to assume as transition specialists for youth with disabilities within vocational education.

METHOD: Students will be selected from a nationwide pool of highly qualified applicants. They will receive financial support to complete their program of study. Financial support will allow students to make a commitment to graduate-level education with dual emphasis in special population and transition. Graduates from the program will meet certification requirements established by the Colorado Community College and Occupational Education System. They will be eligible for employment in secondary work study programs and support service programs within vocational education and supported employment settings.

OUTCOME: 1) Integrate transition-related competencies and content into the vocational education master's degree program for individuals to become transition specialists. 2) Prepare 25 students at the master's degree level to assume roles as transition specialists within vocational education settings serving students with disabilities. 3) Establish an ongoing curricular emphasis in the area of transition at Colorado State University within the Vocational Special Populations emphasis area at the Master's degree level. 4) Establish and monitor evaluation plan.

PRINCIPAL DIRECTOR:

Asselin, Susan

PROJECT TITLE:

Pre-Service Preparation of Transition/Vocational Special Needs Resource Personnel

PERFORMING ORGANIZATION/ADDRESS:

Virginia Poly Institute
301 Burrus Hall
Blacksburg, VA 24061
(703) 231-8206

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10187

PURPOSE: Vocational special needs teacher education is committed to providing qualified resource personnel with the skills necessary to facilitate the success of students with disabilities in career vocational, transition programs. There is an apparent lack of functional academic and vocational emphasis in-secondary special education. Shortages of trained secondary and post-secondary special and vocational educators to meet the needs of students with disabilities preparing to transition from school into the adult community and world of work.

APPROACH: This project address these needs through a master's degree program in vocational special needs education. this program will prepare vocational special needs resource personnel, through course work and internship experiences, to facilitate the transition of youth with special needs from school to the adult community. Specifically this will be achieved through the following objectives: Conduct recruitment activities that will attract professionals committed to the field of vocational special needs and transitional, and to the completion of a graduate degree in the area of vocational special needs; implement a program of studies for vocational special needs resource personnel leading to a master's degree in vocational special needs education; Conduct evaluation activities that will assist in the further development and refinement of program activities and competencies required by vocational special needs resource personnel.

PRINCIPAL DIRECTOR:
Stodden, Robert

PROJECT TITLE:
Related Services: Curriculum/Vocational Assessment Specialists

PERFORMING ORGANIZATION/ADDRESS:
University of Hawaii
2540 Maile Way
Honolulu, HI 96822
(808) 956-5009

BEGINNING DATE: 10/1/91

ENDING DATE: 9/30/94

PROJECT #: H029F10014

PURPOSE: The University Affiliated Program, in cooperation with Departments in the College Education, University of Hawaii at Manoa, and the State Department of Education, Division of Vocational Rehabilitation, and the Department of Health, proposes to offer a Master's level program specialization in Career/ Vocational Assessment to prepare related service and special education personnel to work with secondary age students with disabilities who are preparing to make the transition from school to community work and living environments.

METHOD: Training will focus upon two groups of personnel necessary to assure that appropriate curriculum-based or transition assessment occurs within secondary school transition services for youth with disabilities. The first group of trainee's will consist of these personnel in indirect service roles impacting upon transitions preparation, linkage, and reception in the world of work. This group of trainees will support the planning, development, implantation, and monitoring of Curriculum-Based Vocational Assessment activities. Programs applicants seeking these support roles will consist of Transition Coordinators, Career Counselors, ITP/IEP Case Managers, District Specialist for Secondary Special Education, Educational Diagnostician and others.

OUTCOME: These Personnel as Curriculum-Based Vocational Assessment Coordinator (CBVA-C) will provide a specific expertise to the career/vocational assessment and curriculum decision-making process. The CBVA-C will work directly with vocational and special education teachers to (a) plan and develop CBVA rating instruments, (b) instruct teachers on appropriate rating procedures, (c) assist in the observation of student behaviors, (d) assist in data collection and organization, and (e) assist in the transition of CBVA data into IEP/ITP vocational goals and objectives.

PRINCIPAL DIRECTOR:
Hursh, Norman

PROJECT TITLE:
Related Services: Master's Level Training Rehabilitation Counselors in Special Education

PERFORMING ORGANIZATION/ADDRESS:
Boston University
881 Commonwealth Avenue
Boston, MA 02215
(617) 353-2709

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029F10035

PURPOSE: This project will focus on training Rehabilitation Counselors to work in special education settings to provide transition services to students with disabilities.

METHOD: The training model combines academic course work, multidisciplinary training, and internship experiences in special education settings to assist students with disabilities to assume successful adult roles upon graduation. Rehabilitation counseling students who will be recruited and selected for this program will have a strong commitment to work with special education students, especially students with varied racial, ethnic or minority status. Programmatic components of the grant will include: recruitment strategies to retrain teachers not currently in the work force, utilizing traineeships to attract minority applicants and persons with a disability; involvement of graduate students with racial, ethnic, and language minority students with disability; utilization of assistive devices and high/low technology in the classroom, workplace and community; interdisciplinary training to include special education, vocational rehabilitation, industry, and post secondary education support professional. This aspect of the program will maximize the impact of the training program in the field and improve transition services to students with disabilities.

OUTCOME: Students will learn specific transition interventions, as well as coordination of family member involvement, special education services, adult services, and post secondary education services within the transition process.

PRINCIPAL DIRECTOR:
Grigsly, Paula

PROJECT TITLE:
Related Services: Train Personnel for the Education of the Handicapped

PERFORMING ORGANIZATION/ADDRESS:
Linn-Benton Community College
6500 S. W. Pacific Boulevard
Albany, OR 97321

BEGINNING DATE: 1/01/90

ENDING DATE: 12/31/92

PROJECT #: H029F90012

PURPOSE: This training program proposes to train personnel to serve in five types of positions: Residential direct care staff; residential supervisor; Group foster care provider; Vocational job coach; Vocational supervisor. The need within Oregon for trained personnel in these types of positions has exploded to critical dimensions during the past five years. Two factors have caused this expanded need. The first factor is the commitment by the state of Oregon to support employment and community based vocational training. The state Mental Health Division and State Vocational Rehabilitation have issued a joint policy that all work activity centers and sheltered workshops will reduce the number of their in-house workers by one-half. This reduction is to be achieved by June 1992. In addition, state policy indicates that every effort would be made that all students who are graduating from school will be placed in non-sheltered community based vocational opportunities. Thus, these two policy decisions have increased the number of individuals with mild to severe disabilities who will be served in supported employment positions. There are currently no pre-service institutions in Oregon preparing individuals to assume the roles of vocational trainers or job coaches, nor are there any pre-services institutions preparing individuals to be supervisors of supported employment programs.

PRINCIPAL DIRECTOR:
Harrell-Jones, Karen

PROJECT TITLE:
Related Services: Vocational Education Paraprofessionals

PERFORMING ORGANIZATION/ADDRESS:
University of Georgia
624 Aderhold Hall
Athens, GA 30602
(404) 542-1682

BEGINNING DATE: 6/01/90

ENDING DATE: 05/31/93

PROJECT #: H029F00027

PURPOSE: The purpose of this proposal is to train Para-professionals to work with vocational resource teachers who assist handicapped youth with employment, independent living, and other aspects of community life. Specifically, we propose one major objective: to prepare all pre-service and in-service vocational education paraprofessionals will be divided between the Related Vocational Instruction Program (RVIP) and Coordinated Vocational-Academic Education (CVAE).

METHOD: Pre-service and in-service students participating in the VEP project will acquire VEP competencies by taking the VEP workshop sequence. A distinctive characteristic of the training program is its field based nature. The sequence of workshops include supervised field work. We will recruit members from traditionally underrepresented groups such as racial minorities, women, persons with disabilities, and the elderly. We will identify these prospective students from a variety of sources. By increasing the number of minority and other underrepresented groups, we will contribute to the increasing pool of minority personnel working with handicapped youth.

PRINCIPAL DIRECTOR:

Weller, Carol

PROJECT TITLE:

Special Education: Transition Masters Degree Program Improvement Project

PERFORMING ORGANIZATION/ADDRESS:

University of Utah
Salt Lake City, UT 84112
(801) 581-3189

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029B00028

PURPOSE: The Transition Masters Program Improvement Project (TMPIP) seeks funds to significantly improve the quality of its Transition Masters degree program and the quality of secondary special education teachers with expertise in the area of Transition in the State of Utah.

