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Project Job Site

Final Report to the New York Community Trust

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Project Job Site: Final Report to The New York Community Trust

I. Background

On February 4, 1982, The New York Community Trust awarded the Vera Institute \$75,000 to facilitate conduct of the demonstration phase of Project Job Site, the Institute's experimental program designed to apply the "supported work" model to the vocational placement of unemployed blind and visually impaired residents of New York City. The following report reviews the activities, problems and achievements of the grant year, details the role played by The Trust's funds in facilitating the work of the Project, and provides an overview of the Project's expectations for its second year of full-scale demonstration phase operations.

Project Job Site grew out of the Institute's supported work approach, as developed in application to the vocational placement needs of a succession of socially and economically disadvantaged populations over a period of nearly fifteen years. Its evolution as a strategy for bringing such hard-to-employ, structurally unemployed groups as former offenders, urban youth, public assistance recipients and mentally retarded persons into the social and economic mainstream of society is described in the Institute's original proposal to the New York Community Trust dated October 26, 1981. Although the model has undergone continual adaptation and refinement in accordance with the specific obstacles to employment faced by each target population and in response to economic change, five key elements have remained integral to the organization and management of each program. These are: real work

assignments, graduated stress, sympathetic but firm supervision, peer support, and regular evaluation and feedback.

Project Job Site represents the first attempt to extend supported work to the vocational placement of a physically disabled population. The choice of blind and visually impaired persons for this effort arose from field research by the Institute into the vocational problems confronting a variety of disabled groups and reflected: the Institute's findings concerning the high degree of need for such a program among members of this population; the receptivity of service provider agencies and consumer groups to such an effort; the probable utility of supported work as a technique for responding to the inadequacy of conventional vocational rehabilitation efforts on behalf of this group; the existence of a sufficient range of employment opportunities within the New York City labor market to allow for the development of innovative, nonstereotypic jobs; and the existence of mass transit for convenient travel by trainees to and from their work locations.

In its preliminary investigations, the Institute learned that labor force participation rates among the nation's estimated 375,000 totally and legally blind citizens of working age were less than half those for the population as a whole; that vocational rehabilitation efforts on behalf of these persons in New York State actually resulted in competitive employment for less than 30% of the persons denominated as successfully vocationally rehabilitated by the cognizant State vocational rehabilitation agency*; that persons employed in sheltered

*Responsibility for implementation of the Federal-State vocational rehabilitation program with respect to blind persons in New York is vested in the State Commission for the Blind and Visually Handicapped (CBVH). Administration of this program in connection with all other disability categories is lodged in the NYS Office of Vocational Rehabilitation (OVR). CBVH is housed within the State Department of Social Services, while OVR is a unit of the State Education Department.

workshops for the blind (who typically represented at least 10% of annual case closures by CBVH) often earned less than the Federal minimum wage, pursuant to the exemption of such facilities from minimum wage and other statutory labor standards; and that unsheltered employment, where forthcoming, was usually restricted to a narrowly delineated range of jobs conventionally defined as "suitable" for blind persons.

Unemployment, the "discouraged worker" phenomenon and needless perpetuation of sheltered employment were found to be widespread, and there appeared to exist a surprising measure of consensus among service providers and consumers that the rehabilitation system, despite annual expenditures in New York of nearly \$10 million for blind and visually handicapped individuals, was largely devoid of the capacity or resources to parlay its investment in vocational rehabilitation services into the achievement of gainful employment for its clients.

In view of these findings, the Institute reasoned that if visually disabled persons were to acquire greater access to the conventional labor market, some mechanism for assisting them to bridge the gap between their current situations and regular employment needed to be developed. Supported work, with its panoply of services designed to respond to the cumulative deficits of many visually disabled job seekers, and to respond to the equally, if not more critical fears, concerns and misconceptions of employers, appeared to have the potential for helping to meet this need. With a three-year demonstration grant from the U.S. Department of Education's Rehabilitation Services Administration, Project Job Site began planning, organizational, outreach and related activities in November, 1980. In June, 1981, with the additional participation of the Ford Foundation in providing funds

to defray trainees' wages during their periods of supported work, the project commenced pilot operational activities, designed to apply and preliminarily assess the model's utility as a vocational placement strategy in connection with this population. Based on the encouraging results of this pilot phase, the Project commenced larger scale demonstration phase activities in February, 1982. To facilitate its continued ability to provide the program's vital supported worker wage subsidy component, the Project sought and received the Trust's assistance.*

II. The Pilot Phase

In its first operational phase, the project undertook to transitionally place ten blind and visually impaired trainees in supported work assignments in public, nonprofit and private sector settings. Of these ten, it was further expected that at least 60% would move on to competitive employment, either at their transitional work sites or elsewhere, as a result of the work experience, heightened skills, enhanced self-confidence, and documented recent work histories acquired through supported work. Employers were under no obligation to "hire" trainees at the conclusion of their transitional placements, but the Institute believed that, given an opportunity to train, observe and evaluate prospective visually disabled employees, a substantial proportion would choose to do so. Trainees remained on the Vera Institute's payroll for the duration of their placements, with their

*Of the New York Community Trust's \$75,000 grant award, some \$24,968 had originally been earmarked for a research and evaluation effort. Regrettably, serious revenue problems in the summer of 1982 obliged the Project to request Trust approval for reallocation of these funds to meet ongoing operational needs.

wages subsidized by the Project to the extent of 100% in the public/nonprofit sector and 50% in the private sector. Such transitional placements were expected to last for three months.

The principal activities of the Project were also operationalized and refined. Subject to the modifications discussed in Section IV, below, the activities conducted during the pilot phase have continued to define Project structure and policy during the subsequent demonstration year. Pilot phase activities, as more fully described in the Project's March, 1982 Report, resulted in achievement of the goal of ten transitional placements and in the progression to unsubsidized, competitive employment of eight of these ten persons.

As heartening as were these outcomes for the individuals involved and the staff members who had worked closely with them, the principal importance of the pilot phase lay in its indication that the elements of supported work had played a major role in facilitating the acquisition of gainful employment by persons who, despite often substantial prior participation in vocational rehabilitation programs, had been previously unsuccessful in obtaining or maintaining employment and in the apparent capacity of wage subsidies, regular work site visits, job analysis and other supportive services to induce employers who would not otherwise have done so to experiment with a group of workers not conventionally regarded as falling within the ambit of the available labor pool. As such, while suggesting the validity of the assumptions giving rise to the application of supported work to the job placement of blind and visually impaired citizens, the pilot phase also raised a number of additional questions relating to whether the model could prove efficacious and cost effective on a larger scale and relating to how its

job development strategy, participant intake criteria, supportive services and other elements could be further refined to identify the most appropriate candidates for project services, the most fruitful targets for job development and the most instrumental range of services to employers and trainees.

III. Objectives of the Demonstration Phase

In entering into full-scale demonstration operations, the Project hoped to increase the range and number of its transitional placements, while maintaining at least a 60% competitive placement rate for the individuals participating in the program. Specifically, the project hoped to transitionally place at least 35 supported workers during its first year of full-scale operation.

Beyond attainment of these measurable outcomes, the Project entered demonstration phase activities with a number of related objectives. As indicated above, these related to the refinement of its techniques and procedures, and to the demonstration of supported work's applicability and cost effectiveness on a progressively larger scale. Other important objectives included reduction of participants' dependence on Supplemental Security Income (SSI) and other public benefit programs and documentation of the savings in public expenditure accruing from participants' entry into gainful employment; development of strong and organic relationships with service provider agencies and consumer groups; development of innovative linkages with the business, skills training and manpower sectors; collection of information sufficient to permit objective evaluation and research into the program's impact on the lives and vocational situations of its participants; and creation of a documentary record and knowledge base

sufficient for the dissemination of relevant information to those interested in replication of the effort in other jurisdictions or in connection with other disabled populations.

The activities undertaken, problems encountered and results achieved in connection with the attainment of these objectives are discussed in Sections IV-VI, (infra). Included among the operational goals deemed requisite to the achievement of these objectives were: expansion of the range and number of supported work opportunities, including nontraditional work, available to Project participants; expansion of the Project's referral pool in order to provide a sufficient pool of appropriate candidates for the enhanced range and number of training and work opportunities to be developed; identification and marshalling of items of job-related technology necessary for the effective performance of various job tasks in the absence of normal vision; gathering of appropriate vocational assessment techniques and labor market information for use in assessment and job counseling; and definition and implementation of "job-readiness" as it relates to the training goals of each placement.

IV. Project Activities

Principal Project activities, ranging from job development aimed at securing supported work opportunities for Project participants, to postemployment follow-up services designed to ensure the quality and tenure of long-term competitive employment, have evolved in significant ways over the course of the first demonstration year. That evolution, previously discussed in the Project's August, 1982, Interim Report to The New York Community Trust, is detailed in this section.

A. Job Development. As the means by which supported work training and placement opportunities are secured for members of the Project's referral pool, job development has continued to be regarded as the Project's most important activity. Directed toward identifying agencies and firms that can offer meaningful work and training opportunities to Project participants, establishing contact with such organizations and interesting them in participation, job development embodies a number of key elements. These include the selection of firms or agencies to be contacted, and the provision of necessary follow-up, the conduct of job analysis designed to identify from among the tasks and jobs comprising the work of the organization those which can be performed in the absence of normal vision, the assessment of technological needs and personality or skills variables relevant to effective performance of these tasks, and the provision of information explaining in detail how relevant tasks would be performed and how the Project's wage subsidies, regular worksite visits and other supportive services would contribute to maximization of the reciprocal goals of training and productivity inherent in any placement. More broadly, the goals of job development are educational, requiring the ability to provide information and stimulate thought, and the capacity to elicit and respond to the concerns, assumptions and misgivings which inhibit employers in incorporating visually or otherwise disabled persons into the productive work force.

Because its object in job development is the creation of appropriate supported work opportunities for its trainees, the Project's approach has differed in significant ways from that of conventional, direct placement agencies. Some of these differences arise from the

Project's ability to offer incentives such as wage subsidies, the opportunity to train, observe and evaluate before being obliged to make a full-fledged hiring commitment, and the availability of supportive services such as staff and trainee orientation and regular work site visits. Others derive from the Project's need and ability to place qualitative ahead of quantitative measures in the selection of work sites to be approached and in the provision of the necessary time, individualization and detailed follow-up.

Consistent with this overall approach, the Project's job development efforts have focused on the identification of work settings which would provide participants with realistic work experience and environments, with training in marketable and transferable skills of relevance to current labor market demand, and with a level of supervision sufficient to ensure that both trainees and project work site counseling staff will receive appropriate levels of feedback to evaluate progress toward job readiness. These and related, often subtle, environmental considerations have been found important, not only from the standpoint of maximizing the utility of placements, but also because of the importance attached to avoiding the placement of participants who come to the project with ambivalent or even negative attitudes about work in settings which might inadvertently reinforce such feelings. Thus, for example, while smaller firms, particularly in "high tech" sectors of the economy, have come to represent an increasingly fruitful target of private sector job development efforts, great care has also been expended in identifying those which may be characterized as offering secondary sector opportunities of the sort associated with unrewarding work and the consequent development of

casual or even negative attitudes toward the role and value of employment.

