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COMPREHENSIVE FINAL REPORT

To: The Edna McConnell Clark Foundation

From: Vera Institute of Justice
Job Path
25 West 39th Street
New York, N.Y. 10018

SEPTEMBER, 1979

COMPREHENSIVE FINAL REPORT

SUMMARY:

The Vera Institute of Justice established Job Path in September, 1978 to determine whether a supported work program* could enable mentally retarded persons to develop the social skills and work habits that would in turn, enable them to make the transition from schools and sheltered workshops to the world of world. It was expected that successful transitions would not only enhance the self-esteem in which mentally retarded people hold themselves, but would also indicate to employers and co-workers that contrary to stereotypes, this population can function both capably and reliably in the competitive labor market in particular and in society at large.

The transition was designed as a three phase strategy. In the first phase Job Path participants or "trainees" were to be assigned to work sites in the public sector where they would earn minimum wage salaries that would be completely subsidized by CETA (Comprehensive Employment and Training Act) funds. In the second phase trainees were to be moved to more demanding work sites in the private sector to gain further work experience while earning minimum wage salaries that would be partially subsidized by the Edna McConnell Clark Foundation. In the third and final phase job-ready participants were expected to be hired without further subsidy by the employer who had provided the work site training or by another employer. Job Path's sole involvement in this final phase would be to provide follow-up counseling services for former trainees and their supervisors for a specified period of time. The entire strategy will be described in greater detail in the body of this report.

*For an explanation of the five basic elements of supported work see Attachment A.

For the most part, the program has functioned as planned, but some modifications have improved the initial strategy. Although most Clark funded work sites served as a bridge between CETA work sites in the public sector and unsubsidized employment, 16 Clark funded work sites in the private sector served as a point of entry into Job Path. Two of the 16 represented Job Path's first attempt at adding an On-the-Job-Training (OJT) component to the program. These changes will be explained in greater detail in the section entitled, "The Role of the Edna McConnell Clark Foundation".

Two further changes should be mentioned at this time. In addition to work sites in the public and private sectors, work sites in the private, non-profit sector were added and partially funded with Clark monies. Finally, some trainees remained in the public sector throughout their time in Job Path, going from CETA funded work sites to unsubsidized employment in city, state, and federal agencies. The original strategy and the four modifications mentioned above will be described in detail in the body of this report.

It is apparent, after a year of program operation, that Job Path has designed a viable approach for moving mentally retarded youths and adults into the competitive labor market. Forty-seven of the first 98 trainees have been hired in unsubsidized work and 7 more have been promised jobs in the near future. Forty-one trainees are currently gaining work experience in subsidized work sites. Only 8 trainees have had to be dismissed from the program for unsatisfactory performance. Of the remaining 3, one is on medical leave, one has moved to Puerto Rico, and one is being referred to another agency.

Work sites in the public sector have included city, state, and federal agencies, hospitals, schools and colleges. (For a complete list see Attachment B.) Work sites in the private sector have included commercial banks, savings banks, investment banking firms, law firms, small and large businesses in the areas of food service, printing, lithography, retailing, and manufacturing. (For a complete list see Attachment C.)

THE WORK UNDERTAKEN:

In its first year of operation Job Path designed a program in keeping with its objectives, recruited a staff, developed a working relationship with referral agencies, recruited program participants who fit all eligibility requirements, developed work sites in the public and private sectors, provided for in-service staff training, engaged in public education, established an Advisory Committee and a Job Advisory Board, and participated in a research effort that periodically evaluated the program's progress. Methods developed and changed over the course of the year but the primary objectives never changed.

The program goals that were stated in Job Path's first quarterly report (October, 1978-December, 1978) are reproduced below:

1. To facilitate the transition of 50 - 100 mentally retarded individuals yearly from sheltered environments to competitive jobs, thus enabling increased numbers of mentally handicapped persons to obtain meaningful competitive employment.
2. To demonstrate that mentally retarded individuals participating in the supported work program would:

- develop the social skills and work habits that would permit them to acquire and retain competitive employment;
 - secure permanent employment in non-supported work settings, thereby increasing their capacity for self-sufficiency;
 - improve their sense of well-being by providing them with new and enlarged opportunities for personal achievement.
3. To introduce supported work as a method and technique for expanding the scope of vocational rehabilitation services for the mentally retarded.
 4. To encourage other areas of the country to apply supported work techniques as transitional employment mechanisms for the mentally retarded.

The approach that Job Path developed to achieve its objectives can be described in terms of seven basic components:

1. Out-reach:

Beginning with only five referral agencies in September, Job Path now works with the staffs of fifty-seven referral sources -- schools, OVR facilities, developmental centers, and sheltered workshops -- in order to select appropriate participants. To be appropriate for Job Path a candidate must be evaluated as moderately, mildly, or borderline retarded. It is interesting to note that at times Job Path has had to encourage referral sources to take risks. (For a detailed description of the population see Attachment D).

We learned this year that we can teach work habits and work skills, but we cannot inculcate the work ethic in someone who is completely unmotivated. As a result, Job Path seeks applicants who have the desire to work. We have also learned to avoid selecting participants who have serious psychological problems. The Job Counselors whose functions will be described below are able to provide a variety of supports, but they are not equipped to handle people who are extremely disturbed.

By recognizing our strengths and our limitations and by developing a close working relationship with the staffs of our referral sources, Job Path has been able to select an appropriate, albeit difficult, population who put our program to the test. With the benefit of 20:20 hindsight, we can say that only eight of the ninety-eight people we admitted into the program were inappropriate choices.

2. Work Sites:

Central to the Job Path methodology is a training experience at a real work site in the public or private sector. To encourage employers to provide that experience, the Vera Institute of Justice offers them an attractive incentive. Job Path trainees are put on the Vera payroll and are paid the minimum wage plus fringe benefits. Thus, the responsibility to the trainee is Vera's, and the employer does not have to make a commitment to hire or even train anyone who does not work out for whatever reason. Vera, however, has a commitment to employ the trainee in another

work site*.

Employers in the public sector have a trainee's services at no cost whatsoever; private sector employers pay Vera at least 50% of the trainee's salary, as agreed upon in advance.

Two Job Developers work full time seeking out work sites that will provide trainees with experience in the following areas:

- factory assembly
- filing
- food services
- health services
- library aide
- mailroom
- messenger
- office aide
- packaging
- porter/maintenance
- receptionist
- recreational aide
- shipping/receiving
- supply clerk
- ticketing merchandise
- Xeroxing/microfilming

Some work sites provide training in these areas but offer no prospect of future hiring, while others provide full training and the opportunity for future employment without subsidy.