APPROACH: Throughout the three years of project operation, 4 courses and 2 practicum field-experiences in the current Transition Masters Degree program will receive substantial content revision; 6 modules that prepare students in foundations of transition content will be developed and included in 4 courses in the Mild-Moderate Handicapped certificate program; an elective course in transition will be developed and offered in the Masters program. The proposed improvements are congruent with preparation needs of secondary education teachers that have been expressed in the professional literature, by the Utah CSPD, and in two surveys, one conducted with former program completers and another with faculty that have evaluated the Transition Masters program currently offered in the Department of Special Education. In addition to offering the program on the University of Utah campus, it will be integrated into the states rural areas via linkage with the Department of Special Education's (DSE) Field-Based Distance Learning division.

OUTCOMES: (1) To revise and restructure the content of courses offered in the Transition Masters degree program; (2) to systematically integrate transition foundation information into courses in the Mild-Moderate handicapped certification sequence, the M.Ed. degree program, and the M.S. degree program; (3) to integrate the Transition Masters degree program not the rural Field-Based Distance Learning division of the Department; (4) to improve recruitment efforts of students into the Transition Masters degree program; (5) to disseminate project results.

PRINCIPAL DIRECTOR:
Lyon, Steven R.

PROJECT TITLE:
Special Educators: A Graduate Specialization Program to prepare Teachers of Young Adults with Severe Disabilities

PERFORMING ORGANIZATION/ADDRESS:
University of Pittsburgh
350 Thackeray Hall
Pittsburgh, PA 15260
(412) 648-7203

BEGINNING DATE: 8/15/89

ENDING DATE: 8/14/93

PROJECT #: H029B90180

PURPOSE: This proposal describes a project designed to prepare teachers of young adults with severe disabilities. National data consistently reflect serious overall shortages in the supply of available teachers for this group, and serious deficiencies in the quality of personnel that are available. Follow up studies of severely disabled youth exiting school reflect that inadequately prepared traditional special education teachers inadequately prepared severely handicapped students for adult life.

APPROACH: Seven knowledge and performance competency clusters will be delivered sequentially through seven didactic and field-based internship courses over an intensive three term, 36-week time-frame: (1) Survey of Programs and Services, (2) Eco-Behavioral Assessment, (3) Systematic Instruction, (4) Independent Community-Living, (5) Integrated/Supported Employment, (6) Transition and Community Integration, and (7) Program Design. Students will apply knowledge and gain skills in application through 30 weeks of structured and supervised internship experience in integrated school, work and community settings where they will be required to design and produce positive learner outcomes. A systematic four stage plan will be used to evaluate the adequacy of resources, degree of implementation, acquisition of competencies and impact of the project on local programs and handicapped students.

PRINCIPAL DIRECTOR:
Rosenburg, Michael S.

PROJECT TITLE:
Special Educators: Collaborative Secondary Personnel Training

PERFORMING ORGANIZATION/ADDRESS:
Johns Hopkins University
Room 100 Whitehead Hall
Baltimore, MD 21218
(410) 338-8273

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: HO29B10077

PURPOSE: This proposals outlines a field-based alternative training program to prepare 36 individuals to teach secondary students with mild and moderate disabilities. Under the guidance of the Maryland State Department of Education (MSDE), this two year 36 hour program is a collaborative effort between the Johns Hopkins University and two local education agencies (LEAs) experiencing critical shortages of qualified special educators.

METHOD: Using a cooperative recruitment, training, and management strategy, individuals hired by the LEAs who lack appropriate certification in special education will participate in a field-based program that employs several learning activities including (a) mentoring by LEA master teachers, (b) comprehensive university supervision, (c) weekly seminars, and (d) traditional course work. To increase the number of minority teachers in special education settings, a minimum of 50% of the project's participants will be from traditionally underrepresented groups.

OUTCOMES: This proposal responds to both the absolute and competitive priorities established by the Secretary of Education in that the project (a) involves the pre-service preparation of special educators, (b) uses innovative recruitment procedures, and (c) promotes full qualifications for personnel serving children with disabilities. Tuition assistance will make it possible to recruit quality candidates, who without financial support, could continue their employment as uncertified provisional special educators.

PRINCIPAL DIRECTOR:

Koorland, Mark

PROJECT TITLE:

Special Educators: Correctional/Special Education Master's Level Training Program

PERFORMING ORGANIZATION/ADDRESS:

Florida State University

Room 209 MCH

Tallahassee, FL 32306

(904) 644-4880

BEGINNING DATE: 8/15/91

ENDING DATE: 8/14/94

PROJECT #: H029B10203

PURPOSE: The proposed Master's training program addresses the clear need for highly qualified special education teachers to work in correctional facilities in the state and the region. In Florida, recent legislation mandates special education for youthful offenders. Currently there are few certified correctional special educators in the corrections system. This, coupled with high turnover in all correctional settings, will create a continuing demand.

METHOD: The project will operate within the basic structure of the current five year EH/LD program at The Florida State University (FSU). The proposed project adds appropriate correctional special education (C/SE) competencies, delivered through new electives, current elective course-work, and summer institutes. The project takes advantage of advisement, personnel, and interdepartmental courses in place at the Florida State University. C/SE practicum sites and supervising teachers in serving youthful offenders will also be used. Supervision practices using direct observation and frequent supervisory contact are planned. A unique feature is summer training institutes in which qualified, experienced correctional educators are paired with C/SE trainees in order to perform a mentor role during teacher preparation.

PRINCIPAL DIRECTOR:
Stodden, Robert

PROJECT TITLE:
Special Educators: Employment Training Specialists

PERFORMING ORGANIZATION/ADDRESS:
University of Hawaii
2540 Maile Way
Honolulu, HI 96822
(808) 956-5009

BEGINNING DATE: 6/01/90

ENDING DATE: 5/31/93

PROJECT #: H039B00068

PURPOSE: The goal of the proposed project is to meet the needs of educational personnel with competencies in the area of transition and employment related programming.

METHOD: To provide a training sequence that prepares these personnel to be Employment Training Specialists.

OUTCOME: The personnel will be able to: (a) deliver appropriate supportive transition and employment related services, (b) assist in the coordination of interdisciplinary vocational training and service planning, (c) function as a liaison to other transition-related specialists, (d) function in an advocate role for disabled individuals to business and industry, (e) provide technical assistance to business/industry for training/employing moderately and severely disabled persons; and (f) provide in-service training and technical assistance to special education and other service providers via training modules/workshops delivered through the Department of Education's in-service training program, and through the state's community college training program for para-professionals. The project proposes to train 30 Employment Training Specialists.

PRINCIPAL DIRECTOR:
Flexner, Robert

PROJECT TITLE:
Special Educators: Interdisciplinary Field- Based pre-service Training in Transition Service for Severely Handicapped

PERFORMING ORGANIZATION:
Kent State University
Lowry Hall, Room 233
Kent, OH 44242
(216) 672-2662

BEGINNING DATE: 8/01/90

ENDING DATE: 7/31/93

PROJECT #: H029B00218

PURPOSE: This application seeks support for three years to prepare 21 masters level professionals to function as transitional coordinators in secondary and vocational programs for persons with severe handicaps. The preparation provides competencies to perform roles and tasks involved in vocational and related instruction in community-based settings and in transitional planning, services and coordination.

APPROACH: The model is interdisciplinary across VOED, SPED, REHAB and integrates course work with field-based application of competencies. Trainees will be skilled in achieving quality employment and community living outcomes for youth who are severely handicapped.

OUTCOMES: To prepare interdisciplinary trainees to effectively design, implement and evaluate community-based instructional and VOED programs with youth who are severely handicapped. To prepare interdisciplinary trainees to work effectively as transitional team leaders in collaboration with parents, consumers, school staff and professionals from adult service systems through appropriate course work. To insure attainment of interdisciplinary and specific instructional and transitional competencies through combined didactic and field-based practicum experiences. To enable trainees to conduct appropriate research/evaluation to establish the effectiveness of vocational/transitional program interventions. To disseminate information concerning training methods and other program features that contribute to the knowledge base concerning effective preparation of personnel involved with youth who are severely handicapped.

PRINCIPAL DIRECTOR:
Neubert, Debra

PROJECT TITLE:
Special Educators: Personnel Preparation Project to Train Secondary and Transition Special Educators

PERFORMING ORGANIZATION/ADDRESS:
University of Maryland
Lee Building, Room 2103
College Park, MD 20742
(301) 454-2118

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/93

PROJECT #: H029B00196

PURPOSE: The proposed project addresses the need for training certified and highly qualified secondary special education teachers who can provide a range of transition related instruction and services to students with mild, moderate, and severe disabilities. The proposal is designed to develop, implement, and evaluate a master's training program to prepare transition practitioners. The proposed program is a two-year (four semester, 36 credit hour) program which will allow the trainee to graduate with a Master of Arts degree and special education certification endorsement in the State of Maryland with an emphasis in Secondary and Transition programming.