In the selection of agencies and firms to be approached, a variety of techniques are used. At the outset larger firms were chosen, either based on a reputation for progressive hiring policies or on the basis of previous participation in Institute-sponsored supported work programs. With the accrual of job development experience, and with the growth of knowledge as to the skills and aspirations of persons comprising the project's available labor pool, a number of additional criteria have been developed to help the project identify appropriate targets. As a first step, ongoing labor market research is conducted to identify sectors, then particular agencies or firms in which work opportunities relevant to the referral pool are likely to exist. Pursuant to the establishment of contact and the conduct of job analysis, these organizations are evaluated with respect to the range of relevant jobs and work tasks comprising their activities, as well as in terms of the environmental considerations noted above.

To the extent that overall economic conditions have affected Project operations, their impact has perhaps been nowhere greater than in determining the distribution of supported work placements between public/nonprofit and private sector work sites. During the pilot phase, the potential of both public and private sector placements to ripen into long-term, competitive employment had been a significant, though not dispositive, factor in their utilization. Today, it can largely be said that this remains true only with respect to private sector placements.

Subjected to hiring freezes of an often sweeping and rigid nature, public/nonprofit sector work sites have become progressively less able

to hire even the most successful of their trainees. While three of the four pilot phase participants whose public/nonprofit sector supervisors wished to retain their services were, in fact, hired at their transitional work sites, this outcome has only proved possible in one of the seven comparable situations thus far encountered during the demonstration phase.* By contrast, private sector employers, able to fill their relatively few available positions from a reservoir of unemployed and, in many cases, highly or "over-qualified" persons, often willing to work for less than customary wages as an alternative to continued joblessness, possess understandably little inclination to train or assess new entrants to the work force or to risk taking on employees who might pose any conceivable problems or difficulties. While wage subsidies and the project's array of supportive services continue to constitute important inducements, they increasingly do so only in the context of otherwise job-ready candidates.

To the extent that most prospective trainees require work experience and skills upgrading as a prerequisite to the achievement of full job readiness, public/nonprofit sector placements have therefore been indicated in a larger proportion of instances than originally anticipated. The divergence between the nature, goals and appropriateness of public and private sector placements has imposed upon the Project a heightened obligation to identify the needs of each trainee so that an appropriate sector choice can be made, but the necessary predominance of public/nonprofit sector sites has also, in the

*Although the sincerity of such unfulfilled expressions of supervisory desire cannot be known with certainty, internal evidence existed in each case to corroborate the authenticity of the sentiment.

absence of long-term work opportunities in these settings, exposed the Project to a greater post-supported work direct placement burden than had initially been envisioned. Progressive divergence between the demands and expectations of public/nonprofit and private sector training sites has also required the Project to forego utilization of "slots" in the private sector, since firms are interested in hiring those trainees who do well, rather than in providing a reusable training setting for a succession of Project participants who will thereafter obtain long-term work elsewhere. Slot development has continued to represent a major focus of public/nonprofit sector job development, with the viability of such slots reassessed at the conclusion of each placement based on input from the work site counseling staff and based on the extent to which the training and experience afforded did or did not contribute to the competitive job placement of the particular trainee.

But even the availability of desirable, reusable training slots has contributed to the higher proportion of public/nonprofit training placements, since the development of one such slot can yield training for as many as three participants within the course of a year. A list of agencies and firms providing supported work opportunities to project participants is set forth at Attachment 1 to this report.

Recognizing the growing importance of marketable skills and the relative decline in the availability of traditional entry level jobs, as technology reshapes the demography of work, the project has also sought to develop training opportunities which would create a basis for employment. To the extent that proprietary skills training programs have, for the most part, been inaccessible to blind and visually impaired persons, and outside the scope of training sponsored by the

State vocational rehabilitation system, and to the degree that the Project's supportive services can contribute to the integration of these persons into programs, as they contribute to their integration at the work site, the Project has developed training opportunities in such areas as machining and jewelry making. A project trainee will be completing a machinist training program under the auspices of the NYC Private Industry Council (PIC) in February, and initial hopefulness regarding her employability in this skilled trade is regarded by her instructors and the Project as having been well founded. It is expected that the inducements and services embodied in supported work will represent a significant factor in persuading an employer to participate in this innovative effort.

Exploration of similar skills training opportunities has continued, with a view to expanding the range of employments available to blind and visually impaired persons, to equipping such persons with the skills necessary to compete in these areas of growing labor demand, and to demonstrating that visual disability need be no barrier to participation in mainstream training programs. Implementation of the recently enacted Jobs Training Partnership Act is expected to contribute to such efforts. A number of the Act's provisions bode reduction of the traditional isolation of blind persons' vocational concerns from the mainstream of vocational training and job development efforts designed to combat structural unemployment.

As the logic of supported work and the realities of the contemporary labor market have pointed to utilization of skills training programs, so too have they provided the impetus and opportunity for the identification of work environments where a variety of skills could be

innovatively demonstrated and refined. Accordingly, the Project's job development effort, while mindful of the importance of finding work experience and routine work opportunities for those persons who could be assisted to viable, competitive employment thereby, have also focused on the identification of work settings where experimentation would be possible. To this end, the Project has been successful in developing work opportunities in several such settings, including an office environment where, with the use of an Audio Typing Unit* a trainee was enabled to proofread her own typewritten work and thereby function as a fully independent word processor. Additional exciting experiments, involving the use of a braille-output computer terminal, which would allow blind persons to function effectively in a variety of customer service and related computer-based positions, are also under negotiation at this writing.

In these innovative, as well as in its conventional job development efforts, the Project has come to appreciate the important role of certain systematic differences between large and smaller firms. While continuing its job development efforts with large firms offering the widest range of jobs, and while continuing assiduous cultivation of previously established relationships, the Project has come to recognize that the collective decision-making processes characteristic of the largest corporations can sometimes represent an obstacle to transitional placements or competitive hires. As an initial matter, company willingness to participate in a supported work program, even apart from its overall attitude toward disabled job aspirants, is typically an executive, rather than a personnel question, but one which, because of

*The Audio Typing Unit is a synthetic speech output accessory to certain IBM Typewriters. It pronounces and spells the material which has been typed on the machine.

its novelty, may have no clear venue within the corporate hierarchy. Likewise, the decision to accept a particular visually disabled trainee, or to hire a blind individual, can rarely be resolved through the routine personnel procedures utilized in the screening of other applicants. When the management of such corporations is geographically remote, these problems and ambiguities tend to be exacerbated still further. Anyone, it sometimes seems, can veto the decision to accept a blind trainee, but, absent an unusual degree of commitment and oversight at the highest executive level, it is often difficult to determine precisely who has authority to approve.

To the extent that firms or agencies do on occasion undertake to recruit disabled employees, the Project's efforts have also been geared to responding effectively to such opportunities on behalf of its participants. Recently, the U.S. Navy notified some 64 New York City area rehabilitation agencies of its desire to recruit a disabled employee. The Project's Director of Job Development immediately contacted the relevant civilian personnel officials and conducted a thorough job analysis. Based on the Project's intimate knowledge of the capabilities of persons in supported work and its careful intake assessment of the persons making up its referral pool, it proved possible quickly to identify and screen three credible applicants. These candidates were accompanied to the interview location for introduction. Based on this response, together with the Project's undertaking to provide supportive services, one of these three persons was chosen for the post. As the Project continues to grow in visibility and credibility, additional opportunities of this sort are expected to arise. The Project also arranges to receive job vacancy announcements

on a regular basis from as many sources as possible, so that it can respond speedily on behalf of appropriate participants.

While responsiveness of these sorts lies at the heart of the Project's strategy, and plays a unique role in facilitating long-term cooperative relationships with employers, such efforts are not undertaken without cost. In the case noted above, as well as in two similar instance involving the preparation of comprehensive Federal employment applications in connection with a particular opening, the Project's small staff had to be deployed on a task force basis. In such circumstances, breaches in the continuity of other, ongoing efforts are inevitable, but such temporary disruptions are regarded as endurable if they contribute to vindication of the Project's job development efforts through the acquisition of employment by Project trainees.

B. Participant Intake And Assessment. Pursuant to its goal of increasing the number of supported work placements in its first demonstration year, the Project has sought to expand its referral pool to the maximum feasible degree and to meet and identify as many persons as possible who may be appropriate for, and likely to benefit from, supported work. In this effort, the Project has been fortunate to have the growing cooperation of a number of agencies. A list of the public and private agencies which have cooperated with the Project by referring potential supported workers to it is set forth as Attachment 2 to this report.

It is a measure of the demonstrated and latent demand for supported work that, as of January 24, 1983, the Project's referral pool consisted of 100 persons. In addition to these persons, whose inclusion in that pool has taken place pursuant to an in-depth intake interview

conducted by the Project's Director of Participant Services, a backlog of some 58 persons still awaits formal intake.

Among referral pool members, a plurality - some 47 individuals - have been referred to the Project by the New York State Commission for the Blind and Visually Handicapped (CBVH). Yet, as important as is the growing eagerness of CBVH and private agencies to refer persons to the Project, the prevalence of self-referred persons as the second largest component of the Project's referral pool suggests the extent of need among underserved or unserved visually disabled residents of New York City. Such self-referred persons -- those initiating their own contacts with the Project based on word of mouth, published descriptions of its activities or consumer outreach by Project staff -- include 20 members of the current referral pool.

Because the circumstances of referral pool members change over time, and because suitability for supported work does not of itself determine the Project's ability to effect an appropriate placement, the proportion of referral pool members who can ultimately be aided through supported work is impossible to determine. Based on periodic contacts with referral pool members, the Project estimates that some 35 of these individuals would be either no longer suitable for, available for, or interested in supported work. Preliminary screening of the 58 persons awaiting intake suggests that 13 would not be appropriate. To the extent that growing familiarity on the part of referring agencies with the criteria for, and the tenets of, supported work has resulted in an increasing proportion of apparently appropriate persons among those referred, the Project believes that a substantial number of those currently seeking its services are, and are all too tragically likely to

remain, appropriate for them or in need of some other form of meaningful assistance.

Confronted with continual reiteration of the frustrations and needs of these persons, the Project has naturally turned its attention to means by which it could, even outside the framework of supported work, make some contribution to their vocational destinies. Its efforts in this regard have included experiments with the "Job Club" concept, identification of other sources of assistance, review of existing resumes, discussion with CBVH counselors as to the means by which particular work aspirations could be pursued, and related, largely common sense efforts. Nevertheless, it has continued to recognize the danger of diversion of its resources and the importance of retaining its focus on the provision and perfection of supported work. Accordingly, efforts aimed at more clearly defining the range of persons for whom supported work is most likely to represent an instrumental intervention have persisted as a major developmental preoccupation during this first full-scale operational year.