Although the program is individualized for each trainee, the standard

*Because the 1979-1980 CETA contract provides funding for OJT (On-the-Job-Training) whereby the employer places trainees on the company payroll from the outset, Job Path experimented with this arrangement in July and August to determine its appropriateness for our population. An OJT employer commits himself, barring the unforeseen, to hire the trainees after a fixed period of time that usually lasts for eight weeks. Typically, the Vera Institute reimburses the employer for 50% of the trainee's salary for the first four weeks and for 25% the next four weeks. (See section on the Role of the Edna McConnell Clark Foundation for further information.)

approach (with the exception of the OJT arrangement which is a recent addition) provides for a period of initial training that lasts for a minimum of four to six weeks; the first work site is located in the public sector more often than not. When in the Job Counselor's judgment the trainee is ready for the second phase of the program, a work site is found that offers the possibility of future hiring. The trainee remains at the second work site at least another four to six weeks. When the trainee is considered job-ready, he or she is either hired at the second site or is removed to another work site where hiring is in the offing. Before trainees are considered job-ready, they are evaluated in the following areas:

- Punctuality
- Attendance
- Hygiene, dress and grooming
- Accuracy and thoroughness
- Acceptance of supervision
- Ability to get along with co-workers
- Speed
- Ability to work without getting distracted
- Ability to work under pressure

Arranging the best possible match between trainee and work site is the responsibility of Job Path's Assistant Director who serves as Intake and Placement Counselor.* Since the Assistant Director interviews all of the trainees who apply to Job Path, she knows their strengths, their weaknesses, and their potential as new participants. When trainees are moved from their first work site to a second or third work site, however, the Assistant

*At the inception of the program the Assistant Director had the title of Program Coordinator. Since the title was confusing to people outside of Job Path and failed to communicate the status of the position, it was changed to Assistant Director.

Director consults with the Job Counselors who have also gotten to know the trainees. A work site that is a poor choice for one trainee may be excellent for another.

3. Supervisor's Orientation:

The third component in Job Path's supported work program provides support for the Supervisor whom the Personnel Department at each work site selects to over-see our trainee(s). The Supervisor is in the employ of the company or agency that has agreed to work with Job Path; he or she typically does not know what to expect from a mentally retarded worker. Job Path's Assistant Director has an orientation session with the Supervisor in order to help him or her understand how best to work with a mentally retarded individual. During the orientation, the Assistant Director attempts to sensitize the Supervisor to the needs of handicapped people and to explain the purpose, structure and function of the Job Path program.

The orientation also enables the Assistant Director to learn more about the specifics of the job in question. These specifics, in turn, enhance her ability to make the best possible match between trainee and work site.

4. Counseling:

The difference between Job Path trainees who succeed in holding down a job and other mentally retarded people who may land a job but who can not hold it can be found in the support system our Job Counselor provide. Every trainee is assigned a Counselor who visits the trainee's work site at least twice a week, and who provides an hour a week of individual counseling as well. (For a statement of what Job Counselors do when they visit a work site see Attachment E.)

Job Path Counselors are available when needed, which is contrary to the cursory contact too often provided by other programs. The Counselors' role is preventive as well as remedial. Through the frequent visits, the weekly individual counseling session and a meeting with the Supervisor every other week the Counselor keeps abreast of problems and progress, and acts before matters reach crisis proportion.

Job Counselors concentrate on reinforcing good work habits and skills so that trainees will be hired and then stay hired. Counselors also focus on building each trainee's sense of self-worth and on encouraging socialization skills.

The Supervisor who has a problem with a trainee calls the Counselor. The trainee who has a problem with the work site calls the Counselor. Supported work for mentally retarded participants would flounder were it not for Job Path's Job Counselors.

5. Peer Support:

The need for peer support was recognized at the outset, but Job Path's initial approach proved ill-advised. In designing the program, we had thought peer support would best come from placing several trainees together at the same work site. We discovered, however, that our approach resulted in segregating trainees from the rest of the work force instead of integrating them into the larger group. Consequently, we now avoid clustering trainees together for support. Instead peer support comes

from a weekly group meeting with about twelve trainees to a group; the Senior Job Counselor conducts all group meetings which serves the purpose of putting her in touch with every trainee once a week.

At the group meetings trainees help each other solve problems that are common to our mentally retarded population. It is here, for example, that a trainee who is having trouble exercising newly developed independence at home is likely to air the problem and receive help and support from other trainees who have experienced the same problem. It is reassuring to trainees to learn that their problems are widely shared.

6. Employability Skills:

All of the supports in the Job Path approach are designed to enhance independent functioning. Since so-called permanent jobs may not be permanent, it is essential that our trainees develop the skills and know-how required to find a job on their own. Job Path has designed a four session course on Employability Skills for trainees who are close to job-ready. The course includes a lesson on filling out application forms, two sessions on the interview process, and a session on job-hunting. Each trainee who is close to job-ready is given a Resource Directory for Job Path trainees which lists essential information about employment agencies, Social Security offices, and such. This particular support is intended to hold Job Path graduates in good stead so that they do not have to return to the program in future years for anything more than help in up-dating the resumes with which Job Path provides each trainee.

7. Follow-Up:

Trainees who are hired as a result of their Job Path experience do not lose contact with the counseling service. Instead, Job Path provides a follow-up service to ensure continued success on the job. Employers feel easier with the knowledge that there is this service at their disposal, even if they never use it. Trainees who have graduated from the program feel easier, too, knowing that they have a place to turn, should a job-related problem arise.

In order to carry out the above seven components Job Path has had a professional staff of nine people.

Staff:

Job Path's staff was built up gradually over the course of its first year of operation. It now consists of the Project Director, the Assistant Director who serves as Intake Counselor and Placement Counselor, two Job Developers, the Senior Job Counselor, three additional Job Counselors and an Administrative Assistant. The research staff, functions as an independent unit. The Project Director is responsible to the Director of Special Projects at the Vera Institute of Justice, while the research unit is responsible to Vera's Director of Research.

Advisory Committee:

In addition to its paid staff Job Path has an Advisory Committee with which the staff meets on a regular basis. The members of the Committee and their professional affiliation follows:

Ms. Marcia Gewirtz
Coordinator
Division of Special Education
Bureau for Children with Retarded
Mental Development
110 Livingston Street, Room 236
Brooklyn, N.Y. 11201

Dr. Max Dubrow, Director
Training Center & Workshops
Association for the Help of
Retarded Children
320 West 13th Street
New York, N.Y. 10014

Mr. Robert D. Hankin
Regional Program Specialist
U.S. Department of HEW
26 Federal Plaza
New York, N.Y. 10007

Dr. Jennifer L. Howse
Associate Commissioner
State of New York
Office of Mental Retardation &
Developmental Disabilities
2 World Trade Center
New York, N.Y. 10046

Mr. Alfred P. Miller
Executive Director
Federation Employment &
Guidance Service
114 Fifth Avenue
New York, N.Y.