METHOD: The proposed program includes interdisciplinary graduate level course work and extensive field experiences. The monies requested will be used to provide assistantships to promising professionals enrolled in the program and to support staff who will supervise practice, develop materials, teach course work, and evaluate the program.

OUTCOME: The goals of the program are to prepare personnel who: (a) can establish and maintain individual transition plans for individuals with disabilities at the secondary level; (b) are competent in developing, conducting and interpreting the results of functional assessments techniques related to transition programming; (c) can locate, develop, and monitor job placement and vocational training sites for individuals with disabilities; (d) can apply the principles of behavior theory, instructional methods, generalization, and maintenance techniques and data based procedures; (e) are competent in developing social skill training programs related to job skills; (f) are competent in designing instruction related to independent living skills; (g) are competent in working with parents of disabled individuals; (h) are competent in developing cooperative relationships with employers, school, and community-based personnel; and (i) are capable of critically evaluating and applying the experimental literature on transition practices and models.

PRINCIPAL DIRECTOR:
Kiernan, William

PROJECT TITLE:
Special educators: Preparation of Personnel in Secondary Special Education With an Emphasis on Transition to Work and Adult Living

PERFORMING ORGANIZATION/ADDRESS:
University of Massachusetts
Harbor Campus
Boston, MA 02125
(617) 287-5709

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10232

PURPOSE: This project will further enhance the ability of the Department of Education, Division of Special Education at the University of Massachusetts at Boston to respond to the needs of students with special needs at the secondary level. The resources provided through this request will enhance the existing Master's Program in Secondary Special Education by adding an emphasis on transition and life planning. This proposal is designed to respond to the changing role of special education at the secondary level. The impact of these project activities will be felt in the local public schools where the need for educators who can facilitate transition at the secondary level is a top priority in Massachusetts. The role of the state university in providing qualified teachers for public schools has been well established.

METHOD: The project will provide pre-service training in secondary special education with an emphasis on transition and life planning, special education, regular education, education administration, education psychology, and other students in related fields at the University of Massachusetts at Boston will benefit from this program. A total of 36 students will be graduated over the three year project period, 45 students will complete their elementary special education, general education, rehabilitation counseling or related services degrees with an orientation in transition to work and adult life (at least one core course taken by these students). More than 550 professionals in education and adult services will benefit from the in-service training activities of this project.



PRINCIPAL DIRECTOR:
Iannaccone, Carmen

PROJECT TITLE:
Special Educators: Preparation of Secondary Education and Special Educators for Special Needs Academic and career Education Programs

PERFORMING ORGANIZATION/ADDRESS:
SUNY/BUFFALO
P.O. Box 9
Albany, NY 12201
(716) 878-5312

BEGINNING DATE: 8/01/89

ENDING DATE: 7/31/92

PROJECT #: H029B90066

PURPOSE: This project is founded on the premise that secondary-level special education programs must be modified in order to more vividly facilitate academic achievement, career and vocational education and community transition of handicapped youth.

APPROACH: This project will develop a preparation program for secondary special education personnel at the Master's level. It will be a three year program that prepares secondary special educators in effective academic subject matter construction; fosters the acquisition of collaborative consultation competence between general education, career and vocational education special education and transitional practices. Specific focus will be targeted to prepare secondary teachers to function in minority and multicultural secondary education settings.

OUTCOMES: This project will prepare 30 secondary special education teachers. The secondary special education emphasis will include course work and practica associated with secondary subject matter content area, effective instructional designs, collaborative consultation, career and vocational education and community transition. Students will participate in a variety of seminars linked to their practica, fostering discourse with professional who fulfill diverse role functions.

PRINCIPAL DIRECTOR:
Bittner, Kenneth

PROJECT TITLE:
Special Educators: Preparation of Transition Specialists

PERFORMING ORGANIZATION/ADDRESS:
University of Missouri
310 Jesse Hall
Columbia, MO 65211
(314) 882-7560

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10043

PURPOSE: The major objective of this project is to prepare pre-service transition specialists who possess a broad base of skills necessary for effecting the transition of disabled youth from school to work and adult settings.

APPROACH: Over the 3 years proposed funding, the project is expected to recruit and train 24 transition specialists beginning with 16 in the first project year. Program graduates will receive a master's level degree in Special Education with a specialization in post secondary transition. This will be accomplished through a multidisciplinary plan of study including courses in Special Education, and Industrial Psychology.

OUTCOMES: Objectives of the program include the development of: a conceptual and practical background in issues and methodology relating to the transition of disabled youths to work and adult life; an understanding of litigation and legislation that relates to the transition of disabled youths to work and adult life; a functional knowledge of the scope, purpose, and operation of county, state and federal social service agencies associated with the transition of disabled youths to work and adult life; a functional knowledge of trends and practices in business and industry as they related to the transition of disabled youths to work settings; a functional understanding of the development, implementation and evaluation of transition plans for secondary aged disabled youths; an ability to provide on-the-job training for a disabled youth working in business and industry.

PRINCIPAL DIRECTOR:
Flemming, Elizabeth

PROJECT TITLE:
Special Educators: Prepare Teachers to Serve the Needs of Severely Impaired Learners,
Pre-School Thru age Twenty-Two

PERFORMING ORGANIZATION/ADDRESS:
Simmons College
300 The Fenway
Boston, MA 02115
(617) 738-2157

BEGINNING DATE: 8/01/89

ENDING DATE: 7/31/94

PROJECT #: H029B90305

PURPOSE: The Simmons College Training Program in Severs Special Needs requests support under CFDA No. 84.029B, Preparation of Special Educators, to continue our program to prepare teachers to serve the needs of severely impaired learners, pre-school through age twenty-two. We are requesting funds to provide financial assistance to graduate trainees for a five year period.

APPROACH: The training program emphasizes the preparation of special needs clients for competitive employment and community living. We train special educators in a pre-service, competency-based program to design and implement for these learners both functional, age-appropriate curricula and service/employability plans which will lead to greater independence and, ultimately, competitive employment.

OUTCOME: The major goals of the program are (1) to increase opportunities for learners with severe special needs to obtain instruction in non-school ("natural") environments and to become integrated into neighborhood schools and activities; and (2) to increase the number of learners with severe special needs who receive on-site work training designed to prepare them to enter competitive employment before or upon completion of public schooling. We will prepare approximately eighty undergraduate and graduate trainees for certification by the Commonwealth of Massachusetts as Teachers of Children with Severe Special Needs, N-12, over the next five years.

PRINCIPAL DIRECTOR:
Phelps, Allen

PROJECT TITLE: Special Educator: Preparing Transition Leadership Cadres for Wisconsin

PERFORMING ORGANIZATION/ADDRESS:
University of Wisconsin - Madison
750 University Avenue
Madison, WI 53706

BEGINNING DATE: 10/01/91

ENDING DATE: 9/30/94

PROJECT #: H029B10206

PURPOSE: In the proposed personnel preparation program, transition leadership cadres (TLC's) composed of supervisors from special education, vocational rehabilitation, and vocational-technical education will be trained in strategies for improving, expanding, and integrating transition services for their regions.

APPROACH: Over the three year grant, a cadre from each of the twelve Cooperative Education Service Areas (CESAs) will be identified and trained. The TLCs will develop competencies through two summer institutes, a series of four two-day seminars, and a 9 month follow-up practicum which enables them to implement CESA Transition Improvement Plans. The summer institutes will be co-taught by a team of faculty members from the Department of Rehabilitation Psychology and Special Education, Continuing and Vocational Education, Educational Administration, and the Vocational Studies center. Through the practicum, each cadre will conduct program, improvement and in-service training activities that are part of the CESA Transition Improvement Plan they will develop. Four 2-day seminars will be held during the school year which will provide opportunities for the TLCs to review effective programs in various communities. Each seminar will also devote 1-day to an in-depth analysis to a specific issue in the field of transition (e.g. job placement and follow-up services, using career mentors from the business community). The May seminars will be held in conjunction with a statewide conference on Transition, which has been co-sponsored annually for the past two years by the state agencies. Each TLC will include 4-5 supervisors or administrators from the identified areas. As many as 60 individuals will receive 9 graduate credits of course work in the following core areas: effective transitional programming/services, federal and state policy issues, interagency cooperation, needs assessment and planning for improving transition, and generating systems change within communities. All applicant teams will need to meet the requirements for admission to the Graduate School.

PRINCIPAL DIRECTOR:
Halpern, Andrew S.

PROJECT TITLE:
Special Educators: Secondary Special Education Teacher Training Program

PERFORMING ORGANIZATION/ADDRESS:
University of Oregon
175 College of Education
Eugene, Oregon 97403
(503) 346-3585

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029B00086

PURPOSE: The purpose of this project is to train secondary special education teachers who will provide students with mild disabilities with an appropriate middle and high school education, and will facilitate their transition from school into adult life in their communities.