In the evaluation of suitability and appositeness for supported work, the Project has sought from its inception to identify and operationalize criteria reflecting both need and probable benefit. Visual impairment, though among the most substantial barriers to employment due to deep-seated societal misunderstanding of its meaning, cannot itself be the basis for Project participation. Ultimately, the Project believes that supportive services, through their impact on employers, may represent a useful addition to the armamentarium of job placement tools available in connection with all disabled groups. But, it has also recognized that difficult, differential choices must often

be made if it is to avoid provision of supported work to job-ready persons, on the one hand, or to those who lack potential for meaningful employment on the other. Thus, the Project's recruitment philosophy has focused on clarifying the range of social and economic needs, indications of inability to obtain or hold competitive employment, and indicators of probable responsiveness and benefit which, added to visual impairment, define individual suitability and Project relevance.

In this assessment, formal criteria, reflecting length and probable causes of unemployment, economic status and future prospects, have come to play a major initial role. Attachment 3 sets forth the length of unemployment and the public assistance status of persons placed in supported work thus far during the demonstration phase. Attachments 4 and 5, the Project's Referral Information Form and its Intake Interview Form, respectively, provide an overview of the range of informational elements found useful in assessing suitability for supported work, and in thereafter making the most appropriate possible matches between trainees and supported work assignments.

Among the major developments in the Project's administration of its referral pool has been the effort to identify additional relevant assessment tools. Along with in-depth discussion, both at intake and in the context of various subsequent contacts, the Project has experimented with skills testing, designed to identify deficits which would need to be taken into account in the effectuation of placements or addressed within the supported work setting. Beyond formal measures, background information and other relatively objective material, the Project has come increasingly to appreciate a broad range of often subtle behavioral cues. In taking note, for example, of whether individuals appear on

time for scheduled meetings, follow through on their undertakings, or otherwise demonstrate positive or negative behavior, the Project has sought, not to use adverse manifestations as an exclusionary mechanism, but, rather, to identify with maximum clarity the kinds of problems likely to prove relevant in choosing an appropriate placement or in bringing about the desired growth and progress once a placement has commenced. In its monitoring of such behavior, the Project has followed a course of candor with prospective participants, apprising them of its assessments, indicating how its observations reflect on vocational prospects, and seeking client input and response as a basis for engagement in useful and reciprocally informative dialogue.

As individuals enter the referral pool, pertinent information concerning their backgrounds, work histories, skills, aspirations, and functional visual capacities (if possessing useful residual vision) is communicated to the Project's job developer for incorporation into the overall profile of Project job development efforts. Owing to the Project's small size, concrete focus and high level of internal communication, it is therefore usually possible for intake to proceed with a high degree of knowledge concerning available and imminent placement opportunities, while job development is simultaneously undertaken with a clear sense of the composition of the Project's available labor pool. As a result, polarization between job development and counseling perspectives has been avoided, and the interdependence of these functions retained as an operational, as opposed to a merely theoretical, principle.

C. Supportive Services. Once a candidate has been chosen for a particular placement, an interview with the prospective employer or supervisor is arranged. Trainees are encouraged to take this interview seriously and to ask all relevant questions they may have.

Since supervisors have already agreed to participate in the program, instances of rejection have been virtually non-existent. The Project does believe that the employer should be given the opportunity to screen the trainees it furnishes, and such interviews have been found useful both as a means of creating a realistic atmosphere and as a basis for initiating the communications process which it is thereafter among the work site counselor's principal objectives to foster.

Orientation of trainees to their work sites has been found of great importance. Patterns of interaction, levels of autonomy and degrees of reciprocal comfort emerging in the early days of a placement may often profoundly affect its entire course. The Project's work site counselor will accompany the trainee to the work site where appropriate, but a visit will in any case be made within the first two days, and close contact, either by phone or in person, is maintained during this early adjustment period. A schedule of regular work site visits is established at this time, but the employer and the trainee are given to understand that these visits reflect the minimum anticipated level of contact. Should any problems, difficulties or unforeseen issues arise, the work site counselor will be available to provide the technical assistance or interpersonal qualities that may be required.

Although the frequency and content of work site visits must to a large degree depend upon the training needs of each participant and the exigencies of each work site, the Project has found it useful to

structure these activities, along with its in-house job counseling efforts, to the maximum possible degree. To this end, a Plan is prepared during the first week of each placement. This Plan details the specific training objectives, probable time frames, and issues likely to be confronted in the course of the placement. It commits and sensitizes the parties to those skills, performance and attitudinal issues which must be addressed, if the trainee is to be fully job-ready at the close of the placement. As such, these plans have been found useful in maintaining clarity of focus, in anticipating problems and in evaluating progress. In their formulation and updating, as much attention is paid to trainee strengths as to trainee weaknesses since these, too, are relevant to long term employability as well as to the enhancement of trainees' self esteem.

Each work site visit affords an opportunity for further assessment, and most provide the occasion for receipt of some supervisory feedback. Such feedback is formalized in the placement's fifth and ninth weeks through the vehicle of the Supervisor's Evaluation Form (Attachment 6).

Though the Project lays great stress on the subtle informational cues, nuances and insights yielded by these regular worksite visits, such visits are a primary use in observing the more tangible elements of job performance and skills development. Consistent with the Project's orientation toward maximizing each placement's reciprocal goals of training and productivity, they focus on level and quality of performance, degree of improvement and character of supervision. Particular attention is paid to the identification of vision-related performance or learning problems and to the identification and

acquisition of such additional visual aids or other job-related equipment as may be required to facilitate competitive job performance. Ironically, this focus has often been found to provide a useful framework within which to address underlying communications or attitudinal problems. One trainee, for example, placed as a personnel assistant in the administrative offices of a large public sector institution, failed to summarize certain documents with the speed or accuracy his supervisor wished. Inferences of boredom or even low intelligence began to arise. With introduction of the Project's portable closed-circuit t.v. magnifier at the work site on an experimental basis, the quality and rate of the trainee's work in this area improved markedly. Pleased with this result, and freed of his sense of disappointment, the supervisor felt warranted in assigning the trainee to additional and more complicated work.

Although regular work site visits have been found to be the most instrumental nonmonetary service offered by the Project -- in terms of monitoring trainee performance and progress, persuading employers to participate and facilitating productive interaction in the placement setting -- the Project's work with its trainees during their periods of transitional placement includes additional elements which cannot be accommodated under the rubric of these visits. Identifying the most effective role of peer group meetings and in-house job counseling, and correlating these components with the experience at the work site, have therefore represented an important object of supportive service development during the demonstration phase.

Biweekly peer group meetings, affording participants the opportunity to share experiences and coping strategies and to learn from

and comment upon one another's reactions to supervisory criticism, communications difficulties with coworkers or other stresses, have played an invaluable role. Supplemented by individualized job counseling, these meetings also provide a useful forum for the development of important job seeking and job enrichment skills, so sadly absent from most conventional vocational rehabilitation programs. Resume-writing and cover letter preparation, networking, telephone and interview technique, follow-up, self-presentation and neutralization of awkwardness arising from adverse interviewer reaction to visual impairment are among the matters addressed.

In the effort to develop effective job-seeking skills among its participants, the Project has endeavored to subject the strategies and techniques it recommends to rigorous empirical testing. Appreciating the lack of universal answers to many questions, and recognizing that many aspects of job seeking strategy remain controversial even among personnel experts, its close monitoring of trainee follow-up is intended quite as much to evaluate the procedures themselves as to assess their implementation.

In the course of peer group and job counseling, maintenance of a clear distinction between job-related concerns and underlying personal or emotional factors is often difficult. To the degree that personal problems, domestic vicissitudes or deeply ingrained response patterns may interfere with performance in or concentration on work, they become, perforce, work related issues. To the extent that such issues may surface only after a placement has commenced, yet be critical to its outcome, the Project has emphasized a pragmatic, primarily behavioral response. Recognizing the limited time available and the practical

constraints upon their role, Project staff have endeavored to make appropriate outside service referrals where indicated, while at the same time encouraging participants to separate and compartmentalize their personal and working lives. In minimizing the role of broad dimensions and feelings in favor of an emphasis upon appropriate behavior, the Project has adopted a strategy aimed at instilling realistic attitudes, even when such attitudes lead to the recognition that most jobs are far from ideal or stress-free. It is in the acceptance of these truths, as well as in the development of countervailing coping strategies, that equality and full participation ultimately are deemed to reside.

Not surprisingly, many of the issues encountered by the Project's work site counselors in their meetings and discussions with work site supervisors and colleagues reflect levels of misunderstanding and anxiety that may be regarded as the mirror image of those found among trainees. If participants are unfamiliar with the expectations and demands of work, so, in many instances, have their supervisors proved initially uncertain as to what could be expected of them, and, ultimately, as to what should or should not be attributed to visual impairment. Like the all too vast majority of our society, supervisors come to encounters with visually or otherwise disabled persons with a host of assumptions, anxieties and stereotyped views. Lacking knowledge of the compensatory strategies adopted by such disabled persons, and lacking experience of the critical role played by variables of individual nature in mediating any ostensible limitation, they often require considerable assistance, guidance and support in responding to trainees on terms comparable to those which would be applicable in the cases of other employees or in effectively implementing their

supervisory responsibilities with respect to their trainees. In assisting them and in responding non-threateningly to their needs within the framework of important concerns over productivity and performance, the Project's work site counselors face among their greatest and most important challenges. Yet, because regular work site visits offer one of the most unique modalities ever devised for positive input by rehabilitation professionals at critical points in the employment process, the Project has preferred to look upon this challenge as an unequalled opportunity to educate, to facilitate and to learn.

D. Post-Supported Work Competitive Job Placement. As indicated in Section IV A, above, the increased inability of public/nonprofit sector work sites to regularize the employment status of their trainees at the close of transitional placements, coupled with the continued desirability of such placements as valuable sources of work experience and skills upgrading, has resulted in imposition on the Project of a much heavier direct placement burden than had been expected. While this circumstance challenged the Project to experiment with a variety of job placement strategies and to heighten its efforts to inculcate in its participants the job seeking skills that would enable them to function as active partners in the fashioning of their own vocational destinies, its occurrence at a time of almost unprecedented paucity in the availability of competitive job opportunities and in the face of the Project's inability to hire a full-time placement specialist also subjected the Project's staff and participants to major strains.

In its efforts to parlay supported work experience into suitable competitive employment in other settings, the Project has utilized a number of marketing and placement strategies, as well as a number of

approaches to the incorporation of supported work into its presentation of program graduates. Additionally, it has sought to develop ways in which staff and graduates could effectively collaborate in placement efforts in a manner calculated to maximize the contribution that each could make.

To the extent that "networking" and utilization of informal channels represent the predominant mode of job finding for the population at large, the Project has encouraged its participants to adopt these methods in their own job searches as well. Though many trainees were relatively isolated from the standpoint of relevant contacts when they entered the Project, the acquaintanceships formed through supported work often furnished a useful starting point for such inquiries. Favorable letters of reference of the sort that were usually forthcoming also emboldened many participants to turn to their former supervisors for leads and advice. Two letters exemplifying those received are excerpted at Attachment 7 to this report.