Mr. Joseph Palevsky
Office of Vocational Rehabilitation
225 Park Avenue South
New York, N.Y.

Mr. John P. Riley
Manager of Staffing
The Equitable Life Assurance
Company
1285 Avenue of the Americas
New York, N.Y. 10019

Mr. Julius Shaw
Director
Mayor's Office for the Handicapped
250 Broadway
New York, N.Y. 10007

Mr. Mark N. Usdane
Deputy Assistant Commissioner/Director
Bureau of Mental Retardation Services
The City of N.Y. Department of Mental
Health & Mental Retardation Services
93 Worth Street
New York, N.Y. 10013

Mr. Harry Wilkinson,
New York Director
National Association for Retarded
Citizens
254 West 31st Street
Suite 304
New York, N.Y. 10001

Job Advisory Board:

In an effort to develop further work sites with hiring potential for a variety of industries in the private sector, Job Path has formed a Job Advisory Board which will convene for the first time on September 26th.

The following people are members of the Job Advisory Board:

Victor Fennon
Vice President
Manufacturers Hanover
Trust Company
350 Fifth Avenue
New York, N.Y. 10001

Theodore Kheel
Senior Partner
Battle Fowler Jaffin Pierce
& Kheel
280 Park Avenue
New York, N.Y. 10017

Stephen A. Lacoff
Personnel Director
Bear, Stearns & Company
55 Water Street
New York, N.Y. 10041

Elizabeth Lunau
Second Vice President
National Executive
Housekeepers, Inc.
226 East 29th Street
New York, N.Y. 10016

Edith F. Lynton
Director
Labor Market Information Network
Two World Trade Center
New York, N.Y. 10047

Michael O'Neal
Restaurateur
Past President of Restaurant
Association of New York
The Gingerman
51 West 64th Street
New York, N.Y. 10023

Richard Propper
President - HUB-Third Avenue
Merchants Association, Inc.
Member of Board of Directors of
Bronx Chamber of Commerce
2918 Third Avenue
Bronx, New York 10455

Eugene A. Toomer
Vice President
Urban Affairs - Employee Relations
Alexander's Department Store
731 Lexington Avenue
New York, N.Y. 10022

Stanley Turkel
Stanley Turkel & Company
1212 Avenue of the Americas
New York, N.Y. 10036

THE ROLE OF THE EDNA MC CONNELL CLARK FOUNDATION

Job Path could not have mounted its program and achieved its results, were it not for the subsidy of private sector work sites that the Edna McConnell Clark Foundation has provided. This is not a perfunctory statement of politeness, but a measurable statement of fact. Instead of being able to report that 48% of all participants have been hired as of September 24th (47 out of 98), were it not for the Clark Foundation, Job Path would have had to report a success rate of only 17% (17 out of 98). Thus, the program

has been almost three times more effective in arranging for the employment of mentally retarded workers as a result of the support of the Clark Foundation.

Examining the figures more closely, one sees that 64% of the participants who were hired (30 out of 47) made the transition from Clark funded work sites in the private sector to employment in the competitive labor market. Thus, almost two out of three trainees who were hired came from what the staff refers to as "Clark slots".

Clark funded slots were used in several ways. First, as originally anticipated, Clark work sites in the private sector served as the essential link between CETA funded work experience slots in the public sector and unsubsidized employment in the permanent work force in private industry. Forty-three percent of Job Path trainees (42 out of 98) went from CETA slots to Clark slots. Fifty-two percent of those who made that transition (22 out of 42) went on to be hired without further subsidy as of September 24th, and more hirings are expected.

As the year went on, the Job Path staff wanted to try new approaches to supplement the basic program design. We were able to get approval from the Clark Foundation without any red tape whatsoever. Your flexibility enabled us to use Clark funded slots as the point of entry into Job Path, when it seemed appropriate to do so. Of the 16 trainees who began in private sector work sites, 50% (8) have been hired, 25% (4) are still in training in the private sector and, 19% (3) have been moved to training slots in the public sector. (One person has moved to Puerto Rico.)

Your flexibility also enabled Job Path to begin its first venture into On-the-Job-Training (OJT) for five trainees. It was essential that we attempt an OJT arrangement because the New York City Department of Labor had expressed a willingness to negotiate a CETA contract for 1979-80 with monies specifically to be used for OJT. We were reluctant to sign such a contract without first finding out whether OJT was appropriate for our participants. (The 1979-80 CETA regulations require that employers pay OJT trainees \$3.50 an hour, which is 20% above the minimum wage. We hope to be able to find some employers who will be willing to pay this amount, but we will also need Clark slots for OJT employers who can only pay the minimum wage. Factory sites, for example and small businesses are minimum wage employers.)

Job Path's initial venture into OJT has worked well. Using Clark funds, four trainees were placed directly on the payroll of Alexander's Department Store on July 17th and a fifth trainee was placed with the law firm of Greenbaum Wolff & Ernst on August 13th. The contract we signed with both firms requires that the Vera Institute reimburse the employers for 50% of the trainee's salaries for the first four weeks and for 25% of the salaries for the next four weeks, after which time all subsidy would cease. Alexander's is well satisfied with the four workers who are now part of its permanent work force, and field reports indicate that we can expect similar satisfaction from Greenbaum Wolff & Ernst.

Finally, Clark funds were used for Job Path's first attempt at providing our own intensive training. One participant had consumed all of his CETA hours without being ready for placement in a private sector work site.

Job Path's assessment and evaluation determined that his strongest potential was as a messenger, and we established a training program to prepare this trainee in that area. The training has been highly successful, and placement in Chemical Bank, a Clark funded work site, will begin on October 2nd with future hiring in the offing. The program plans further assessment and training with Clark funds in 1979-80.

JOB PATH'S IMPACT ON SOCIAL AND EMOTIONAL GROWTH OF PARTICIPANTS

At the time we filed the Progress Report dated September 5, 1978 - June 18, 1979, we stated that three groups of people are in a position to evaluate the affective growth of Job Path trainees. The groups we cited a little over three months ago were the placement counselors at referral agencies, work site supervisors, and Job Path counselors. (See Attachment F)

It would have been a simple matter to get updated statements from these sources, but, to be candid, we already know that we would get comparable responses. We decided, instead, to turn to another source altogether, namely, Job Path trainees and former trainees who have found a place in the competitive labor market, and ask them to speak for themselves.