APPROACH: The development of a curriculum for this training program emerged from a careful assessment of needs in the field. This effort began with a study of all secondary special education programs in Oregon, yielding an extensive analysis of current strengths and weaknesses as well as a profile of needs that must be addressed in both pre-service and in-service training programs. A consortium of administrators, teachers, students, parents, and employers also participated actively and extensively in the original design of the program. Opportunities are provided for students to obtain both Oregon certification with secondary emphasis and or a masters degree in secondary special education. The program is organized around 24 desired teacher competencies that emerged from the initial needs assessment activities as well as subsequent evaluations of program implementation. Emphasis is placed on teaching pupils with disabilities in the least restrictive, especially when the focus of instruction is on independent living and or vocational skills. A very strong emphasis has been placed on program evaluation, in order to provide staff with regular feedback on both the strengths of the program and needed areas of improvement.

PRINCIPAL DIRECTOR:

Hu lson, Pamela J.

PROJECT TITLE:

Special Educator: Training Personnel for the Education of the Handicapped

PERFORMING ORGANIZATION/ADDRESS:

Utah State University
Logan, UT 84322
(801) 750-3243

BEGINNING DATE: 7/01/89

ENDING DATE: 6/30/92

PROJECT #: H029B90193

PURPOSE: The primary goals of this project will be to develop and implement a pre-service training program for temporarily certified teachers in secondary school special education programs and teachers already certified as resource teachers who lack the special training necessary to teach secondary-aged students with mild and moderate handicaps. This training will be provided to approximately 20 students.

APPROACH: The specialization in secondary special education for students with mild and moderate handicaps will consist of 33 credit hours in course-work and field-based practicals. The competency areas addressed in the training program include knowledge of adolescent development, principles of effective teaching, program planning and skill acquisition for students with mild and moderate handicap, transition programming and consultation with regular secondary educators. In addition, the quality of the training seminars to improve the practicum supervision provided by cooperation teachers in field. The project's evaluation plan includes consumer appraisals (students parents, employers and cooperation teachers), observation of students's teaching effectiveness, classroom management skills and follow-up of performances after graduation.

PRINCIPAL DIRECTOR:

Adair, Mary R.

PROJECT TITLE:

Special Educators: Training Personnel for the Education of the Handicapped - Correctional Special Education

PERFORMING ORGANIZATION/ADDRESS:

Slippery Rock University
Slippery Rock, PA 16057
(412) 738-2457

BEGINNING DATE: 9/01/89

ENDING DATE: 8/31/92

PROJECT #: H029B0104

PURPOSE: There is a well documented need for special education teachers to work in correctional facilities. Institutions are required to establish special education programs in order to comply with Public Law 94-142. Special needs students are guaranteed the right to an appropriate education. The Correctional Special Education Training Project is designed special education teachers with training in correctional education. The purpose of the project is: To prepare certified special education teachers at the undergraduate, post baccalaureate and master's levels to teach handicapped adjudicated youth in correctional settings; to develop course work and train facilitator to assist in exporting the Correctional Special Education program to distant sites; to evaluate three delivery models for teachers preparation in Correctional Special Education, two for exporting the Correctional Special Education program to distant sites and; to continue to field-validate the Correctional Special Education competencies used in teacher training.

APPROACH: Slippery Rock University has a nationally recognized special education training program that has been preparing special education teachers for twenty-five years. The Correctional Special Education program, a five course extension of the existing special education certification program, is in its third year of operation with graduates including a number of correctional educators who have received special education certification and are teaching in correctional facilities. The first round of undergraduates has just completed the program.

PRINCIPAL DIRECTOR:
Hopkins-Best, Mary

PROJECT TITLE:
Special Educators: Transdisciplinary Special Education Personnel Preparation

PERFORMING ORGANIZATION/ADDRESS:
University of Wisconsin/Menomonee
400 Bowman Hall
Menomonee, WI 54751
(715) 232-2496

BEGINNING DATE: 9/01/89

ENDING DATE: 8/31/92

PROJECT #: H029B90062

PURPOSE: The purpose of this project is preparation of B.S. level secondary career special education through a transdisciplinary model.

APPROACH: The personnel preparation model utilized in this training program integrates competencies in Special Education, Vocational Education, and Vocational Rehabilitation. Graduates of this unique program receive a degree in Vocational rehabilitation with Special Education Certification. This project supports efforts to attract future special educators to the program through student stipends; extensive training and contact with school-to-work model school programs; and access to related resources. The site and national need for secondary career special educators is extensively documented in the grant proposal. UW-Stout is in a unique position to meet this need as it is only Wisconsin University with special education, vocational rehabilitation, and vocational education programs. Graduates consistently experience 100% placement.

PRINCIPAL DIRECTOR:

Taymans, Juliana

PROJECT TITLE:

Special Educators: Transition From School to Work With an Emphasis on Business Education Partnerships

PERFORMING ORGANIZATION/ADDRESS:

George Washington University
2121 Eye St., N.W., 6th Fl.
Washington, D.C. 20852
(202) 994-6170

BEGINNING DATE: 6/01/90

ENDING DATE: 8/31/93

PROJECT #: H029B00267

PURPOSE: The George Washington University's Graduate Program in Transitional Special Education addresses the need for qualified secondary special education personnel to prepare students with disabilities for successful community integration. Grant funds are being requested to support, refine and expand the transition from school to work emphasis within the Transitional Special Education program

METHOD: The Transition Business and Industry Coordination emphasis represents a unique and specialized graduate training opportunity. Students will be prepared to focus their programs on partnerships with business and industry. Additionally, a multitude of federal, state, and local resources are incorporated in the program's training and placement efforts. Requested funds will be utilized to prepare secondary special education personnel who will possess competencies to prepare students with disabilities with the skills needed for productive and satisfying adulthood through partnerships between business/industry and education.

OUTCOME: The Transition of Handicapped Youth With an Emphasis on Business and Industry Coordination project is to prepare secondary educators with skills to develop Business/Industry - Education partnerships which will promote handicapped youth's preparation for employment. This specialized degree program emphasis prepares students for three types of roles in secondary special education. They are: 1) **Secondary Special Education Teacher** who can provide resource or self-contained special education services. 2) **Vocational/Special Education Specialist** who can provide specialized services in the form of vocational training, vocational support services, career education programs, work/study of job development programs. 3) **Transition Program Specialist/Liaison** who can develop system-wide or agency programs. Roles would include teacher specialist, curriculum specialist, federal, state, or local education administrator or community based transitional program developer.

PRINCIPAL DIRECTOR:
Blalock, Ginger

PROJECT TITLE:
Special Educators: Transition Specialist Training Project

PERFORMING ORGANIZATION/ADDRESS:
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10235

PURPOSE: The University of New Mexico Department of Special Education, in collaboration with several agencies, proposes to develop, implement, and evaluate a project that prepares personnel in best practices in the transition of students with disabilities into supportive/competitive employment and/or post-secondary education options.

APPROACH: The proposed project will involve, in addition to UNM Special and Vocational Education, the Albuquerque Public Schools' Transition Services Project, the NM department of Education Unit, the Division of Vocational Rehabilitation, and the new Mexico Department of labor. Over thirty local education agencies which are presently either conducting or receiving awareness training in transition along with those state agencies will also participate, with former group comprised of demonstration sites who were part of New Mexico's 1989-90 School Work Transition Project.

OUTCOMES: Outcomes for the project will include several items useful for evaluation: new and modified curricula and manuals; community placements and job sites; transition teams; vocational assessments; individualized transition plans, and access to adult services.

PRINCIPAL DIRECTOR:
Gugerty, John

PROJECT TITLE:
Special Projects: Analysis/Descriptive/Dissemination of Exemplary approaches used by Community/Junior/Technical College to Educate learning Disabled Students

PERFORMING ORGANIZATION/ADDRESS:
University of Wisconsin - Madison
1025 West Johnson Street #964
Madison, WI 53706
(608) 263-2724

BEGINNING DATE: 8/1/90

ENDING DATE: 7/31/93

PROJECT #: H029K00063

PURPOSE: (1) identify, screen, select, and evaluate the support services instructional methods and curricula used by eight community/junior colleges across the country that serve students with learning disabilities and or individuals with mild mental retardation in and exemplary manner. (2) Prepare eight detailed written profiles of the program design, instructional techniques, support services and other elements that each exemplary program uses to enroll and graduate individuals with learning disabilities and or individuals with mild mental retardation. (3) Disseminate these profiles to instructors, student services personnel, "special needs" support staff, administrators, teacher trainers, special educators (who often try to initiate systematic transition of their graduates to post-secondary educational institutions), vocational rehabilitation counselors (who often purchase, or wish they could purchase, appropriately designed education/training for their clients at community/junior/technical colleges), representative of parent/advocacy organizations and others throughout the country by training approximately 600 representatives of these groups in the contents of the eight profiles, and techniques to use in organization and delivering in-service training on this material to others. (4) Evaluate the effectiveness of the training received by 600 participants in the training workshops, and provide follow-up technical assistance to them as they attempt to initiate and sustain program improvement activities in their home communities.