Project participants were also assisted to pursue formal channels through labor market research and through responses to published classified advertisements. Their technique and follow-up in these self-initiated contacts were closely monitored and supplemented by similar efforts undertaken on their behalf by project staff who monitored job announcements and published ads on a comprehensive, rotational basis.

In many instances, equivocal questions having no clear answer arose. For example, beyond equipping participants to deal forthrightly and effectively with the fact and implications of their visual impairments in interview settings, the question of whether to present

that fact in a resume, cover letter or telephone inquiry remains subject to much controversy and resists uniform answers.

The assistance and cooperation of other agencies was also sought. Participants were urged to avail themselves of whatever services were available, whether from other rehabilitation agencies or mainstream sources, and the Project worked with the placement staffs of other agencies, apprising them of the details of participants' work and of the supportive services it could provide in the event they were successful in helping the graduate to secure a job. Participants were also fully instructed in the advantages, including most notably participation in the Targeted Jobs Tax Credit program, which could accrue to the firms that hired them.

On a case by case basis, Project staff determined whether to accompany applicants to interviews. In such cases, the advantages inherent in the Project's ability to answer technical questions and offer postemployment supportive services had to be weighed against the inadvertent potential of such presence to undermine the appearance of independence and autonomy which was deemed so critical for candidates to project.

Thus far, eight program graduates* (three from the pilot phase and five demonstration phase participants) have obtained competitive employment with employers other than those with whom they received their supported work training. Attachment 8 indicates the means used to find such employment in each of these cases. As the diversity of successful

*In addition, four other graduates obtained employment other than with their transitional employers, but in two of these cases the employment was temporary and in the other two, it was subsequently lost. Since these are not regarded as successful outcomes, they are excluded from the Project's competitive job placement statistics.

techniques shows, ample scope exists for use of all the approaches noted above, as, indeed, for any of the wide range of techniques which employment counselors and experts have propounded for use by the population as a whole. Ultimately, an understanding of employer concerns, the ability to be constructively assertive, the capacity to answer questions appropriately and the possession of satisfactory job, personal and organizational skills count for more than the technique used to establish contact.

E. Post-Employment Follow-Up. As Project graduates have entered competitive employment in increasing numbers, the Project has endeavored to devise procedures for monitoring and ensuring their job tenure and quality, and to identify those supportive services which might prove of greatest relevance to them and their long term employers. Obviously, the Project has tended to maintain a lower profile in these situations, with the level and nature of contact left largely to the discretion of the parties. Graduates' preferences in this regard have been accorded particularly great weight when the employment in question was secured by the individual's own efforts and without direct Project intervention.

On the whole, assistance in the resolution of technical issues relating to job performance, in the identification of relevant technologies and in the performance of job analysis requisite to the assignment of additional tasks have come to represent the most fruitful elements of Project involvement at this stage. Though encouraging participants to decrease their dependence on it for emotional support, the Project has also urged them to bring problems or issues to its attention. As a result, scheduled periodic contacts have been supplemented by ad hoc interactions, as issues arise. The conduct of

regular postemployment group meetings, originally envisioned as a useful source of long-term support, has proved impossible owing to the varying work schedules of graduates and to their general and appropriate desire to minimize their sense of themselves as agency clients.

V. Problems Encountered and Solutions Devised

A. Technology. Recent technological developments have opened an unprecedented range of new jobs to performance by blind and visually impaired persons. From powerful, portable magnification devices for use by persons with some residual vision to braille and synthetic speech output devices for use by totally blind individuals, such devices foreshadow the almost complete eradication of the "print barrier". Their relevance lies chiefly in the burgeoning service and information sectors of our economy, but their role is not limited to these sectors. Even in traditional areas of work, tactile-output tools and measuring devices, "talking" instruments ranging from thermometers to scales, and a range of other advances have created unique opportunities for neutralizing the role of vision in a broad array of tasks and work environments.

This technology has developed a pace with the broader revolution that is dramatically reshaping the nature of work in our society. As such, its specifics are quite as varied and complex. Recognizing the potential of visual aids and other job-related equipment to facilitate the employment of its participants, the Project has worked to familiarize itself with the range and functional capacities of the available items, to locate work sites where these items could be used, and to assist its participants to acquire the necessary technology for their work.

It is in the area of acquisition -- and as a consequence, in the Project's inability to fill some desirable positions that would otherwise have been forthcoming, that problems have principally arisen. In the cases of such relatively inexpensive devices as "light probes" (small, photoelectric cells which, when passed over a multiline telephone instrument, will emit an audible tone indicating to the blind user which line is lit) or standard optical aids, costs can usually be met, either by the State Commission for the Blind and Visually Handicapped, by the Project itself, or by a loan to the trainee. But in the cases of more sophisticated and costly devices, such as closed-circuit t.v. magnifiers or braille output devices for use in computer-assisted jobs, timely acquisition has remained a severe problem.

Although CBVH's responsibility for the employment of its rehabilitation clients does extend to the provision of equipment needed to secure employment, recent fiscal constraints have exacerbated the effect of long-standing Commission guidelines which significantly restrict the purchase of such devices. In essence, because of an administrative distinction between "training" and "employment", the Commission will ordinarily consider furnishing such equipment only after competitive employment has been secured. Yet, without the ability to demonstrate the equipment's potential to prospective employers in real work settings, job offers are not forthcoming. For their part, employers are likewise unwilling to participate in major capital outlays until or unless they can be persuaded that the individual applicant will be able to make a valuable long-term contribution to the firm.

To help meet this problem, the Project has secured a number of exemplary items for use, on a demonstration basis, at successive supported work sites. By placing such items at these sites for the duration of the placement, their utility, as an aspect of the trainee's productivity, can be demonstrated, and a job offer, possibly including employer cooperation in necessary purchases, can be secured. This process represents but a small extension of the logic underlying the supported work placement itself.

To date, this approach has had some encouraging results, but the Project's limited resources have prevented it from obtaining a sufficient number and range of items. Thus far it has acquired through purchase one braille output word processor/computer terminal (the VersaBraille) and through indefinite loan an Apollo closed-circuit television (c.c.t.v.) magnifier. Efforts to obtain additional items are continuing. To the extent that each item is available for re-use by a succession of participants at differing private sector sites, this approach does at least maximize the range of trainees and firms who can benefit and be educated.

A number of additional methods for financing such equipment, including commercial loans and tax shelters, have also been explored. The Project believes that a bank willing to make such loans has been located, and the first test is likely to occur soon.

B. Work Disincentives. To the degree that 28 of the 37 persons thus far placed in transitional employment have been Supplemental Security Income recipients, the humane role played by this and other benefit programs in shielding many blind persons from the worst ravages of impoverishment is of great importance. Yet, because this program is

means tested, and because benefit levels and continued eligibility are determined by income and resources, such well-intentioned programs often have the paradoxical effect of making short-term work unduly risky for the prospective trainee. Though the Project hopes that participation in supported work will lead to competitive, long-term employment, it cannot guarantee this outcome for any individual. Too often, the fear of losing tangible benefits outweighs the more remote and speculative advantages of self-sufficiency and results in decisions not to participate by persons who the Project believes could, with time, acquire a positive self-image and greatly increased personal autonomy through work.

In dealing with this form of ambivalence, the Project's main objective, therefore, has been, in effect, to buy time; for when graduates have become established in long-term positions, their psychological as well as economic dependency has declined steadily. To do this, the Project has attempted to utilize provisions of Social Security regulations providing for the "noncountability" of income for benefit level or eligibility determination purposes, when that income represents "work expenses of the blind" or when it is earned pursuant to a "plan for achieving self-support."

Early cooperation from Social Security Administration officials made it possible for the Project to allay trainees' fears of benefit curtailment while in supported work to a large degree, but recent reinterpretations of applicable SSA regulations have made this considerably more difficult. Faced with severe reduction in the discretion accorded to local SSA officials in such matters, the Project contacted the SSA's national headquarters in Baltimore with a view to

establishing a demonstration program, as authorized by statute, which would bring the relevant psychological, economic and regulatory variables into closer harmony. Initial response to this initiative has been unfavorable, but the Project intends to contact officials of the Department of Health and Human Services to see whether a joint effort may be possible.

In the meantime, it continues to work closely with participants to retain benefits to the maximum degree still possible, mindful that in so doing it is paying the price of temporarily fostering dependency in order that it may later be abrogated. In its counseling efforts it seeks to persuade participants that the values of work can go beyond mere material sustenance, and in this regard it has had the good fortune of being able to point to early graduates whose acquisition of employment led to significant improvements in other areas of life.

Beyond the waste of individual potential, such ambivalence can also interfere with relationships carefully nurtured through job development. In one instance, an adventitiously blinded former civil servant was placed in a private sector position. Having assured the Project that his public employee pension would not be jeopardized and that he wished to work, and having comported himself in a manner consistent with these utterances, the Project was pleased and optimistic until, on the eve of his start date, he telephoned to indicate that further investigation on his part had yielded the information that additional income would put all or part of his pension at risk. The firm in question politely declined further trainees.

C. Program Evaluation and Research. The Project has deeply regretted its inability to mount a formal research effort aimed at clarifying and documenting the role of supported work in the employment process and at evaluating its utility in positively influencing supervisors and employers to experiment with blind and visually impaired persons as viable members of the work force. Although, as discussed in Section VI B, (infra), there exists strong basis for believing the role of supported work to be salutary and material to the individual outcomes achieved, the Project knows that even its rigorously self-critical stance cannot substitute for a formal evaluation in assessing its value as a vocational rehabilitation and placement tool.

The Project had intended to implement its program evaluation component with funds provided by The Trust, but, as indicated in Section III, above, critical operating needs forced it to seek Trust permission for the reallocation of the funds previously earmarked for this purpose. The operational activities thus enabled to continue have borne fruit in the job placement outcomes reported in Section VI A. The Project strongly desires to undertake a more formalized evaluation, covering such matters as client characteristics and background variables as predictors of outcome, instrumentality of each supportive service component, and role of supported work as inducement and source of attitudinal modification on the part of employers.

Since wage subsidies have represented a central element of the Project's service/inducement package, their role will also be of particular interest. In the Project's experience to date, the role of wage subsidies has been critical in the public sector, for without them, work experience provided by participants as volunteers could not hope to

partake of the necessary realism. In the private sector, firms' responsiveness to subsidies has tended to be inversely correlated with their size (see section VI C). A clearer understanding of the kinds of firms who are influenced by the availability of subsidies and the impact of subsidies upon relationships at the worksite would enable the Project to more effectively target its job development efforts and would allow it to become still more alert to the distinction between firms who view the subsidy as a training fee or as evidence of the Project's confidence in its trainees, and those which see it simply as a means of obtaining cheap labor.