From the outset we have been concerned with the self-image of the mentally retarded people who enter our program. We have thought about self-esteem, self-worth, self-confidence. To get at these values we formulated a few questions which we asked trainees at group meetings and in individual encounters.

QUESTION: "What are you most proud of about yourself?"

ANSWERS: "I'm proud that I'm working now."

"I'm proud that I make my own decisions."

"I'm able to do things I thought I couldn't do."

"I got a job."

"I came a long way, from \$1.30 to \$130. a week."

"I can do the work."

"I come to work on time and I'm doing well on my job."

"I can support myself."

"I'm responsible for what I'm doing."

"I got a job. I work with people I like. At work they let me know I do a good job."

Some trainees were more comfortable with the question when it was phrased slightly differently.

QUESTION: "What do you like about yourself?"

ANSWERS: "The way I am now. I'm working, doing things."

"I come to work like anybody else."

"I'm working, I can depend on myself."

"The fact that I'm able to put money away."

"I have a job...I really pulled myself together, I'm independent...When I look around I see so many winos and junkies, people who can't find a job. I go to work every day and I do a good job."

"I like that I was in a CRMD class and even though my teacher used to say that I wouldn't make nothing of myself, I can go back and tell them about my job."

Clearly, the 47 jobs that the program was able to arrange for in the competitive labor market and the 41 training work sites in the public and private sectors

have made the greatest impact of all on trainees' and former trainees' sense of self.

QUESTION: "What do you like most about Job Path?"

ANSWERS: "They got me my first job."

"They got me a good job...before that I was sitting at home doing nothing."

"If I didn't know Vera, I wouldn't have a job. A job is most important. You need it."

"They treat you like a person."

"When you have a problem, they help."

"No one laughs at you."

"When I didn't do so good on my first job, they got me another job."

QUESTION: "What's different about your life now than when you were in a workshop?"

ANSWERS: "People treat me like a grown-up, not a little kid."

"I have a right to express my opinion. My supervisor asked me for advice."

"My mother used to pick my friends. I do that myself now."

"I don't always have to go out with my mother and father. I have friends and we go places together."

"I don't give my money to my mother. Just a little bit, but not all."

"I have a bank account."

"I pay my own bills."

"I bought a stereo with my own money. I put some money down, and the guy is letting me bring in \$10. every time I get paid."

"I bought a movie projector."

"I make my own decisions."

"People respect me."

"I'm learning new things."

Job Path participants are well aware of their own emotional and social growth.

JOB PATH'S SECONDARY IMPACT

Although the program has just completed its first year of operation, Job Path has begun to gain considerable recognition. The goals we had set for ourselves as advocates of supported work* were too ambitious for so brief a period of time, but we have begun to be influential even at this early date.

We have had considerable impact on professional people in the fields of mental retardation and rehabilitation. The CETA team that monitors Job Path's operations filed such an affirmative report with the New York State Department of Labor that the Department chose to single Job Path out for recognition throughout the state. In addition, the Director of Policy Evaluation and Development for the Office of Vocational Rehabilitation (OVR) in the New York State Department of Education turned to Job Path as a model when he decided to try to institute transitional employment programs for handicapped populations elsewhere in the state. Most recently, the

*In the 1978-79 proposal that Job Path prepared for the Clark Foundation the following goals were stated after the primary goals:

"To introduce supported work as a method and technique for expanding the scope of vocational rehabilitation services for the mentally retarded."
and

"To encourage other areas of the country to apply supported work techniques as transitional employment mechanisms for the mentally retarded."

Director of United Cerebral Palsy of New York City, Inc. (UCP) sought advice from Job Path on how best to establish a comparable program for people who are physically handicapped. Some of the UCP population is mentally retarded, more are not, but the techniques that Job Path has developed for a retarded population are equally applicable to any handicapped group.

At the risk of being redundant, we think it is appropriate to repeat what two professionals told us at the time we were compiling the last report (June 18, 1979):

"Perhaps the greatest contribution that Job Path has made to rehabilitation services for the mentally retarded, is that it has demonstrated that retarded people can achieve satisfactory vocational rehabilitation through job placement at a higher level than has generally been recognized. It is the effect that Job Path success has had and will continue to have that will have professionals and agencies continuing to strive to upgrade our expectations of what the mentally retarded can achieve."

Alfred Miller, Executive Director
Federation Employment & Guidance Service

"Job Path has had better access to employers in the public and private sectors than any sheltered workshop for the mentally retarded has had. Both the numbers and variety of possible job openings have been broadened considerably because of Job Path's activity."

Dr. Max Dubrow, Director of the New York League Work Center
operated by the Association for the Help of Retarded Children

The above comments reflect the direct and indirect contacts that Job Path has had with the business community. In terms of sheer numbers, Job Path has approached over 600 companies and agencies in its first year of existence and developed 70 work sites (35 Clark funded). On average, about ten telephone calls are necessary for each work site that is finally

developed. In addition, one visit is made by a Job Developer and another visit by the Assistant Director in her role as Placement Counselor. Two conferences for potential employers that the Ford Foundation hosted provided further outreach to the business community.

Job Path turned to the printed page for indirect contact. A brief mention of our program appeared in the June 16th issue of the National Jeweler (see Attachment G) and lengthier articles have been scheduled this fall for Executive Housekeeping (see Attachment H) in order to reach the hotel industry, hospitals, colleges and clubs, and for Zip (see Attachment I) in order to reach business people who operate mailrooms and messenger services.

The general public has been reached through an article about Job Path that appeared in The New York Daily News (see Attachment J) and will be reached again if the tentative plans that ABC television has to schedule a slot about Job Path in its Good Morning, America program materialize in late October.

Despite these accomplishments and pending accomplishments, we at Job Path feel that public education is an area in which much work remains.

Establishing the program has been so time consuming that it has been difficult to find additional time for public education. Nonetheless, the staff continues to view this as a goal, and plans to devote further time in this direction next year.

PERFORMANCE OF JOB PATH TRAINEES AT THEIR WORK SITES

The Research Department of the Vera Institute of Justice developed question-

naires for supervisors to respond to in which the work of Job Path trainees was compared with the work of other employees doing similar jobs. The following categories were singled out:

- Accuracy and thoroughness
- Appropriateness of dress for work
- Ability to work under pressure
- Acceptance of supervision
- Speed
- Ability to concentrate and not get distracted
- Ability to get along with co-workers
- Motivation to do a good job
- Overall performance on the job

On the overall rating which combined ratings on all of the questions trainees were rated as better than workers doing comparable jobs. Not a single supervisor indicated dissatisfaction with the overall performance of Job Path trainees.