311

PRINCIPAL DIRECTOR:
Friedenburg, Joan

PROJECT TITLE: Special Projects: Training Personnel for the Education of the Handicapped

PERFORMING ORGANIZATION/ADDRESS:
Ohio State University
1314 Kinnear Road
Columbus, OH 43210

BEGINNING DATE: 9/01/89

ENDING DATE: 8/31/92

PROJECT #: H029K90030

PURPOSE: The purpose of this three year project is to prepare vocational and special education teacher educators to adapt their pre-service curricula to meet the needs of vocational students with disabilities.

OUTCOMES: Specifically, this project will: help vocational teacher educators to infuse into their pre-service curricula type content necessary for aspiring vocational teachers to provide effective vocational services to students with disabilities; help special teacher educators to infuse into their curricula the content necessary for special educators to emphasize education for employment with their students and involve vocational educators in the IEP process.

PRINCIPAL DIRECTOR:

Affleck, James

PROJECT TITLE:

Special projects: Using Interactive Video to prepare pre-Service and In-service Teachers to Accommodate Student with Disabilities in Vocation

PERFORMING ORGANIZATION/ADDRESS:

University of Washington
Experimental Education Unit, WJ-10
Seattle, WA 98195
9206) 543-4011

BEGINNING DATE: 8/01/90

ENDING DATE: 7/31/93

PROJECT #: H029K00034

PURPOSE: This proposed project will develop a training package, using programmable video technology as its core component, to enhance the ability of vocational educators to accommodate students with disabilities in their classes. It will also prepare secondary special educators to support the integration of these students into vocational education.

APPROACH: The package will be designed and developed, through in-service application, as a prescriptive and problem-solving tool for vocational and special educators. Finally, this package will be adapted for use in pre-service practicum settings with special and vocational education teachers trainees. because the training package must be responsive to problems encountered daily with these youth, product development will occur with in-service teachers, but the delivery system will be both in-service and pre-service. Also, because interactive video is best used in combination with other modes of training, it will be incorporated within a format which relies on skilled persons to provide live training and in situ follow-up. In the first year, accommodation competencies will be identified and training sequences prepared and formatively evaluated. At least two interactive video units will be prepared. During the second year, the remaining video units will be produced, combined with the live training and follow-up sequences, formatively evaluated, and revised. During the third year, the complete training package will be field tested with participating public schools and teacher preparation programs in Washington, and with replication sites in Utah and Oregon.

PRINCIPAL DIRECTOR:
Spencer, Karen

PROJECT TITLE:
Transition: An Integrated Approach to Personnel Preparation for Transition

PERFORMING ORGANIZATION/ADDRESS:
Colorado State University
Office of Sponsored Programs
Fort Collins, CO 80532
(303) 491-6355

BEGINNING DATE: 9/01/89

ENDING DATE: 8/31/93

PROJECT #: H029G90020

PURPOSE: An integrated approach to personnel preparation for transition proposes to prepare a total of 14 occupational therapists at the master's degree level to assume roles as effective transition team members for youth with severe disabilities.

TARGET: Eleven students will complete their training by the fourth year of the federal project, and three will finish after federal funds end. Youth with severe disabilities at secondary levels will be undertaken by Colorado State University's Department of Occupational Therapy, which has an established track record in the areas of graduate education and transition.

METHOD: Participating occupational therapy students will be selected from a nationwide pool of highly qualified applicants. They will receive financial support to complete their two full years of study, which includes tuition and graduate assistantships. Financial support will allow students to make a commitment to graduate-level education with dual emphasis in occupational therapy and transition. Graduates from the program will meet the certification requirements established by the American Occupational Therapy Association and the Colorado Department of Education. They will, therefore, be eligible for public school employment as occupational therapists.

OUTCOME: 1) Integrate transition-related competencies and content into the professional master's degree program for occupational students. 2) Prepare 14 occupational therapists at the master's degree level to assume roles as effective transition team members serving individuals with severe disabilities. 3) Administer, evaluate, and disseminate the program in an effective and efficient manner. 4) Establish an ongoing curricular emphasis in the area of transition at Colorado State University for occupational therapy students at the professional master's degree level.

PRINCIPAL DIRECTOR:

Mank, David

PROJECT TITLE:

Transition: Community Integration Specialist Program

PERFORMING ORGANIZATION/ADDRESS:

University of Oregon
135 Education Building
Eugene, OR 97403
(503) 346-2477

BEGINNING DATE: 10/01/90

ENDING DATE: 9/30/93

PROJECT #: H029G00035

PURPOSE: The Community Integration Program addresses the state and national need for skilled personnel who can facilitate the transition from school to work and adult life for students with severe disabilities.

APPROACH: The Community Integration Specialist (CIS) Program draws upon existing expertise at the University of Oregon related to school services and integrated adult community services. It includes information and expertise across disciplines, including Human Services, Business, Psychology, and Sociology, as well as Special Education and Rehabilitation. The project is unique in its ability to take advantage of nationally recognized programs in secondary special education and post-school employment services for persons with severe disabilities in the greater Eugene, Oregon area. The project will prepare professionals to fill a variety of roles related to the critical period of transition from school to adult life. The Community Integration Specialist Program will prepare transition professionals through a mix of course work, field experiences, and competency development tasks carried out in real experiences. The project will also result in a training program useful for other personnel preparation programs that includes competency lists, course materials, and practicum procedures.

PRINCIPAL DIRECTOR:
Bruininks, Robert H.

PROJECT TITLE:
Transition: Minnesota Interdisciplinary Transition Specialist Training Program

PERFORMING ORGANIZATION/ADDRESS:
University of Minnesota
1100 Washington Avenue, Suite 201
Minneapolis, MN 55415-1226
(612) 624-5720

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/93

PROJECT #: H029G00032

PURPOSE: The overall purpose of the project is to prepare a cadre of professionals at the M.A. and M.Ed. graduate levels who will undertake careers in secondary special education to address the needs of students with moderate/severe handicaps (mental retardation, seriously emotionally disturbed, multidisabled) in successfully making the transition from school to post secondary education, employment and community living.

METHOD: An interdisciplinary faculty advisory committee will develop a carefully structured and intensive program of study and applied experiences for project trainees. The pre-service training program will include several components: (a) in-depth interdisciplinary course work that provides trainees with specific foundations, principals and expertise in special education and related fields (e.g., social work, vocational education, family studies, etc.) that address the service needs of youth and adults with moderate/severe handicaps; (b) development and monitoring of individual trainee learning plans in consultation with interdisciplinary faculty to assure that all trainees receive multidisciplined advisement; (c) intensively supervised practicum experiences for trainees in secondary school settings in which innovative transition service strategies are presently in place; (d) ongoing evaluation of trainee progress by advisors and the interdisciplinary faculty advisory committee; and (e) development of course modules and training resources for adoption within the pre-service graduate training program in special education.

PRINCIPAL DIRECTOR:
Lane, Gloria M.

PROJECT TITLE:
Transition Personnel Training

PERFORMING ORGANIZATION/ADDRESS
Johns Hopkins University
3400 Charles Street
Baltimore, MD 21218
(410) 338-8273

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/94

PROJECT #: H029B10023

PURPOSE: During the three years of this project a total of 36 professionals who provide transition programs and employment services to adolescents and young adults who have mild to severe disabilities will complete a 33-credit graduate program leading to the Master of Science in Education.

METHOD: Two groups of 18 trainees will each participate in the project. Each training group will be comprised of secondary level special educator teachers and employment specialists from adult services agencies. To promote interagency collaboration and the development of model sites, the trainees will be drawn from high schools and adult services agencies in the Baltimore metropolitan area, Anne Arundel County, and Charles County that provide services to a common population of students and clients. The trainees will receive tuition scholarships in the amount of 75% of tuition costs. The training program will employ a comprehensive competency-based curriculum that encompasses the extensive range of knowledge and skills that have been socially validated and/or shown to be correlated with the successful post-school adjustment of students with disabilities.