D. Direct Placement. As discussed in Section IV D, the efforts required to help trainees build regular employment out of their transitional work experiences consumed a greater proportion of the Project's resources than had been expected. Structurally, the necessity for employing a direct placement coordinator was recognized in midyear, but since resources were not then available for the addition of another staff member, this responsibility had to be divided among existing staff members. Although the Project had hoped to transitionally place at least 35 persons during the first demonstration year, its recognition that maintenance of a sufficiently high long-term placement rate represented a more profound measure of supported work, and its belief that for supported work to be meaningful, its role in securing long-term employment for its graduates must be stressed, resulted in a determination that long-term placement of those successfully completing training sometimes represented a greater priority than did increasing the number of training placements.

As of January 24th the Project had, as a result, achieved only 27* of its goal of 35 placements.

As of February 1, the Project expects to have a full-time placement coordinator on staff. This will give it a greatly enhanced capacity, allowing, among other things, for the uninterrupted conduct of job development requisite to creation of supported work opportunities and to participant intake as a means of identifying suitable trainees to fill the newly created positions.

E. Extending the Length of Placements. Three months has tended to prove an inadequate length for the Project's transitional placements. Though this basic duration has been retained as a means of balancing the needs of individual participants against the Project's desire to serve the largest possible number of persons, ad hoc extensions have been required in a significant number of instances. Growing evidence suggests that three months represents an inadequate period for accomplishing the often major transformations required of participants. And should the Project determine, as may well prove the case, that phased placements, beginning in the public/nonprofit sector, then moving to the private, are required, additional time will necessarily be required for the achievement of competitive employment. Participants go through a concentrated and intense experience while in supported work assignments. Conceptually, placements can be divided

*An additional two persons were placed in settings where employers preferred to use their own regular probation periods in lieu of supported work. Inclusion of these two persons brings the total of transitional placements to 29.

into three phases: initial adjustment, stabilized status, and post-placement planning and job search activities. With a three month cycle, these phases crowd in upon one another with tremendous speed. Often participants barely have time to feel any measure of comfort or stability within their transitional employment settings before it is time to begin looking for long-term work. The constant refocusing required under these time pressures may leave participants with all too little time to consolidate the gains they have made, to reflect upon what they have experienced and learned, or simply to enjoy the feeling of earning an income and receiving a full day's pay for a full day's work. The participant is, rather, thrust forward into challenging new situations before the accomplishments already achieved have had an opportunity to be fully dispersed through the individual's self-image and consciousness.

It is in this light that the Project has become progressively more aware of the erosion in energy and confidence levels occurring among graduates who have not been successful in securing immediate employment after program placement completion. Project efforts at this seminal juncture have accordingly focused on maintaining momentum, on concretizing the values and relevance of the supported work experience, and on forestalling the by now all too widely known consequences of unemployment, so striking and tragic even among persons with solid work histories and a strongly defined sense of themselves as members of the work force.

The Project has come to believe that longer placements would be useful, both in attaining the placements' goals and in providing insulation against the corrosive effects of possible periods of

post-placement joblessness. In particular cases, it has extended placements, usually with positive results. Situations of this type have included those where sustained progress began to emerge only relatively late in the placement, where a brief extension would contribute to the favorable outcome of negotiations over long-term hire ("roll-over" in Project parlance) or where such extension would in some specific way facilitate the conduct of an effective job search. Subject to its available funds and to the inevitable tension between numbers of persons served and individual outcomes, the Project hopes to be able to extend the normative length of its placements and believes that doing so would result in the attainment of long-term work by a still greater proportion of its graduates.

VI. Project Results, Achievements and Major Findings

A. Statistical Results. As of January 24, 1983, the Project has placed 37 persons (ten pilot phase and 27 demonstration phase participants) in supported work assignments. Two additional demonstration phase participants were placed under effectively equivalent terms, but the employers in question preferred to substitute their own in-house probation periods for the Project's format. Of this total of 39 persons, 18 have gone on to conventional, unsubsidized employment as a result of their participation in supported work.* Eight persons remain in transitional employment as of this writing, while five persons left training before its completion.** Thus, of the 26 persons

*An additional two persons obtained but subsequently lost competitive employment, one by resignation and one by dismissal, while two persons obtained only temporary work. These are not defined as successful outcomes for reporting purposes.

**This includes one pilot and four demonstration phase participants, of whom three left by resignation and two as a result of the unwillingness of their transitional employers to have the placements continued. In none of these five instances was an alternative placement indicated.

completing supported work or its equivalent to date some 18 (69.2%) have gone on to unsubsidized, long-term employment.

Of the four graduates in active job search status, the prospects for success are regarded as good in the cases of two. The Project continues to work with its graduates until employment is secured, recognizing as it does that even for the veteran worker, re-employment after job loss may take considerable time. But in the cases of four graduates, active job seeking has terminated due to their unavailability, unwillingness or discouragement.

B. Programmatic Aspects. While these results are regarded as an outstanding tribute to the trainees, Project staff members, and transitional and long-term employers involved, their structural importance ultimately lies in the degree to which they can be ascribed to supported work and in the extent to which they constitute outcomes different than would have been obtained through recourse solely to conventional rehabilitation modalities. While many factors must necessarily be taken into account, the Project believes that significant grounds for an affirmative answer can be found in the prior work histories and other relevant background characteristics of the trainees involved, in the fact that most of the participating employers had no previous experience of visually disabled persons as work colleagues or supervisees, and in the comparison between these outcomes and those achieved, usually at far greater cost, by agencies utilizing conventional strategies and approaches.

More concretely, it should be noted that of the 18 persons attaining viable competitive employment to date, 10 were hired at the work sites to which they were introduced by supported work, while two

others who were not hired by their transitional employers, eventually secured employment as a result of "networking" undertaken with the assistance of their supervisors.

Beyond its belief, subject to confirmation through formal research and evaluation, that supported work represents an instrumental and cost effective strategy for responding to the unmet vocational placement needs of many blind and visually impaired persons, and beyond its certainty that only through effective job placement can the substantial vocational rehabilitation expenditures previously made on behalf of the majority of its participants be justified, the Project feels that a preliminary assessment of the relative roles of each of its components can now be assayed. In the effort to refine and target these services, considerable analytical effort has been devoted to this dissection.

While space does not allow a comprehensive assessment of the relative importance of each component, beyond noting the centrality of regular work site visits because of their impact on both trainees and employers, the Project's desire to elucidate the role played by New York Community Trust funds dictates some discussion of the utility of wage subsidies. In addressing this issue, their role in connection with structuring the work experience of supported workers and their potential as inducements to employer participation must be distinguished.

C. Role of Supported Work Wage Subsidies. From the participants' standpoint, the availability of wages appears critical to creation of a realistic work experience. This is particularly so because many participants have had some prior volunteer work experience. These settings typically differ in important ways from those characterized by paid work.

In accordance with its desire to respond to the needs of the most economically and socially disadvantaged members of its referral pool, the Project has paid trainees on a pro rated scale, based on the actual salary the job would command. Beginning at minimum wage, the scale rises to \$4.06 per hour at the \$10,000 annual salary level, but does not reflect increments above this point. Because public sector entry level salaries tend to be artificially high in relation to their private sector equivalents, this pro ration not only allows trainees to usually look forward to a pay increase when hired, but also prevents the anomalous situation of a supported worker's receiving more in a subsidized public sector setting than in a subsequent, competitive, private sector job.

Since public/nonprofit employers would be unable to pay trainees, absent the Project's wage subsidies, a question also arises as to the subsidies' role in influencing their willingness to participate. In general, the Project believes that its willingness to support its contentions on behalf of its trainees lends credibility to their image as productive workers. As such, though playing an admittedly lesser role in the minds of some public/nonprofit sector employers than does the prospect of free labor, indications are that it has some psychological value and some role as an inducement to their participation.

Many private sector employers could, of course, pay trainees' wages. The 50% wage subsidy does not appear to have induced any reputable employers to participate who would not otherwise at least have seriously considered doing so, but it does appear to have had value in several respects. First, it reduces exposure if the experiment fails or

the trainee proves unproductive. Second, it serves to offset what the Project frankly acknowledges may in some instances be the greater length of time required for orientation and progress to full productivity of its trainees, and as such constitutes the sort of training fee with which many employers are already familiar in connection with CETA and other jobs programs for disadvantaged groups. Third, the equal division of salary between the Project and the worksite, sets a tone for a cooperative and reciprocal relationship with respect to all other details of the placement. Again, the Project's willingness to, proverbially speaking, put its money where its mouth is, is not without effect, and with some employers, particularly those of an entrepreneurial frame of mind, the question of accepting visually impaired trainees has been put forth almost in wagering terms.

In both the public/nonprofit and private sectors, the wage subsidy's ultimate utility may lie in its relationship to another program component. The Project has found that its undertaking to retain trainees on the Vera Institute's payroll for the duration of their placements represents one of the most important inducements to participation for employers in all sectors. Its ability to free employers from insurance and other administrative responsibilities and the capacity of the arrangement to spare employers from the need to fire a visually disabled trainee who does not work out have proved extremely significant. Were the Project not contributing to trainees' wages, maintenance of these trainees on the Institute's payroll would be very difficult.

The Project's retention of its role as nominal employer for the duration of supported work has a number of other advantages as well.

While this approach can occasionally result in the creation of tension between the Project's dual roles of counselor and employer, and while it offends those who believe that employers would confront their supervisory responsibilities more seriously if trainees were in a regular employment status, the Project has concluded that the opportunity costs of modifying this feature of the program would be considerable. Retention on the Project's payroll provides a basis for imposition of formal expectations regarding trainee performance, affords the Project the opportunity to reassign trainees in the event their initial placements do not work out and provides opportunities for advising trainees on tax, insurance and other related matters.

Because the significance of wage subsidies may arise as much from their unconscious as their conscious role, the Project recognizes that development of a research protocol for empirically testing its belief in their utility may prove difficult. Nevertheless, to the extent that such an assessment may be possible, the Project believes that such efforts may have relevance to broader issues concerning the role of subsidies and training fees in enhancing the private sector employment of a host of disadvantaged groups. Drawing upon the Vera Institute's extensive work in labor market analysis, the Project hopes its findings may be of use, not merely in connection with the rehabilitation of disabled persons, but also as a resource for labor economists in their efforts to understand the growing problem of structural unemployment in our country.

VII. Project Funding

A. Current Funding. The fiscal accounting included in this report sets forth a detailed report of expenditures made pursuant to the New York Community Trust's grant award. Additional funding sources as set forth in the Project's September, 1982 Report of Income, during the grant period have included: the U.S. Department of Education's Rehabilitation Services Administration, the New York State Commission for the Blind and Visually Handicapped and the Ford Foundation. On January 3, 1983, the Project received a \$5,000 grant from the E. Matilda Ziegler Foundation to help defray the costs of its job placement efforts. The Project has also continued to receive service contract income (i.e., employers' reimbursement of their 50% share of supported workers' wages paid in the private sector).

In its approach to securing the necessary funding for Project Job Site, the Vera Institute has continued to seek to foster a partnership between governmental and philanthropic sources. To the degree that such components as trainee wages cannot legally be defrayed out of Federal-State Vocational Rehabilitation Funds, the Project has looked to philanthropic sources such as the New York Community Trust for assistance in connection with this feature of its program. Likewise, to the extent that relevant Federal and State agencies operate under regulations proscribing capital investments of the sort discussed in Section V A, (supra.), philanthropic support has also been sought.