Ninety-five percent of the trainees were rated as "average", "above average", or "excellent" in their ability to get along with co-workers and to accept supervision. Ninety-five percent received equally high ratings in the appropriateness of their clothing.

Ninety percent were rated as average, above average or excellent in their motivation to do a good job.

Even the cognitive areas, where mental retardation would be expected to take its biggest toll, showed two Job Path trainees out of three performing at average or above. The cognitive areas are accuracy and thoroughness, speed, ability to concentrate, and ability to work under pressure.

In sum, a healthy majority of mentally retarded workers were rated as equal or superior to co-workers who are not mentally retarded.

OBJECTIVES FOR 1979-80

The primary objective, of course, is to continue to place participants in unsubsidized employment. We would like to increase the number of participants placed and decrease the amount of time spent in the program before hiring takes place. Since Job Path has to confront the problems caused by the current recession, we know that this objective will not be easily accomplished. We have, therefore, designed the following sub-objectives as ways of compensating for the problems imposed by the decline in economic growth.

- # 1: To assess the trainee at key points during his or her individualized program in order to make certain that the original objective is a realistic one, and, if need be, to change the objective and redesign the original plan.
- # 2: To introduce training programs geared to areas with projected economic growth in New York City. We will commence with training in entry level jobs in restaurants, hotel, and office work. As other areas are identified, training programs may be introduced.

The second objective is to foster an enhanced sense of self-confidence and self-esteem on the part of the mentally retarded youths and adults who enter

Job Path. As these attitudes are developed, participants become more likely to make a successful transition into the competitive labor market, and, as they succeed in the working world, these attitudes are likely to grow further. Thus, an improved sense of self is both a cause of success and a result of it.

The final objective is to serve as an educator of several publics:

- # 1: To remove the myths about mental retardation from the public at large;
- # 2: To introduce the techniques that Job Path has developed to professionals in the field of mental retardation and rehabilitation;
- # 3: To convince employers that mentally retarded workers are capable of handling a number of different jobs. Job Path has had a good bit of success in this direction, but has not yet reached as many leaders of industry as is desirable.

ATTACHMENT A

Five basic concepts are inherent in every supported work project:

1. Real job assignment - Every participant in a supported work program knows that he or she is doing meaningful work, in contrast to what is known as "make work" or "busy work". The skills that are learned should be transferable to the current needs of the competitive labor market.
2. Graduated stress - A supported worker will experience incremental demands for productivity. Supervisors' initial expectations should be significantly different from later ones.
3. Sympathetic, but firm, supervision - Excessive leniency will not prepare the supported worker for the realities of the competitive labor market, but insufficient empathy will prevent him or her from making the necessary adjustments to the work place.
4. Regular evaluation and feedback - Supported workers are less able to assess their performance on the job than other workers because they are inexperienced and because they have a low self-image. Consequently, regular evaluation and feedback are essential guidelines.
5. Peer support - Feeling different, strange, even alienated from the larger social group, supported workers need to share their common concerns with one another. People from similar backgrounds can strengthen and support each other in ways that even the most gifted professional cannot.

ATTACHMENT B

PUBLIC SECTOR WORK SITES

Baruch College	New York State Department of Labor
Bellevue Hospital	New York State Department of Probation
Criminal Justice Agency	New York State Department of Social Services
Family Court of the State of New York - City of New York	New York State Department of Taxation & Finance
Federation of Jewish Philanthropies	New York State Human Rights Appeal Board
Gouverneur Hospital	New York State Office of General Services
Mayor's Messenger Service	New York State Office of Mental Retardation & Developmental Disabilities
Mayor's Office of Correspondence	New York State Office of Vocational Rehabilitation
Metropolitan Music School	New York State Supreme Court - Appellate Division
Minute Men Messenger Service	New York State Worker's Compensation Board
National Parks Service	Nutrition & Health Center
New York City Department of Corrections	One to One
New York City Department of Employment	St. Barnabas Hospital
New York City Department of Parks & Recreation	Victim Services Agency
New York City Office of Borough President of Manhattan	Young Men's Christian Association
New York City Office of Deputy Mayor - Criminal Justice	
New York City - Human Resources Administration	
New York State Department of Housing & Community Renewal	
New York State Department of Insurance	

ATTACHMENT C

PRIVATE SECTOR WORK SITES

AGS Computer	Metropolitan Museum of Art Mail Order Department
A&M Leatherlines	
Advertising Checking Bureau	Metropolitan Opera Guild Mail Order Department
Alexander's Department Store	New York Public Library for the Blind
Araserv, Inc.	Republic National Bank
Automation House	Shields Institute
Bear, Stearns & Company	Silverstein Properties
Blue Cross/Blue Shield	United Parcel Service
B'nai Zion	Vera Institute of Justice
Bruning Microfilming Corporation	WINS Radio
Chemical Bank	Webster & Sheffield
Cravath Swaine & Moore	WINS Radio
Epicure Cheese Shop	
Four Color Lithograph	
Freshway Food Systems	
Greembaum Wolff & Ernst	
Greenwich Savings Bank	
Guardian Cleaning Industries	
Hudson Printing Company	
Inhilco	
Interim Systems	
Irving Trust Company	
Lazard Freres & Company	
Marsel Mirror & Glass Products	

ATTACHMENT D

POPULATION:

To understand the significance of Job Path's accomplishments to date, it is important to understand the nature of the program's population. According to the intake records that Job Path has received from twenty-six referral agencies every participant in the program is mentally retarded. Individuals so classified are markedly less able than people with average intelligence to use their minds for thinking, reasoning, figuring, or remembering. Deficiencies in adaptive behavior typically accompany deficits in intelligence. Simply stated, adaptive behavior refers to the way an individual performs those tasks expected of someone of his/her age or his/her culture. Youths are expected to begin to earn money in our culture and adults are expected to be capable of adequate performance on the job. Ninety percent of the people who enter the Job Path program, however, had either never held down a minimum wage job, or had been unsuccessful on the job(s) they had attempted. (The remaining ten percent lost their jobs because of protracted illness, or because their firm either relocated or went out of business.)

Mental retardation is often reported in the form of I.Q. scores which purport to indicate whether a person is psychometrically of "normal" intelligence (scoring between 90 and 110), mentally advanced, or mentally retarded. I.Q. scores are divided into categories. The referral agencies use the categories and definitions which follow. (The numerical I.Q. range reported refers to scores obtained from the Weschler tests.)