OUTCOME: Extensive data assessing trainee performance and the relevance of the competencies that comprise the curriculum will be obtained while the trainees are involved in the program and following their graduation. Information regarding the program will be disseminated locally and on a national basis. A project Advisory Committee consisting of administrators and supervisors from the Maryland State Department of Education, students enrolled in the program, and professionals who are involved in transition/employment programming will play a key role in project implementation and evaluation, in supporting the activities of the trainees at their work sites, and in promoting the adoption of improved strategies by other schools and agencies.

PRINCIPAL DIRECTOR:
Hanley-Maxwell, Cheryl

PROJECT TITLE:
Transition: Preparation of Master's Level Transition Specialists in an Interdisciplinary Model

PERFORMING ORGANIZATION/ADDRESS:
Southern Illinois University
Office of Academic Affairs & Resources
Carbondale, IL 62901
(618) 536-7704

BEGINNING DATE: 10/01/89

ENDING DATE: 9/30/93

PROJECT #: H029G90034

PURPOSE: This project will result in the advanced professional preparation of up to 160 Master's degree transition specialists. The trainees selected for this program will come from special education, rehabilitation, and vocational education, or may represent other related service personnel.

METHOD: Trainees will be recruited in pairs, one person representing school services and the other representing adult services. Up to 20 pairs per year will enter the program for the first four years of the project. These pairs will participate in an interdisciplinary core of courses and related competency-based practicum/internship experiences in the area of transition services. Practicum and internship experiences will take place in the home communities of the pair of students and will involve their current jobs. On-site supervision will be provided four times a semester by project personnel.

The Master's trainees in this program will complete a Master's degree in Special Education or Rehabilitation. However, these trainees will take course work in both disciplines, complete two semesters of interdisciplinary readings, and participate as a member of a transition pair in the practicum and internship assignments. Finally, the Masters's trainees will complete an empirical thesis or research paper involving variables that effect transition from school to work and community living.

At the completion of phase I, 40 students will have completed an identical sequence of transition course work, practicum and internships. Phase II, III and IV will produce similar results. In addition to the training program for these 160 Master's degree trainees, five summer institutes, consisting of four concentrated courses on transition-related topics will be delivered.

PRINCIPAL DIRECTOR:

Hasazi, Susan B.

PROJECT TITLE:

Transition: Preparation of Personnel for Transition of Handicapped Youth to Adult and Working Life

PERFORMING ORGANIZATION/ADDRESS:

University of Vermont
405 Waterman Building
Burlington, VT 05405
(802) 656-2936

BEGINNING DATE: 7/01/90

ENDING DATE: 6/30/93

PROJECT #: H029G00030

PURPOSE: The goal of this project is to prepare special educators as school-based employment training specialists to plan and deliver employment and transitional services to secondary-age students with disabilities. The primary role of the school-based employment training specialist will be to insure that students be placed in integrated paid jobs or post-secondary training immediately following graduation from high school.

APPROACH: Employment training specialists will be employed in local schools and regional special class programs located in vocational centers. They will provide direct vocational training in community-based employment sites; facilitate the development of transition plans which include the participation of educators, adult services providers, employers, parents and students; consult with vocational educators to adapt vocational curriculum and instructional strategies; and collaborate with adult services agencies, other community services and employers to develop jobs and locate supports necessary to insure placement in competitive supported employment or post-secondary training immediately following exit from high school. Twenty seven school-based employment training specialists will receive graduate degrees in special education by the end of the third year of the project. Potential graduate trainees will be recruited from regional special class programs, vocational education area centers, high schools and adult services agencies. Trainees will have the option to complete the program in one year and two summers (full time) or two years and two summers (part time). All trainees will be required to complete thirty-three hours of graduate course work which includes an intensive internship experience.

PRINCIPAL DIRECTOR:

Edwards, J.

PROJECT TITLE:

Transition: Preparation of Personnel for Transition of Youth to Adult and Working Life

PERFORMING ORGANIZATION/ADDRESS:

Portland State University

P.O. Box 751

Portland, OR 97207

(503) 725-4632

BEGINNING DATE: 9/16/90

ENDING DATE: 9/15/93

PROJECT TITLE: H029G00021

PURPOSE: The major purpose of this proposal is to expand the graduate program in Special Education at portland State University to meet critical minority professional shortages in the state by training secondary school teachers and other habilitation personnel (work experience teachers, supported work and leisure trainers) or secondary schools preparing youth with handicaps for community placement, work and adult life.

APPROACH: In the proposed project, the preparation of secondary school instructional personnel qualified in transition will be accomplished through program emphasis on (1) competency-based teacher education, (2) the criterion of ultimate functioning, (3) competency validation of skills in school, industry, community-based crews, and leisure settings, (4) interagency and interdisciplinary training for vocational rehabilitation counselors and secondary school transition personnel in the same department with crossover practicum and planning sections. Graduate students taking the Secondary Transition focus will be involved in transdisciplinary cooperation and communication across rehabilitation, education and other social service disciplines. They will be trained to fill the gap that has long existed between public high schools, vocational rehabilitation and mental health agencies, a gap that in the past has left many disabled youth with an uncertain future - either unemployed or underemployed - with few friends and without vital community connection.

PRINCIPAL DIRECTOR:

Berkell, Dianne

PROJECT TITLE:

Transition: Preparing Special Educators with Concentrations in Autism and Developmental Disabilities Community Integration and Transition from School to Work

PERFORMING ORGANIZATION/ADDRESS:

Long Island University
C.W. Post Campus
Brookville, NY 11548
(516) 299-2245

BEGINNING DATE: 9/01/89

ENDING DATE: 8/31/92

PROJECT #: H029G90021

PURPOSE: This project will establish a Master's Degree level program in Special Education with concentrations in autism and severe developmental disabilities, community integration, and transition from school to work. Differing significantly from traditional special education teacher training practices.

APPROACH: The program will focus on the preparation of teachers to facilitate the transition from school to adult living and employment for students with autism and severe developmental disabilities; include interdisciplinary course-work and experiences with a strong emphasis on interagency collaboration; provide ongoing supervised field experiences in community-based instructional settings.

OUTCOMES: Throughout the Master's Program a combination of university, school-based, and community-based experiences will be provided. Students will learn from lecture, research, observation, and intensive supervised hands-on experiences with children and youth. In short students within the program will develop a solid knowledge base and build competencies necessary for preparing children and youth with severe disabilities to become active, contributing members of their communities. The program will help to meet the critical need, in New York State, for teachers of students with autism and other severe developmental disabilities.

PRINCIPAL DIRECTOR:
Albright, Leonard

PROJECT TITLE:
Transition Services Training Program for Support Service and Vocational Education Personnel

PERFORMING ORGANIZATION/ADDRESS:
California State University/Long Beach (CSULB)
1250 Bellflower Boulevard
Long Beach, CA 90840
(213) 985-5314

BEGINNING DATE: 7/01/89

ENDING DATE: 6/30/93

PROJECT #: H029B90009

PURPOSE: This project is designed to address the critical need in California for personnel with specialized expertise in conducting comprehensive vocational training and employment services for individuals with disabilities.

METHOD: The CSULB transition services training program is a pre-service, undergraduate degree program. As an integral part of the bachelor's degree, students from para-professional and vocational educator groups pursue 18 units of course-work and practica in transition service delivery. In Phase I of the program, trainees complete a team-taught course on transitional programming for youth and adults with disabilities. In Phase II, trainees complete a series of courses which are individually determined through a program planning process with project personnel. During Phase III, trainees complete a practicum experience with students with disabilities in training and employment settings.

OUTCOME: The goal of this 48 month project is to prepare paraprofessionals and vocational education personnel from public school and adult service agencies in providing transition services to youth and adults with disabilities.

PRINCIPAL DIRECTOR:
McNair, Jeff

PROJECT TITLE:
The Transition Specialist Program at CSUSB - Preparation of Personnel for the Transition of Handicapped Youth to Adult and Working Life

PERFORMING ORGANIZATION/ADDRESS
California State University (CSUSB)
550 University Parkway
San Bernadino, CA 92407
(714) 880-5685

BEGINNING DATE: 9/01/91

ENDING DATE: 8/31/93

PROJECT #: H029G00008

PURPOSE: To take students studying in the two disciplines (special education and rehabilitation) and train them together to break down the barriers to interdisciplinary coordination. The program will be competency based.

METHOD: First, the Training Specialists Program will continue to use generic competencies identified in the literature and build upon them by providing expertise in issues specific to this region of the country. Second, the program will continue to provide a theoretical perspective on transition models and their development, while providing practical experience in a subset of those models. In this way, students are able to put experimental meat on the supportive bone of transition theory. Lastly, the Transition Specialists program will attack the problem of interagency collaboration head on. This training will take the form of classes offered jointly for students in rehabilitation and in special education. Additionally, a cross disciplinary practica experience will be required of each student. Specifically, students in special education will have a mandatory practica in a rehabilitation setting and rehabilitation will have a mandatory practica in a secondary special education setting.