B. Future Funding. With the scheduled completion of its Federal demonstration grant on August 31, 1983, the Project has looked to the New York State Commission for the Blind and Visually Handicapped for

augmented support. Based on the Project's record and the Commission's belief that supported work does represent a viable job placement strategy, and with the strong support of the United States Rehabilitation Services Administration, productive negotiations between the Institute and the Commission have commenced. RSA's support had previously been underscored by an increase in funding in the final year of the Project's demonstration grant of \$37,531 (31%). It is expected that, beginning in fiscal 1984 (July 1, 1983 - June 30, 1984) Commission support will rise from approximately \$10,000 per year to a figure approximating \$120,000.

Since inauguration of the Project's fiscal relationship with the Commission in November, 1981, Commission support, as evidenced by numbers of persons referred, establishment of procedures to facilitate the fullest possible exchange of information and views, and financial support, has increased steadily. Commission funding has been forthcoming pursuant to reimbursement at a \$24 hourly rate for discrete services provided to active Commission clients placed by the Project. The anticipated major enhancement in Commission participation will be accomplished through the creation of a new reimbursable category of supported work services which will more adequately reflect the real character of Project activities on behalf of its participants, and which will parallel a similar arrangement recently worked out between the Institute's Job Path program and the State Office of Vocational Rehabilitation for the provision of supported work to mentally retarded, neurologically impaired and otherwise developmentally disabled persons.

This augmented Commission role can only prove efficacious if coupled with continued interest in the Project on the part of

philanthropic donors. Commission funds are limited and the administrative, as well as conceptual changes, required for incorporation of supported work into the fabric of vocational rehabilitation in New York State will take time to implement. Moreover, certain key elements of the program, most notably supported work wage subsidies, cannot under any circumstances be defrayed out of Commission funds, owing to the proscription of the use of such funds for "training wages" or "stipends" under applicable Federal regulations.

Accordingly, the Project has continued to look to philanthropic sources for this and other critical components of its innovative strategy. Negotiations with the Greater New York Fund/United Way have resulted in expressions of interest and a high probability that the Project will receive support in connection with its work site counseling effort in September. Interest has also been expressed by the Manpower Demonstration Research Corporation (MDRC) in assisting Project participants to secure job-related equipment. Such participation would be of further value to the Project in that the capacity of such equipment to open a variety of private sector work opportunities would lead to a significant increase in service contract income revenues.

As the Project continues to identify foundations with a commitment to the integration of blind and visually impaired persons into the mainstream of society, it will seek to interest them in the specific features of the program most relevant to their patterns of giving and areas of interest. A number of the initiatives discussed in the Project's August, 1982 interim report are also proceeding.

In its effort to secure stable long-term funding, the Project has encountered an interesting phenomenon. To a large degree, the

vocational rehabilitation and social integration of blind persons into conventional unsheltered employment is perceived by manpower organizations as falling within the purview of agencies which serve "the blind" alone, while the rehabilitation sector has tended to overlook structural and labor market analyses in favor of programs emphasizing services, personal adjustment, counseling, evaluation and variables of personality. While the Project has made considerable progress in demonstrating the utility of supported work to the local rehabilitation community, its success in persuading the manpower sector to view unemployment, rather than blindness, as the most significant issue confronting its population, has been more qualified. Nonetheless, joint efforts with organizations such as PIC (see Sec. IV A) appear to point the way to important changes. Efforts aimed at eliciting interest and participation from the manpower and employment sectors will, therefore, constitute one of the Project's principal long-term goals.

SUPPORTED WORK SITES

Public Sector	Non-Profit Sector	Private Sector
<p>City University of New York, Administrative Offices</p> <p>N.Y.C. Dept of General Services</p> <p>N.Y.C. Health and Hospitals Corp., Coney Island and Harlem Hospitals</p> <p>New York Public Library, Mid-Manhattan Library</p> <p>N.Y. State Board of Parole</p> <p>U.S. Dept of Education, Rehabilitation Services Administration.</p>	<p>Community Council of Greater New York</p> <p>N.Y.C. Victim Services Agency</p> <p>Vera Institute of Justice</p>	<p>Chemical Bank</p> <p>Marine Midland Bank, N.A.</p> <p>Panson Electronics Corp</p> <p>Somar Dental Studio</p> <p>White & Case</p>
N = 21	N = 7	N = 9

AGENCIES REFERRING PERSONS FOR SUPPORTED WORK SERVICES

Center for Independent Living (CIL)
International Center for the Disabled (ICD)
Jewish Guild for the Blind
Just One Break (JOB)
Metropolitan Workshop for the Blind
New York Association for the Blind (Lighthouse)
N.Y.C. Board of Education
N.Y.C. Mayor's Office of the Handicapped
New York Institute for the Education of the Blind
N.Y. State Commission for the Blind
and Visually Handicapped (CBVH)

Summary of Participant Characteristics, Work Sites and Program Outcomes

Participant	Visual Impairment*	Sex	Ethnicity	Age	Level	Educational Level	Duration of Unemployment**	Public Assist. Benefits	Work Site/ Positions	Visual/ Technical Aids	Completed Training	Outcome
1	TB	M	W	22	BA	BA	Never employed	None	Hottline Crisis Oper.	Light probe, tape rec., brailier	No	Left after two days
2	PS	F	B	25	GED	GED	3 months	SSI & ADC	Copy Typist	Visual-tek	Yes	Obtained employment at \$4.97/hr. Obtained employment at \$6.70/hr.***
3	PS	F	W	24	BA	BA	Never employed	SSI	Case Worker	Hand-held optical aids	Yes	No longer active
4	PS	M	W	27	BA	BA	9 months	SSI & SSDI	Recreatnl. Therapist	Hand-held optical aids	Yes	Hired by transitional employer at \$3.62/hr.****
5	PS	M	B	32	10th	10th	No steady employment	SSI	Internal Messenger	Hand-held optical aids	Yes	Hired by transitional employer at \$10.041/yr
6	PS	M	B	25	10th	10th	10 months	SSI	Radio Dispatcher	Hand-held optical aids, enhanced lighting	Yes	Hired by transitional employer at \$12,000/yr.
7	PS	M	W	30	BA	BA	8 months	None	Inform. Assist.	Hand-held optical aids, copy stand, lighting	Yes	Hired by transitional employer at \$10,571/yr.*****
8	PS	M	H	24	HS	HS	3 months	None	Clerk	Hand-held optical aids	Yes	Hired by transitional employer at \$4.25/hr.
9	PS	F	W	28	BS	BS	24 months	None	Audit Clerk	Large display calculator	Yes	Hired by transitional employer at \$6.00/hr.
10	TB	M	B	27	HS	HS	10 months	SSI	Dictaphone Typist	Light probe, brailier, tape recorder	Yes	

* TB refers to participants who are totally blind; PS to those who are partially sighted.
 ** Time since last paid full-time work.
 *** Received raise to \$13,200/year at 80% time.
 **** Received raise to \$5.12/hr.
 ***** Received raise to \$11,500/yr.

Summary of Participant Characteristics, Work Sites and Program Outcomes (continued)

Participant	Visual Impairment*	Sex	Ethnicity	Age	Educational Level	Duration of Unemployment**	Public Assist. Benefits	Work Site/ Positions	Visual/ Technical Aids	Completed Training	Outcome
11	PS	M	H	23	1 1/2 yr. coll.	9 months	SSI	Dispatcher's Coordinator	Glasses, magnifier	Yes	Hired by transitional employer at \$9,120/yr****
12	PS	F	B	23	1 1/2 yr. coll.	No paid employment	SSI	Secretary/Typist	Glasses	No	Obtained job at \$9,700/yr.
13	TB	F	W	29	BA	No paid employment	SSI	Library Community Liaison	Braille, tape recorder	Yes	Looking for work
14	TB	F	W	19	1/2 yr. coll.	No paid employment	SSI	Secretary/Typist	Braille, tape recorder, light probe	Yes	Obtained job at \$4.75/hr.
15	PS	M	W	40	BA	3 months	SSI	Bank Messenger	Glasses	Dis-missed	Looking for work
16	PS	M	B	31	HS	3 years	SSI	Mailroom Clerk	None	Yes	Looking for work****
17	PS	M	H	34	3rd	2 months	SSI	Custodian	Glasses	Yes	Obtained job at \$3.35/hr.*****
18	PS	M	H	22	HS	8 months	SSI	Custodian	Glasses	Yes	Obtained temp. job
19	TB	F	W	58	Prof. Music Degree	10 years	None	Mag Card Word Processor	Light probe, Audio Typing Unit	Yes	Hired by transitional employer at \$5.00/hr.

* TB refers to participants who are totally blind; PS to those who are partially sighted
 ** Time since last paid full-time work.
 *** Received discretionary raise to \$9,400/yr.
 **** Has worked on per diem basis for transitional employer.
 ***** Subsequently resigned.

Summary of Participant Characteristics, Work Sites and Program Outcomes (continued)

Participant	Visual Impairment*	Sex	Ethnicity	Age	Educational Level	Duration of Unemployment**	Public Assist. Benefits	Work Site/ Positions	Visual/ Technical Aids	Completed Training	Outcome
20	PS	M	B	30	HS	6 months	SSI	Custodian	None	Yes	Obtained job at \$3.35/hr.
21	PS	F	H	22	HS	No paid employment	SSI	In-house Messenger	Glasses, illuminated magnifier, large print office map	Yes	Hired by transitional employer at \$6,518/yr.
22	PS	M	H	21	HS	1 1/2 years	SSI	Messenger	Glasses, large print maps	No	Resigned
23	PS	M	W	19	HS	No paid employment	SSDI	Messenger / Clerk	Glasses, CCTV	Yes	Hired by transitional employer at \$8,316/yr.
24	PS	M	W	30	HS	4 months	SSI	X-ray Technician	Glasses	Yes	Looking for work
25	TB	F	AI***	47	HS	1 year	SSI	Secretary	Braille, light probe, dictaphone	No	Still in transitional employment
26	PS	F	B	22	1 yr. coll.	5 months	SSI	Payroll Clerk	Glasses	Yes	Obtained job at \$6,280/yr****
27	PS	M	H	36	11th	1 year	SSI	Custodian	Glasses	Yes	Obtained temp. job*****

* TB refers to participants who are totally blind, PS to those who are partially sighted.
 ** Time since last paid full-time work.
 *** AI refers to American Indian.
 **** Subsequently dismissed.
 ***** Plans to return to school.