<u>Level of Mental Retardation</u>	<u>Intelligence Quotient Score</u>
Borderline*	70-84
Mild	55-69
Moderate	40-45

Two further categories which are not applicable to our program are "Severe" (I.Q. range of 25-39) and "Profound" (I.Q. range of 25 and below).

It should be noted, however, that intelligence tests have come under increasing criticism of late. The criticisms reported by the President's Committee on Mental Retardation include these:

- # The tests are based on the values of white, middle-class persons, and are, therefore, not pertinent to persons of other cultures.
- # The tests measure achievement based on differences in opportunity to learn, rather than native intelligence.
- # The tests are over-simplified reflections of complex and unique human characteristics.

*Although the referring agencies use the category of "Borderline", the definition adopted by the American Association on Mental Deficiency in 1973 eliminates this category.

ATTACHMENT D

Page Two

In addition to being mentally retarded, the ninety-eight people who have been admitted into the Job Path program between September 5th, 1978 and September 24th, 1979 exhibited other characteristics that affect their success in dealing with the competitive labor market. The median reading score that was reported on intake forms, 3.4, indicates functional illiteracy, and the median math score that was reported, 3.6, indicates limited ability to deal with numbers. Roughly half of the participants come from homes that are at or below the poverty level as defined by the U.S. Bureau of Census. Forty-six percent of the participants are Black or Hispanic, thirty-two percent are 21 or younger, and seventy-three percent are 25 or younger. According to intake forms, at least twenty-five percent have additional physical handicaps such as cerebral palsy, epilepsy, speech impediments and markedly poor vision. To complicate matters further, as already noted, Job Path participants have a poor record of previous employment. Moreover, they are all classified as being unskilled or semi-skilled. Thus, Job Path trainees are classified as hard-to employ not only because they are mentally retarded, but also because they have limited skills, are young, economically disadvantaged, belong to minority groups, have other disabilities and present a poor employment history.

ATTACHMENT E

WHAT COUNSELORS DO ON A JOBSITE VISIT

- I. Counselors are responsible when visiting a jobsite to observe each trainee while he/she is performing specific tasks to:
 - a. assess trainees' adjustment to and ability to perform task.
 - b. determine ease or difficulty with which tasks are being done.
 - c. detect speed and accuracy with which tasks are being performed.
 - d. determine trainee's mastery of a particular skill and readiness to take on new assignments.
 - e. assess and have specific knowledge of the skills that the trainee is learning.

- II. Counselors are to observe how trainee relates to supervisors:
 - a. does he/she ask questions when in doubt?
 - b. does he/she shy away from supervision?
 - c. does a good rapport exist between trainee and supervisor?

- III. Counselors are to observe how trainee interacts with co-workers:
 - a. does he/she talk to co-workers?
 - b. does trainee go to lunch with co-workers occasionally?
 - c. does trainee participate in staff functions (birthday party celebrations, going away parties, etc.)?
 - d. generally speaking, is trainee considered a part of the group?

- IV. Counselors should assist in teaching specific job tasks to a trainee during a worksite visit, when it is acceptable to the supervisor.

- V. Counselors discuss with supervisors the progress that a trainee is making on the job to:
 - a. establish necessary rapport with supervisor.
 - b. help supervisors understand the special nature of working with mentally retarded adults.
 - c. determine when a trainee is job-ready.
 - d. determine trainees' strengths and weaknesses.
 - e. determine trainees' suitability for a particular job.

- VI. Counselors are to observe trainee's personal appearance on the job:
 - a. to assess if trainee is appropriately attired for work.
 - b. to make sure trainee maintains personal hygiene.

- VII. Counselors are to observe trainee's attendance and punctuality record on the jobsite.

- VIII. Counselors, with feedback and input received from both trainees and supervisors, develop an individualized program plan for each trainee based on his/her skills and interests, which would lead to permanent employment.

1

ATTACHMENT 1

JOB PATH HAS ENABLED MENTALLY RETARDED

PEOPLE TO GROW SOCIALLY AND EMOTIONALLY

Three groups of people are in a position to evaluate the affective growth of Job Path trainees. They are placement counselors at referral agencies, work site supervisors, and Job Path counselors. Preliminary interviews indicate that all three sources have observed significant growth in the trainees.

Observations of placement counselors:

"J. became more outgoing, more confident. She looked less disorganized and confused. Her social life began to move...Very simply, she looked happier. She was working. She had money. She was able to buy clothes...take people out to dinner. She felt good about herself and apparently this had some kind of feedback effect on her...This allowed her to do more than anyone expected she could do."

* * *

"With B. it was a question of his being more mature, more related in a social way, more appropriate socially. He dresses better. He takes care of himself more. He knows what is expected of him... The whole area of social interaction used to be very, very difficult. I see him as significantly better."

* * *

"The people we have placed in your program call me with some frequency. A typical, conversation begins, 'Are you sitting down? Wait 'til you hear this!' The good news that follows reflects improved job skills, work habits, and overall socialization."

* * *

"The biggest asset of the Job Path program is the social component. Social growth comes from being in a real job with normal people in a normal situation, with normal expectations."

Observations of supervisors:

"G. used to seek my approval before attempting any task. He would even check with me before polishing a door knob. Now he decides what should be done and proceeds on his own initiative."

* * *

"E. used to have trouble getting along with people on the job because of his impulsive behavior. He used to act first and think later. Now E.'s behavior has changed so much that he is an accepted member of the group."

* * *

"K. was terribly gullible when she first started on this work site. She misjudged casual friendliness from men and assumed they had romantic intentions. She has become far better able to judge the social situation around here. Now K. relates to people in an appropriate manner."

* * *

"When I used to talk to A., she always assumed she was going to be reprimanded. I could feel her apprehension. Now she seems completely comfortable in her relationship with me as a supervisor."

Observations of Job Path counselors:

"I see a great difference when I conduct weakly group meetings. After some time in the program, trainees become better able to communicate, more assertive and more self-assured."

* * *

"Trainees lose their workshop habits. It takes three to four weeks before they feel free to ask questions of their supervisors, because in the workshop any talk at all was likely to have been discouraged. They isolate themselves from their co-workers at first for the same reason. In time, however, they socialize appropriately."

* * *

"Our trainees develop self-confidence and initiative. You see it when someone who has been in the program a while shows a new trainee how to open a bank account or how to go shopping. You see it on the work site, too. Last week P. took the time to show L. how to do a job that L. was having trouble mastering."