OUTCOME: Graduates (15 per year) will therefore have the generic training needed to provide transition services to a national audience, while being particularly suited to address the somewhat unique needs of our service area.

PRINCIPAL DIRECTOR:

Fisher, T./Posey, V.

PROJECT TITLE:

Transition Specialists In Training: Training Personnel for the Education of the Handicapped Special Educators

PERFORMING ORGANIZATION/ADDRESS:

University of Arizona

College of Education

Tucson, AZ 85721

(602) 621-7822

BEGINNING DATE: 8/01/89

ENDING DATE: 8/31/93

PROJECT #: H029G90033

PURPOSE: This new Transition Specialists in Training program is designed to prepare trained transition specialists who will be able to develop and deliver vocational transition services to mildly handicapped high school students.

METHOD: This Transition Specialists in Training project proposes to add a new transition training component to the existing rehabilitation undergraduate program in the Division of Special Education and Rehabilitation at the University of Arizona. The Project also proposes to recruit minority students for this undergraduate transition training program. The current rehabilitation undergraduate program focuses on provision of services to adults. The current minor in the special education program focuses on preparing teachers to remediate basic skill deficits.

OUTCOME: Mildly disabled high school students obtain vocational transition services in order to secure employment.

PRINCIPAL DIRECTOR:

Lent, James R.

PROJECT TITLE:

Transition: Training Tennessee Teachers for Transitions

PERFORMING ORGANIZATION/ADDRESS:

Vanderbilt University
Kirkland Hall, Room 512
Nashville, TN 37204
(615) 322-8195

BEGINNING DATE: 9/01/90

ENDING DATE: 8/31/93

PROJECT #: H029G00038

PURPOSE: There are very few teachers in Tennessee who have had any training in transitioning youth from school to community living. There are institutions of higher education in Tennessee offering training in transition. Because there is only non-categorical certification in Tennessee, few teachers have had any training in teaching severely handicapped children and youth. Peabody College of Vanderbilt University proposes to offer training to currently employed teachers of severely handicapped high school age youth in transition and severely handicapping conditions.

APPROACH: By offering such training to currently employed teachers, there will be an immediate impact on the handicapped population. A long-term impact will be seen because such teachers are more likely to stay in the school district where they are employed and are less likely to defect to regular education. During the course of the three year grant, 18 teachers would be trained and would receive a Master's degree from Vanderbilt University. The faculty and staff are experienced in both transition and severely handicapped conditions.

PRINCIPAL DIRECTOR:

Siders, James

PROJECT TITLE:

Transition: Transition Specialist Personnel Preparation

PERFORMING ORGANIZATION/ADDRESS:

University of Southern Mississippi

Southern Station, Box 5115

Hattiesburg, MI 39405

(601) 266-5163

BEGINNING DATE: 8/15/90

ENDING DATE: 8/14/93

PROJECT #: H029G00014

PURPOSE: This application proposes that the Department of Special Education, in cooperation with the Mississippi University Affiliated Program, at the University of Southern Mississippi offer a specialization in transition planning and service delivery. Funding for this proposal will support the establishment of a Transudation Specialist Program that will focus on interdisciplinary training of special education, social and rehabilitation, and vocational/technical education students to be prepared to assist in all facets of the transition process. The primary theme of the program will be pooling efforts and resources toward the common goal of effectively implementing services to facilitate the transition of youth with handicaps from school to work and adult life in community.

TARGET: The program will target upper-level undergraduate and graduate students in special education, social and rehabilitation services, and vocational/technical education. The Transition Specialist Program will provide course work and supervised practical experience to a minimum of 45 students over the duration of the program.

METHOD: These students will enroll in the Transition Specialist Program and complete a core sequence of interdisciplinary course work. The proposed training program will also require students to enroll in a formal, supervised practicum, focused on administrative and direct service features of transitional programming.

PRINCIPAL DIRECTOR:
Bullock, Lyndal M.

PROJECT TITLE:
Transition: Transitional Programming for Adolescents with Severe Behavioral Disorders--
Graduate Preparation Program

PERFORMING ORGANIZATION/ADDRESS:
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583

BEGINNING DATE: 8/15/90

ENDING DATE: 8/14/93

PROJECT #: H029G00039

PURPOSE: The proposed project presented herein is designed to prepare personnel to meet the challenges of designing quality programs for adolescents with severe behavioral disorders.

APPROACH: The proposed project will increase the capability of the University of North Texas to deliver a high quality personnel preparation sequence and to provide financial assistance to students who are committed to working with adolescents with SBD. Further, the project is designed to enable the University of North Texas' program in special education to develop and institutionalize a graduate program designed to prepare personnel to work with adolescents as they transition through/from school to the community/work-place/adult life. The combination of the goals incorporated in this project focuses on assisting in meeting the critical personnel shortages that exist in special education.

Appendix A.
CONFERENCE AGENDA

THIRD ANNUAL PARENT/FAMILY CONFERENCE

"LIFELONG TRANSITIONS"

**LOEW'S L'ENFANT PLAZA
480 L'ENFANT PLAZA, S.W.
WASHINGTON, DC 20024**

OCTOBER 2-4, 1992

A G E N D A

Friday, October 2, 1992

EVENING ARRIVAL

Saturday, October 3, 1992

8:15 - 9:00

Registration and Coffee

Opening Session

Renoir

9:00 - 9:45

**Mistress of Ceremonies: Sylvia Walker, Project
Director, Howard University
Research and Training
Center, (HURTC)**

Introductions and Welcome

9:45 - 10:15

Michael Vader, Deputy Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS)

OSERS Update - Including: The Status of the Recommendations from the 1991 Parent Conference, and Interpretations of the Fair Labor Standards Act

Robert R. Davila, Assistant Secretary, OSERS

"Lifelong Transitions"

10:15 - 10:30

Break

10:30 - 12:00

OSERS Leadership Panel

Renoir

Topic: Reauthorization of the Rehabilitation Act as it Relates to Transition

Presenter: Nell Carney
RSA

Topic: IDEA Update

Presenter: Judy Schrag
OSEP

Topic: Transitions, Empowerment, and Independence: NIDRR's Role

Presenter: William McLaughlin
NIDRR

12:15 - 1:15

Luncheon Session

Quorum

Guest Speaker: Santiago Garcia
Coalition of Florida Farm
Worker Organizations

**"The Challenge of Lifelong Transitions
from a Parental Perspective"**

1:30 - 2:45

Lifelong Transitions

Renoir

Moderator: James Scott

Topic: "Transitions Through the Life Span"

Presenter: Patricia McGill Smith

Topic: "Supported Employment"

Presenter: Sharmin Jamison

Topic: "Housing: A Vital Component of the
Transition Process"

Presenter: Martha Ziegler

Topic: "Empowerment and Decision Making"

Presenter: Rutherford H. Turnbull

2:45 - 3:00

Instructions to Small Groups:

Kimberley A. Turner
Director of Programs,
HURTC

3:00 - 5:00

Work in Small Groups

Small Group Sessions

Group A: Monet II
Focal Area: Early and Direct Involvement of All Relevant Parties
Small Group Discussion Leader: Alma Banner
Recorder: Cordelia H. Puttkammer
Facilitator: Heather A. Katz

Group B: Monet III
Focal Area: The Availability of Resources and Support Services
Including: Health, Supported Living, and Working Vendorships
Small Group Discussion Leader: Ethel Bright
Recorder: Carl Douthitt
Facilitator: Dorotea Bryce

Group C: Monet IV
Focal Area: Self-Determination and Quality of Life
Small Group Discussion Leader: Fred Isbister
Recorder: Marilyn Johnson
Facilitator: Marilyn Miles

Group D: Degas
Focal Area: Training Consistent with Community and Labor Market Demands

Small Group Discussion Leader:	Delores Watkins
Recorder:	Ruth Palmer
Facilitator:	Debra Mitchell Dollena B. Jones

5:00 - 6:30	Reception	Quorum
6:45 - 7:45	Beach Center on Families and Disability, University of Kansas Video Presentation "Life After High School"	Renoir

Sunday, October 4, 1992

8:00 - 8:45	Coffee	Renoir
8:45 - 10:15	Continue Small Group Work	
10:15 - 10:30	Break - Check out of room	
10:30 - 12:30	Small Group Reports and Discussion	Renoir
12:30 - 2:30	Luncheon Session	Quorum
	Guest Speaker:	George Covington Office of the Vice President
	Wrap-up and Next Steps	
2:30	Adjourn	

Appendix B.
CONFERENCE PARTICIPANTS

PARTICIPANTS

Office of Special Education Rehabilitative Services (OSERS) Participants:

Dr. Robert R. Davila
Assistant Secretary
OSERS

Mr. Michael Vader
Deputy Assistant Secretary
OSERS

Ms. Fran Parotta
Special Assistant
OSERS

Dr. Judy Schrag
Director
Office of Special Education Programs

Ms. Ethel Bright
Senior OSEP Associate
Office of Special Education Programs

Ms. Nell Carney
Commissioner
Rehabilitation Services Administration

Mr. Fred Isbister
Chief of Supported Employment Services
Rehabilitation Services Administration

Mr. William McLaughlin
Acting Director
National Institute on Disability and Rehabilitation Research

Dr. James Reswick
Director, Division of Research Sciences
National Institute on Disability and Rehabilitation Research

Dr. Malcolm Davis
Director, Division of Policy Planning & Development
National Institute on Disability and Rehabilitation Research

Ms. Delores Watkins
Vocational Behavioral and Social Sciences
Acting Team Leader
National Institute on Disability and Rehabilitation Research

CONFERENCE PARTICIPANTS

Rose Black
5830 Laurel Hall Drive
Indianapolis, IN 46226

Fina H. Buentelles
Facility Director
Goodwill Store
101 A East Expressway 83
Pharr, TX 78577
(512) 702-4404 (O)
(512) 464-2540 (H)
(512) 702-4406 (FAX)

Barbara Buswell
PEAK Parent Center
6055 Lehman Drive
Colorado Springs, CO 80918
(719) 531-9401

Ana & Mauricio Canales
719 North Irving Street
Arlington, VA 22201
(703) 243-7015

Leslie Carrington
3137 Key Boulevard
Arlington, VA 22201
(202) 208-0619 (O)
(703) 243-5236

Lidia Carvallo
Parents Infant Education Program
1810 North Edison Street
Arlington, VA 22207
(703) 358-4965

Marsha Cheesman
4755 Kingsway Drive Suite 105
Indianapolis, IN 46205
(317) 257-8683
(317) 251-7488 (FAX)

Bonita Cobb
18047 Wagonwheel Court
Alney, MD 20832

Jeff Cohen
President of the American Society
for Deaf Children
11 Covered Bridge Path
Philadelphia, PA 19115
(215) 963-8538 (O)

Rosalind Coleman
Coordinator for Family Advocacy/Parent Trainer
Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 726-6088 (H)
(908) 654-7726

Diana Cuthbertson
Statewide Parent Advocacy Network, Inc.
516 North Avenue, East
Westfield, NJ 07090

Joyce Dougan
Cherokee Central School
Cherokee, NC 28719
(704) 497-6370

Lewis Dyer
3525 Pope Street, S.E.
Washington, DC 20020

Shirley Dyer
3525 Pope Street, S.E.
Washington, DC 20020

Joyce Ford
National Parent Network
4640 Seymour Drive
Boise, ID 83704
(208) 322-2516

Ligia Freire
Director of the Association of
Hispanic Handicapped of New Jersey
10 Jackson Street
Patterson, NJ 07501
(201) 742-7500

Santiago Garcia
Coalition of Florida Farm Worker Organizations
P.O. Box 326
Homestead, FL 33090
(305) 246-0357 (O)
(305) 246-2445 (FAX)
(305) 237-2970 (Office - Wife)

Mr. & Mrs. Allen Geralnick
5117 North 37th Street
Arlington, VA 22207
(703) 237-1631

Patty Gerdel
TAPP Technical Assistant
Families Together, Inc.
1023 Southwest Gage
Topeka, KS 66604
(913) 273-6343

Marti Gertelli
Director
Washington Pave
6316 South 12th
Takoma, WA 98465
(206) 565-2266

Paula Goldbert
Co-Director
Pacer Center Incorporated
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966

Jose & Maria Guerra
3730 Columbia Pike
Apartment #11
Arlington, VA 22204
(703) 920-4053

Carol S. Harley
4833 Reamer Avenue
Columbia, SC 29206
(803) 253-6154 (O)
(803) 782-1557 (H)

Marlene R. Harrington
1619 Flat Shoals Road
Milledgeville, GA 31061
(912) 452-4428

Sandy Harvey
Executive Director
American Society for Deaf Children
6904 Calle Altamira
Pleasanton, CA 94566
(510) 846-5884

Connie Hawkins
National Parent Network on Disabilities
P.O. Box 16
121 Depot Street
Davidson, NC 28036
(704) 892-1321

Melinda Horms
110 Bell Street
Wierton, WVA 26062

Michael Hunter
Alexander Graham Bell
International Parent Organization
13736 97th Avenue
Kirkland, WA 98033

Sharmin Jamison
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966

Jose & Dora Jimenez
1711 North 14th Street
Arlington, VA 22209
(703) 243-5924

Marilyn Johnson
Bureau of Indian Affairs
Special Education Division
2435 Drexel Street
Vienna, VA 22180
(202) 208-6675

Carla Lawson
Iowa Exceptional Parent Center
33 North 12th Street
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870

Ursula Markey
3132 Napoleon Avenue
New Orleans, LA 70125
(504) 895-5970

Paul Martin
Family Issues Specialist
The University Affiliated Program
The Rose F. Kennedy Center
Albert Einstein College of Medicine
1410 Pelham Parkway South
Bronx, NY 10461
(212) 828-3895
(212) 931-5083 (FAX)

Patricia McKeithan
5709 3rd Place, N.W.
Washington, DC 20011

Mona Michel
3034 Southwest 27th Avenue
Miami, FL 33133
(305) 443-0317

Beatriz Mitchell
Family Center Coordinator
New Mexico Protection and Advocacy Center
1720 Louisiana Blvd.
Suite 204
Albuquerque, NM 87110
(505) 256-3100 (O)

Aileen Mizzell
648 Atlantic Street, S.E.
Washington, DC 20032

Cory Moore
Parents Place of Maryland
7257 Parkway Drive
Hanover, MD 21076-1306
(410) 712-0900

Florene Poyadue
Director
Parents Helping Parents
535 Race Street
Suite 220
San Jose, CA 95126
(408) 288-5010 (O)
(408) 251-1987 (H)

Judy Raskin
Executive Director
Parent Information Center
PO Box 1422
Concord, NH 03302-1422
(603) 224-6299

Sylvia Ross
1732 Irving Street, N.W.
Washington, DC 20010
(202) 708-4650 (O)
(202) 234-1623 (H)

Patricia McGill Smith
National Parent Network on Disabilities
1600 Prince Street
Suite 115
Alexandria, VA 22314
(703) 684-6763

Debbie Sosa
8316 Wildwood Avenue, S.W.
Tacoma, WA 98498
(206) 588-1741 (O)
(206) 584-4825 (H)

Charlotte Dee Spinkston
TAPP Urban Technical Assistant Specialist
Federation for Children with Special Needs
95 Berkeley Street Suite 104
Boston, MA 02116
(617) 482-2915

Olga Suro
314 Monterey Road
Apartment #5
South Pasadena, CA 91030
(818) 799-0033 (H)
(213) 224-4749

Cherie Takemoto
Parents Education Advocacy Training Center
228 South Pitts Street
Suite 300
Alexandria, VA 22314
(703) 836-2953

Rutherford H. Turnbull
Beach Center on Families and Disability
University of Kansas
Lawrence, KS 66045
(913) 864-7600

Jan Yocum
Rosemount Center
2000 Rosemount Avenue, NW
Washington, DC 20010
(202) 265-9885

Martha Ziegler
Federation for Children with Special Needs
94 Berkeley Street
Suite 104
Boston, MA 02116
(617) 482-2915

HOWARD UNIVERSITY PARTICIPANTS

Sylvia Walker, Ed.D.
Project Director

Kimberley Turner
Director of Programs

James Scott, Ph.D.
Associate Dean
Graduate School of Arts and Sciences

Ruth Palmer, Ph.D.
Director
Bureau of Educational Research
School of Education

Cordelia H. Puttkammer
Assistant Professor
College of Allied Health Sciences

Robert Nicholls, Ph.D.
Media Specialist

Marilyn Miles
Project Facilitator

Dollena B. Jones
Secretary/Coordinator

Debra R. Mitchell
Administrative Assistant

Anntionette McFadden
Coordinator of Training
Dorotea Bryce
Bilingual/Bicultural Specialist

Heather A. Katz
Jr. Research Assistant

Carl Douthitt
Research Assistant

Evody Routier
Facilitator

INTERPRETERS AND CONSULTANTS

Rhonda Jacobs
Interpreter

Kate Lacey
Interpreter

Karen Newquist-Guifford
Interpreter

Carol Liebman
Interpreter

Alma Banner
Project Director
Parent Infant Education Program
Arlington, VA