Summary of Participant Characteristics, Work Sites and Program Outcomes (continued)

<u>Participant</u>	<u>Visual Impairment*</u>	<u>Sex</u>	<u>Ethnicity</u>	<u>Age</u>	<u>Educational Level</u>	<u>Duration of Unemployment**</u>	<u>Public Assist. Benefits</u>	<u>Work Site/ Positions</u>	<u>Visual/ Technical Aids</u>	<u>Completed Training</u>	<u>Outcome</u>
28	PS	F	B	32	HS	10 months	ADC	Machinist Training Program	Braille and large dial tools, telescopic glasses	No	Still in training program
29	PS	M	B	23	HS	3 years	SSI	Switchboard Operator	Glasses	Yes	Obtained employment at \$10,500/yr
30	TB	F	B	30	HS	1 year	SSI	Receptionist/ Typist	Light probe, braille, Optacon	No	Still in transitional employment
31	PS	M	B	29	HS	3 1/2 years	SSI	Dental Lab Technician	Glasses	No	Left training
32	TB	F	W	24	BA	No paid employment	SSI	Library Community Liaison	Braille, tape recorder	No	Still in transitional employment
33	PS	M	B	48	HS	1 year	SSDI	Mailroom Assistant	Glasses	No	Still in transitional employment
34	PS	M	B	39	11th	13 years	SSI	Custodian	Glasses	No	Still in transitional employment
35	PS	M	B	50	2 yrs coll.	1 1/2 years	None	Labor Relations Asst.	Glasses, magnifier	No	Still in transitional employment

* TB refers to participants who are totally blind; PS to those who are partially sighted.
 ** Time since last paid full-time work.

Summary of Participant Characteristics, Work Sites and Program Outcomes (continued)

<u>Participant</u>	<u>Visual Impairment**</u>	<u>Sex</u>	<u>Ethnicity</u>	<u>Age</u>	<u>Level</u>	<u>Duration of Unemployment**</u>	<u>Public Assist. Benefits</u>	<u>Work Site/ Positions</u>	<u>Visual/ Technical Aids</u>	<u>Completed Training</u>	<u>Outcome</u>
36	TB	F	B	36	MA (Voice Ed.)	1 1/2 years	SSI	Typist	Brailier, light probe	No	Still in transitional employment
37	PS	F	B	53	HS	5 1/2 years	SSDI	Customer Service Repre- sentative	Magnifier, glasses, large print	No	Still in transitional employment

* TB refers to participants who are totally blind.
 ** Time since last paid full-time work.
 *** Participant 37 was hired on a long-term basis contingent upon provision of Project Job Site supportive services.

PROJECT JOB SITE

a project of the vera institute of justice

Date _____

22 W. 38th St. 11th Floor
New York, New York 10018
(212) 944-0560PROJECT JOB SITE: REFERRAL INFORMATION

Name _____

Address _____

Tel. _____

Date birth _____

Soc Sec ____/____/____

Does client receive gov't benefits?

Counselor _____

Tel. _____

Agency _____

How long have you worked with the client?
_____Is the client active with your agency?

Education:

Highest grade completed _____

Degree/major _____

Last date enrolled _____

Other agencies currently working with the client:

Client's Vision:

Diagnosis _____

Acuity: OD _____

OS _____

Onset: Congenital
 Adventitious; age of onset _____Is vision Stable
 Improving, or
 DeterioratingWhat technical/visual aids does the client use?

If client has residual vision, can he or she read:

-
- Enlarged print
-
-
- Normal print
-
-
- Neither

Functional features of vision (e.g. color, level of light etc.)

_____Health problems, if any: _____

PROJECT JOB SITE: REFERRAL INFORMATION

Name _____

Counselor's Assessments: Please rate your client's abilities in the following areas, if applicable: (Circle 1 if excellent; 5 if very poor; N if not applicable)

- 1) orientation/mobility 1 2 3 4 5
- 2) verbal ability 1 2 3 4 5
- 3) typing (for personal use) 1 2 3 4 5 Words/min _____
- 4) penmanship 1 2 3 4 5 N
- 5) braille skills 1 2 3 4 5 N
- 6) ability to handle stress 1 2 3 4 5
- 7) motivation to work 1 2 3 4 5
- 8) job seeking skills 1 2 3 4 5
- 9) math skills 1 2 3 4 5 Score _____ *
- 10) reading skills 1 2 3 4 5 Score _____ *
- 11) spelling 1 2 3 4 5 Score _____ *

*Please provide grade score or percentile rank, if available

What type of employment is the client seeking? _____

What type of work and work setting would be most appropriate for this client?

Are there any special wage, travel, hours or other placement considerations for this client?

Is the client looking for work on his/her own? _____

For how long, and how actively has the client been looking?

Has the client been given any tests for vocational assessment? (If yes, please attach a copy of the test results.) _____

EMPLOYMENT AND TRAINING HISTORY

Name _____

Most Recent Job:

Firm Name _____

Type of organization:

- Private Public
 Workshop Rehab agency
 Other _____

Position _____

Duties _____

Salary _____ hrs/wk _____

Employed from _____ to _____

Reason for leaving _____

Prior Jobs held in last 2 years

Position _____

Duties _____

Employed from _____ to _____

Position _____

Duties _____

Employed from _____ to _____

Position _____

Duties _____

Employed from _____ to _____

Vocational Training

Program Name _____

Skills _____

From _____ to _____

Program name _____

Skills _____

From _____ to _____

Program Name _____

Skills _____

From _____ to _____

Other Employment Skills: Please list all equipment, office machines, tools or utensils used by the client in performing job duties:

Foreign language fluency: _____

Please list all visual/technical aids used on the job:

Comments/Highlights of Employment and training:

PROJECT JOB SITE: INTAKE INTERVIEW

BF 8/19/82

1. DATE _____ 2. NAME _____

3. ADDRESS _____ 4. TEL _____

5. SOURCE _____ 6. CBVH COUNSELOR _____

7. CBVH STATUS _____ 8. OTHER COUNSELORS _____

9. SEX: M F 10. ETH _____ 11. DOB _____ 12. VI: PS TB

INT: DESCRIBE PROJECT

SCHOOL HISTORY

1. HIGHEST GRADE COMPLETED _____ 2. LAST SCHOOL ATTENDED _____

3. DATE ATTENDED _____

4. MAJOR _____ 5. REASON FOR LEAVING _____

6. COMMENTS _____

COMMENTS: (NOTE PUNCTUALITY, GROOMING, ARTICULATENESS, DEMEANOR, ETC.)

INTAKE (CON'T)

NAME _____

TRAINING HISTORY

- 1. PROGRAM NAME _____ 2. DATES _____ TO _____
- 2. PROGRAM SPONSOR _____ 3. SKILLS LEARNED/EQUIPMENT USED _____
- 4. HOW ENROLLED _____
- 5. VIS/TECH AIDS (TYPE, HOW AQUURED, STATUS) _____
- 6. VISION RELATED PROBLEMS _____
- 7. TRAINING OUTCOME _____
- 8. WHY LEFT _____
- 9. TRAINING PROGRAM COUNSELOR _____
- 10. COMMENTS: _____

OTHER SKILLS

- 1. SPECIFY SKILL TYPE, HOW LEARNED, PROFICIENCY _____
- 2. LANGUAGES _____
- 3. COMMENTS: _____

INT: GIVE TYPING TEST IF APPROPRIATE

INTAKE INTERVIEW (CON'T)

NAME _____

EMPLOYMENT HISTORY

1. EMPLOYER _____ 2. ADDRESS _____

3. ORG TYPE _____ 4. DATES _____ TO _____

5. HRS/WK _____ PAY _____ BENEFITS _____

6. SPECIFIC DUTIES _____

7. EQUIPMENT USED _____

8. VIS/TECH AIDS (NOTE HOW ACQUIRED, STATUS) _____

9. OPPORTUNITIES FOR ADVANCEMENT _____

10. VISION RELATED PROBLEMS _____

11. CO-WORKER/SUP RELATIONS _____

12. HOW FOUND _____

13. WHY LEFT _____

14. SUPERVISOR'S NAME _____ REFERENCE _____

COMMENTS:

INTAKE INTERVIEW (CON'T)

NAME _____

EMPLOYMENT HISTORY

1. EMPLOYER _____ 2. ADDRESS _____
3. ORG TYPE _____ 4. DATES _____ TO _____
5. HRS/WK _____ PAY _____ BENEFITS _____
6. SPECIFIC DUTIES _____

7. EQUIPMENT USED _____

8. VIS/TECH AIDS (NOTE HOW ACQUIRED, STATUS) _____

9. OPPORTUNITIES FOR ADVANCEMENT _____

10. VISION RELATED PROBLEMS _____

11. CO-WORKER/SUP RELATIONS _____

12. HOW FOUND _____

13. WHY LEFT _____

14. SUPERVISOR'S NAME _____ REFERENCE _____

COMMENTS:

INTAKE INTERVIEW (CON'T)

NAME _____

EMPLOYMENT HISTORY

1. EMPLOYER _____ 2. ADDRESS _____

3. ORG TYPE _____ 4. DATES _____ TO _____

5. HRS/WK _____ PAY _____ BENEFITS _____

6. SPECIFIC DUTIES _____

7. EQUIPMENT USED _____

8. VIS/TECH AIDS (NOTE HOW ACQUIRED, STATUS) _____

9. OPPORTUNITIES FOR ADVANCEMENT _____

10. VISION RELATED PROBLEMS _____

11. CO-WORKER/SUP RELATIONS _____

12. HOW FOUND _____

13. WHY LEFT _____

14. SUPERVISOR'S NAME _____ REFERENCE _____

COMMENTS:

INTAKE INTERVIEW

NAME _____

JOB SEARCH

1. DATE LAST EMPLOYED, IN SCHOOL OR TRAINING _____

2. ACTIVITIES SINCE THAT DATE _____

3. LOOKING FOR WORK: YES No 4. WHY _____

4. TYPE OF WORK SOUGHT _____

5. JOB SEARCH ACTIVITIES _____

___ ASKED CBVH COUNSELOR

___ OTHER COUNSELOR _____

___ JOB

___ NYSES

___ DIRECT APPLICATION

___ ADS IN NEWSPAPER, HOW FOUND _____

___ ASKED FRIENDS

___ ASKED FAMILY

___ ASKED FORMER EMPLOYERS

___ SCHOOL COUNSELOR

___ TRAINING PROGRAM COUNSELOR

___ OTHER SOURCES _____

6. DO FAMILY MEMBERS WORK? FRIENDS? _____

7. CALLS TO EMPLOYERS _____

8. INTERVIEWS (DATE LAST INT/OUTCOME _____

8. HAS RESUME _____

9. COVER LETTER _____

10. FEELINGS RE: EMPLOYMENT PROSPECTS _____

11. PARTICIPATION IN JOB SEEKING SKILLS WORKSHOPS _____

INTAKE INTERVIEW

NAME _____

12. PROBLEMS RELATED TO JOB SEARCH (ACCESS TO INFORMATION, TRAVEL, FINANCING SEARCH, ETC.)

COMMENTS:

1. WORK INTERESTS _____

2. COUNSELORS/AGENCIES CONSULTED _____

3. VOCATIONAL ASSESSMENTS (DATE, TYPE, BY WHOM, OUTCOME) _____

INTAKE INTERVIEW

NAME _____

-
-
1. VI: TB PS 2. ONSET _____
 3. ACUITY _____ 4. DIAGNOSIS _____
 5. PROGRESS _____ 6. LOW VISION EXAM _____
 7. VIS/TECH AIDS USED (HOW ACQUIRED, STATUS) _____