*

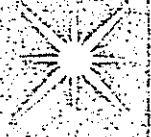
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"E. had been going steady with someone from the workshop, but she has outgrown him. They are still friends, but E. tells me she will not marry him. She recognizes the change in herself and the lack of change in her former boyfriend."

JOB PATH

A Non Profit Project of the Vera Institute of Justice, Inc.



THE COMPLETE NEWSMAGAZINE FOR THE JEWELRY INDUSTRY

National Jeweler

JUNE 16, 1979

ATTACHMENT G

N.Y. Program Provides Job Hiring Option

NEW YORK—New York jewelry industry employees who are troubled by lateness, absenteeism, low morale and high turnover among semi-skilled and unskilled labor have another option for hiring employees.

Job Path, an employment program established by the Vera Institute of Justice, provides trainees on a two- to three-month trial basis. The program pays a portion of the trainees' salary and all fringe benefits during this period.

Job Path reports that 95 percent of the first 75 trainees have performed "outstandingly well" and 17 of them have been hired.

Areas of employment include packing, assembling, stock work, truck loading, mailroom/messenger work, filing, porter maintenance and xeroxing. Although the trainees are mildly or moderately retarded adults, Job Path says they have "clearly demonstrated their capability."

Contact: Arlene Silberman, Job Path, 25 W. 39th St., New York, N.Y. 10019; 921-7940

SUPERVISING YOUR HANDICAPPED EMPLOYEES

by

Arlene Silberman

"There's a lot of talk these days about hiring the handicapped, and my company is trying to do its share," the Personnel Director of a long established New York City hotel told me. "The problem is that there is far less talk about supervising the handicapped after they have been hired. Yet, if supervision can spell the difference between success and failure for employees who are not handicapped, it must be absolutely critical for employees who are."

Indeed it is. Moreover, the "talk" about hiring the handicapped is more than talk. Federal legislation (and in some cases, state legislation as well) is already on the books which requires that business firms hire handicapped workers. Therefore, it is clearly time to think about what constitutes effective supervision.

As director of Job Path, a program that the Vera Institute of Justice established to enable mentally retarded men and women to find suitable employment, I can tell you about the kind of supervision under which slow learning workers flourish. Since every participant in the Job Path program is supervised in at least two different training sites before being hired as a full-fledged worker, members of our staff have had opportunities to observe a great many supervisors. We have seen what works and what doesn't.

There are seven basic principles to keep in mind:

1. Introduce responsibilities gradually. We at Job Path use the term "graduated stress" which is shorthand for saying, "Don't overwhelm slow learning people with too much at a time." That's a valid rule for supervising any worker, of course, but it is particularly important when dealing with mentally retarded employees. Supervisors should allow extra time for training and be prepared to repeat instructions until the worker understands the task.

Your time and patience will be well rewarded because in the end you will have a capable, dependable worker. Mentally retarded people value their jobs and demonstrate their pleasure by being exceedingly punctual, by having fine attendance records, and by remaining with their employers after many other co-workers have left for other jobs.

A Job Path participant named Joe had an excellent supervisor. "Mrs. Landrum told me a little bit when I started and a little more later on," Joe recalls. "She could always tell when I was ready to learn something new. I think I learned a whole lot. Now I'm a pretty good porter-maintenance man."

Joe is more than pretty good. He is such an excellent worker that the employer who had agreed to train him (while the Vera Institute paid a portion of Joe's salary), decided to forego any further subsidy and to hire Joe outright. Joe has been on the job for eight months without having missed a day. Effective supervision has enabled 48% of the Job Path participants to move from a subsidized training slot to an actual job in the program's first year of operation.

2. Be as concrete as possible when you talk to a mentally retarded worker. If, for example, you want him to put supplies away at the end of the day, show him where the supply closet is instead of using the term "away". Show him where the rest rooms are, where the lockers are, where the lunchroom is. You might tell a non-retarded worker that he goes to the third floor to get his pay check, but you take a retarded worker there personally at first. Or else assign a buddy to him and have the buddy do the showing around.

The retarded worker may need to be told what clothes he should wear on the job, what his exact working hours are, where to punch the time clock, whom he reports to, what his pay will be after deductions, and other specific information of this sort.

3. Combine a sympathetic approach with firm standards. Unless a supervisor is understanding of the difficulties entailed in entering the world of work, slow learning people may find the adjustment too difficult to handle. On the other hand, excessive leniency is undesirable. A mentally retarded worker needs to know what his supervisor expects of him.

"I didn't know it was so important to wear a uniform to work," Sally told her job counselor. (Job Path assigns a counselor to every participant in the program in order to underscore good work habits and work skills, as well as to intervene with small problems before they become crises.)

"When I wore my pants suit, Mrs. Johnson told me I should wear the uniform the hotel gave me. Then, I wore a dress that was almost like the uniform. It was the same color. Mrs. Johnson said it was the wrong way to come to work, but she said she would give me another chance. I wore a dress once more because my uniform was dirty. Mrs. Johnson said

I had to make sure it was clean and stop breaking the rule. Now I wear my uniform every day."

4. Be ready to lend a guiding hand if new situations arise that a mentally retarded worker has trouble coping with. Sometimes the slightest bit of help from you or from a fellow-worker is all that is needed. Although Job Path has counselors available to help supervisors as well as workers, we have discovered that the support counselors provide is most unusual. Supervisors, therefore, may have to extend themselves somewhat to solve mini-problems. Again, be assured that the effort is well worth making.

5. Regular evaluation and feedback are essential. Every worker needs to know how well he is doing, but mentally retarded workers have a special need. Since they are usually new to the working world, they cannot compare their present performance against previous experience. In addition, they may think that asking questions about the quality of their work (or about anything else, for that matter) indicates that they are "dumb". There is nothing that mentally retarded people want to avoid more than such an appellation. Consequently, they greatly appreciate evaluation that is volunteered on a regular basis.

"The best thing about my supervisor," Carol told her job counselor, "is that she always lets me know how she likes my work. If I do something wrong, like the time I smeared the mirrors, Mrs. Gold tells me, and if I do something that is extra good, she tells me that, too."

Mere criticism is not helpful, of course. If you tell a mentally retarded person that he is doing something wrong, show him how to correct his mistake, whenever possible. The more you can demonstrate what you want,

the better your feedback will be.

6. Don't talk down to a mentally retarded person. It's difficult to keep your language simple without treating a slow learning person as if he were a small child, but it can be done. It may take a little practice to arrive at a style of speech that avoids condescension, but after a while that style will be second nature.