 8. MOBILITY _____
 9. TYPE SIZE READ _____
 10. HANDWRITTEN MATERIAL READ _____
 11. HANDWRITING LEGIBILITY _____
 12. BRAILLE _____
 13. SPECIAL FEATURES (DAY VS. NIGHT, STAMINA) _____

 14. HEALTH PROBLEMS _____
 15. MEDICATION _____
 16. COMMENTS _____

INTAKE INTERVIEW

NAME _____

1. LIVING ARRANGEMENTS _____

2. FINANCIAL SUPPORTS _____

3. ON PUBLIC ASSISTANCE: YES NO 4. TYPE _____ AMT _____

5. DURATION _____

6. FAMILY SUPPORT FOR JOB SEARCH _____

7. INTERESTS, ACTIVITIES _____

8. COMMENTS:

VERA INSTITUTE OF JUSTICE

CONVICTION INFORMATION

Vera is committed to developing employment opportunities for people with criminal convictions; the Institute offers training and employment for ex-offenders in various projects, and it seeks suitable ex-offenders to fill staff positions. Like any employer, Vera must protect itself, its employees, and the populations served by Vera projects from uninsured financial or other loss; hence the Institute maintains a blanket bond, which insures Vera and the agencies with which Vera deals against any loss incurred by employee theft or dishonesty. The terms of our bond insurance policy require that we notify the insurer of prior convictions for theft or dishonesty of Vera employees, or seek bond coverage for particular employees from other bond insurance sources. Therefore, this form seeks information regarding criminal convictions from those persons on staff who have not already provided it. (Most current employees provided it at the time of hiring, but many were hired without the standard employment application being filled out, or without it being completely filled out.) This form will become part of your personnel record, where it will be maintained in accordance with the principles of confidentiality applicable to personnel information. You will be notified if the information provided causes the Institute to secure coverage for you outside the blanket bond currently in force.

Please indicate whether you have any criminal convictions. If so, identify the conviction, giving the date and any additional information which you feel might be relevant.

Conviction(s) and Date(s): _____

Relevant Information: _____

 Signature of Employee

 Date Signed

PROJECT JOB SITE

a project of the vera institute of justice

22 W. 38th St., 11th Floor
New York, New York 10018
(212) 944-0560

I HEREBY AUTHORIZE THE NYS COMMISSION FOR THE BLIND AND VISUALLY
HANDICAPPED AND PROJECT JOB SITE TO RELEASE AND EXCHANGE INFORMA-
TION DEEMED NECESSARY TO EFFECTIVELY PLAN FOR AND PROVIDE VOCATIONAL
REHABILITATION SERVICES TO ME.

DATE

BARBARA FRIED (WITNESS)

DATE

PROJECT JOB SITE

a project of the vera institute of justice

22 W. 38th St., 11th Floor
New York, New York 10018
(212) 944-0560

Supervisor's Evaluation

Trainee: _____ Date: _____

We would appreciate your assistance in evaluating the trainee's performance on the job. Please rate the trainee's performance relative to that which would be expected of any other employees on the job for comparable lengths of time.

We have listed below some of the tasks that have been assigned to your Job Site trainee. Please note the approximate proportion of the trainee's time spent on each task and any new tasks that have been added.

<u>Tasks</u>	<u>% Time</u>	<u>Ratings</u>					<u>Comments, if any</u>
		<i>needs improvement</i>		<i>satisfactory</i>		<i>outstanding</i>	
1. _____	_____	1	2	3	4	5	_____
2. _____	_____	1	2	3	4	5	_____
3. _____	_____	1	2	3	4	5	_____
4. _____	_____	1	2	3	4	5	_____
5. _____	_____	1	2	3	4	5	_____
6. _____	_____	1	2	3	4	5	_____

Which of the above tasks have you specifically trained him/her to perform?

Please rate your Job Site trainee with regard to the following characteristics:

Job Performance

	<i>poor</i>		<i>average</i>		<i>superior</i>	
	1	2	3	4	5	(a)
a. quality, accuracy and thoroughness of work	1	2	3	4	5	(a)
b. quantity of work	1	2	3	4	5	(b)
c. ability to learn tasks	1	2	3	4	5	(c)
d. ability to apply skills to new situations	1	2	3	4	5	(d)
e. ability to work independently	1	2	3	4	5	(e)
f. willingness to initiate tasks	1	2	3	4	5	(f)
g. attendance	1	2	3	4	5	(g)
h. punctuality	1	2	3	4	5	(h)

Supervision

i. learns from supervision	1	2	3	4	5	(i)
j. ability to accept supervision	1	2	3	4	5	(j)
k. asks pertinent questions	1	2	3	4	5	(k)

Attitudes and Interpersonal Relationships

l. ability to work with co-workers	1	2	3	4	5	(l)
m. ability to relate to public (if applicable)	1	2	3	4	5	(m)
n. ability to establish relationships	1	2	3	4	5	(n)
o. ability to work under pressure	1	2	3	4	5	(o)
p. grooming	1	2	3	4	5	(p)

Please estimate the % time spent working alone: _____% time
 with co-workers: _____% time
 with supervisor: _____% time

How have co-workers responded to the trainee?

Is the trainee's visual impairment affecting his/her

- a) ability to perform specific work task:

- b) overall job performance:

- c) response to supervision:

- d) work attitudes or interpersonal relationships:

- e) mobility at the work site:

Please assess the trainee's strengths, areas for improvement and areas of improvement since last evaluation, if applicable.

Strengths:

Areas for improvement:

Areas where improvement has been demonstrated:

Are you encountering any difficulties in selecting or assigning new tasks to the trainee because of his/her visual impairment? What types of tasks?

What new tasks are envisioned?

Do you have any suggestions for us regarding the trainee's progress, visual impairment, or ways that the trainee's performance or usefulness to your organization can be enhanced?

Supervisor _____

Date _____

The New York Public Library

Astor, Lenox and Tilden Foundations

Fifth Avenue & 42nd Street
New York, New York 10018

April 19, 1982

Project Job Site
22 West 38th Street
11th Floor
New York, New York 10018

Dear Sir/Madam:

worked at The New York Public Library through the auspices of The Vera Institute, Project Job Site between January, 1982 and April, 1982 as a trainee.

The following is an excerpt from a reference written on behalf of by her supervisor at the Library.

's contribution as a Community Liaison at The New York Public Library was a significant one. Her duties at the Mid-Manhattan Library's Project ACCESS included the planning, publicity, leadership and evaluation of a series of workshops with local disability groups. These highly successful workshops were designed to describe and promote existing library services, and to elicit community input on accessibility issues. She was also directly responsible for the preparation of a detailed written analysis of all data collected.

consistently performed the tasks related to her position with skill and dedication. She communicated easily and effectively with library staff members, the general public, and her colleagues in the professional community. Her strong commitment to library access issues was evident in the community outreach activities which she initiated. will, undoubtedly, apply these demonstrated skills and abilities to all future career challenges.

Sincerely,

Personnel Representative

AM/zk

The City University of New York



Central Office Administrative Services

535 East 80 Street, New York, N.Y. 10021

212/794-5321

August 18, 1982

TO WHOM IT MAY CONCERN:

I have known _____ since his employment at City University of New York Central Office this past June.

I must in all honesty say that he is the best gentleman to have cleaned our office since the time that I have been employed here and that stretches back to 1966. He is a most pleasant young man and entirely dedicated to his work. It is the little extras that he does that make his work so valuable, such as sweeping carefully under our desks and removing a myriad of paper clutter from our area. He has made our word processing office a much nicer place in which to work due to his highly conscientious approach to his job.

_____ will be a valuable addition to any staff to which he is assigned.

Please contact me at _____ assistance.

_____ if I can be of further

Sincerely yours,

Word Processing
Equipment Specialist

EVQ:ms

cc:

Acting Manager

METHODS OF LONG-TERM JOB ACQUISITION*

Method	Number
Rollover**	10
Non-supported work base networking	3
Project response to advertisements	2
Networking through supported work	1
Other agencies	1
Participant response to advertisements	1

* For purposes of this table, the two participants who obtained (but subsequently lost) employment are included, since the table reflects only job acquisition techniques. Accordingly N = 20 rather than 18.

** This refers to participants who were hired at their transitional worksites.

LONG-TERM EMPLOYERS OF PROJECT GRADUATES

Public Sector	Non-Profit Sector	Private Sector
City University of New York, Administrative Offices N.Y.C. Dept of Corrections N.Y.C. Dept of General Services U.S. Internal Revenue Service U.S. Navy U.S. Social Security Administration	Community Council of Greater New York Jewish Association for Services to the Aged Vera Institute of Justice, Vocational Development Project	Chemical Bank Cosmos Press Marine Midland Bank, N.A. Overseas Times Wall Street Transcript White & Case
N = 7	N = 3	N = 8

THE NEW YORK COMMUNITY TRUST
COMMUNITY FUNDS, INC.
Administrators of Philanthropic Funds

REQUEST FOR INFORMATION - ADDENDUM*

We are interested in analyzing our grants by the geographic location, ethnicity and sex of the recipient populations of the programs we fund or share in funding. We would appreciate it if you would complete the following tables with figures currently available to you. Your best estimate will be an acceptable substitute if data are not available.

Please state the percent which most accurately describes the ethnicity, geographic location and sex of the recipient population(s) of the service to be provided by your organization under the terms of the grant described in the attached grant letter.

Please note that all percentages should total to 100%.

		<u>ETHNICITY</u>
WHITE		<u>35</u>
BLACK		<u>35</u>
PUERTO RICAN		<u>14</u>
OTHER HISPANICS		<u>10</u>
ASIAN		<u>0</u>
OTHER		<u>6</u>
Unknown		<u>0</u>
TOTAL	=	<u>100.0%</u>

<u>GEOGRAPHIC LOCATION</u>		<u>SEX</u>	
MANHATTAN	<u>59</u>	MALE	<u>55</u>
BRONX	<u>3</u>	FEMALE	<u>45</u>
BROOKLYN	<u>21</u>	TOTAL =	<u>100.0%</u>
QUEENS	<u>14</u>		
STATEN ISLAND	<u>0</u>		
Westchester/L.I.	<u>3</u>		
*SEFWIDE	<u>3</u>		

NAME OF ORGANIZATION:

Project Job Site of the Vera Institute
of Justice

TOTAL = 100.0%

* Calculations as of January 24, 1983 are based on 29 persons.

VERA INSTITUTE OF JUSTICE, INC.
PROJECT JOB SITE - THE NEW YORK COMMUNITY TRUST

Grant Period 2/5/82 - 1/31/83

Report of Expenditures

Participant Wage Subsidies	\$ 39,773
Participant Fringe Benefits	4,979
Staff Salaries	20,633
Staff Fringe Benefits	3,778
Indirect Costs	5,837
	<hr/>
TOTAL	\$ 75,000