7. Finally, despite all the previous principles, don't let generalizations about mental retardation blur the uniqueness of the individual.

Each person, whatever his limitations, has a distinct personality. Your mentally retarded employee is an individual first and a handicapped person second. True, the handicap must be taken into account when you supervise, but the basic human qualities are exceedingly important. In the long run you are likely to forget that your employee is retarded because he will be performing the job so well. You will never forget that your employee is a person. Personhood is more lasting and important than any handicap.

If you have further questions about supervising mentally retarded employees, please contact us at Job Path for help. We'll be glad to answer questions. If you live in New York City we'll also be glad to provide workers for you. You can write us at 25 West 39th Street, New York 10018 or call 921-7940.

When Jerry started work in the mailroom of a medium-sized mid-western advertising company, his supervisor had no complaints. Jerry sorted mail, delivered internal messages, ran papers through a Xerox 9200 machine, collated papers, and performed all of the usual nitty-gritty mailroom tasks quite capably. At first, he was a reliable, cheerful, effective worker.

After a while, however, Jerry started coming in late. At first, it was just a matter of five or ten minutes, and Jerry was usually most apologetic. Soon the few minutes extended to half an hour or more, the apologies stopped coming. In fact, more often than not, no explanation was offered. Moreover, Jerry took longer and longer when he was out of the office delivering mail, and his lunch hour had a way of expanding. There was usually no point in looking for Jerry after 4:45 because he slipped out of the office early with some frequency.

"I'd fire him on the spot if I thought I could do any better," his employer claimed, "but I have such rotten luck with the staff in my mailroom that I don't think there's any point in having to train another person. He'd probably look great in the beginning just as Jerry did, but he'd develop the same slipshod habits. Jerry's attitude seems to be standard operating procedure around here."

Does Jerry sound familiar? Or, if lateness isn't a problem in your mailroom, perhaps absenteeism is. "My firm gives employees twelve sick days and two personal days a year," a California executive commented recently. "Top-level management people rarely use that many days, even though their work could give them ulcers. They seem to thrive on work. Yet, employees doing the simplest jobs imaginable are sick so often that they use up the allotted days in a few months. What ails them, anyway?"

*Scheduled for October, November, or December issue of Zip.

What ails them is pure and simple boredom. Their work is not challenging, and after a while it settles into such dull routine that many employees feel they have to do something to break the monotony. Tedious jobs tend to produce the same predictable personnel problems in businesses from Maine to Hawaii and from Alaska to Florida.

You can describe the problems in seven words:

1. lateness
2. absenteeism
3. low morale
4. high job turnover.

It's easier to describe the problem than it is to solve it, of course. Mailroom tasks are seldom intellectually stimulating, yet they are essential to the functioning of an organization. Fortunately, there is a solution to the personnel problems exemplified by Jerry. You can't change the nature of the work, but you can change the nature of the worker.

The solution lies in hiring employees who find routine work interesting, and who value their jobs so much that they wouldn't think of coming late or of staying home without an excellent reason. Employees of this sort exist by the thousands. I am talking about mildly and moderately retarded men and women who can handle routine jobs both capably and dependably.

True, a mentally retarded worker is going to need some extra initial training before he or she can do what is expected, but employers can get paid for providing on-the-job (OJT) training. In New York City, employers don't even have to put the worker who is being trained on the firm's payroll. The Vera Institute of Justice will provide mailroom/messenger trainees, and pay part of the salary and all of the fringe benefits for a three month period.

In other parts of the country, the National Association for Retarded Citizens will pay half the trainee's salary for the first four weeks and twenty-five percent of the salary for the next four weeks.

To see the benefits of hiring a mentally retarded mailroom worker, take a look at Larry. In the eight months that Larry has been employed in the busy mailroom of a national corporation with headquarters in New York City, he has consistently been the first to arrive in the mailroom and the last to leave. Indeed, when a snow storm deposited 18 inches of snow and the streets were deserted, businesses didn't attempt to open, but Larry arrived nonetheless.

His day settles down into a routine that seldom varies, but Larry thrives on routine. He sorts the mail, and goes on runs to deliver it. Upon returning to the mailroom he collects the mail that is ready to go out, weighs it on a postage meter and then stamps the correct postage. When there are bulky packages to go, Larry wraps them deftly. If there is a bulk mailing, Larry has become expert at duplicating the material, collating it, stuffing it into envelopes and, finally, using the addressograph machine.

"I was leery about hiring Larry when I learned that he was mentally retarded," the head of the mailroom now confesses, "but I couldn't have a better choice. He's a steady worker, reliable as the day is long."

If you'd like more information about hiring a mentally retarded worker for your mailroom, in most states you can contact your chapter of the National Association for Retarded Citizens. In New York City you can write Job Path (a project of the Vera Institute of Justice) at 25 West 39th Street or call Job Path at 921-7940.

The New York Daily News - July 30, 1979

Retarded get path to work world

By VINCENT COSGROVE

Ted never lasted more than a week in a job on what he called "the outside." For Ted, who is mentally retarded, "the outside" meant any job not in the specially supervised sheltered workshop where he usually worked, putting together ballpoint pens.

Then, last September, 25-year-old Ted got the chance to be one of the first in the city to participate in Job Path, a program sponsored by the Vera Institute of Justice to provide transitional jobs for mentally retarded persons in city, state and federal agencies.

Ted was assigned to the Department of Correction, where he learned to operate a copying machine.

"As important as learning that," says Emily Marks, director of special events for Vera, a nonprofit research group, "is the fact that he developed self-confidence — consequently, he was not content merely operating the Xerox machine."

Ted yearned for more responsibility. He designed an in-box, out-box system and learned how to maintain the copying machine. He became so valuable that when his training period was up and he was supposed to work in the private sector, the department asked him to stay. He was hired at \$7,000 a year, plus fringe benefits.

But what is more important, Ted no longer fears the "outside."

Job Path doesn't cost the city a dime. The \$2.90 minimum hourly wage is provided through the federally-funded Comprehensive Employment and Training Act that allows for 1,000 hours of transitional employment.

Of the 34 workers in the municipal program to date, five have been hired by city agencies and four by private firms. Five more have moved to the private sector, where their training continues before hiring. Seventeen others are being trained in municipal agencies, and three have been let go because of "unsatisfactory performance," according to Marks.

So far, 85 persons have participated in city, state and federal jobs, working in such positions as messengers, mail-room clerks and dietary aides.

Participants are picked on the basis of recommendations from shelter workshop supervisors.

"The program has been fantastic," says Marks. "And what's really exciting is the growth you notice in people. One counselor says that people in the program walk taller."