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OA/ID Number: 52055
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Youthwork Report [Coalition for Barrier Free Living] [1979]

Stack:

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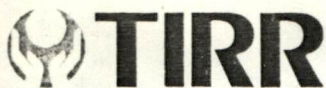
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7/10 - 10AM

hex,

call Harvey Pressman
617-969-4279

183 Lake Ave.
Newton, Mass.
02159



TIRR

THE INSTITUTE FOR REHABILITATION AND RESEARCH

in the Texas Medical Center / 1333 Moursund Avenue / Houston, Texas 77030 / (713) 797-1440

July 31, 1979

Karabelle Pizzigati
Youthwork
Suite 705
805 15th St., NW
Washington, D.C. 20005

Dear Ms. Pizzigati:

Please find enclosed vitae for the three evaluators listed in the knowledge development section of our proposal, and budget notes which should be attached to our application.

Thank you,

Lex Frieden

LF:ls
enclosure

emphasize

family

minority

com. res. util. / links

client involvement

work disincentives

tie-ins w/ private
sector employers
do w/ voc. ed. progs.
CETA links

effort to obtain drug
commitment fr.

1987. Centers

diff. w/ population
(limit expectations)

intern idea?

adv. com.

1. families & youth involvement
advisory committees
staff & interns
parent peer counseling
church sponsored community
counseling sessions
2. services to families in job prep. programs
broadening expectations
Success Stories
counseling
3. incentives to employers
- same kind of thing - broadening
expectations
- here are programs we're trying
in to - here's how they approach that
4. existing voc ed & today training - how
to expand to include dis
- eventual goal by trying in to
schools
5. self-advocacy - access to services
I. L. Services - part. portions

6. demon. funds - coord of existing services
- that's this program
7. diff. emphases on local advocacy groups
- comparison to trad. programs
- emphasis more on consumer involvement & advocacy
- diff. expectations
8. jr & comm. colleges & tech. schools
- part of program design
9. IEP's - spec. voc. training
- cite counselors will develop plans for IEP's, ILWRP's & ILWRP's
10. partic. of dis. person & parents in-school IEP's
- tell them about that during counseling
- methods of client involvement
11. isolation - parents, service deliverers
- part of program
outreach
skills training

APPENDIX A

Preliminary Proposal Outline Review Form*

Project Number:
Project Title:
Location of Site:
Reviewer:

- I. Overall Assessment. Is (are) the target population(s) and means of selection precise; are the benefits and outcomes to the population served clear and specific; have cooperating agencies and resources been clearly identified; is the project carefully conceived both to benefit participants and to help discover important new knowledge?)
0 _____ 20
- II. Management and Administration. (A record of responsive service to individuals to be served, involvement of people sharing characteristics of individuals served on board of directors and staff, recent effective advocacy activities for individuals served, outstanding leadership, a successful track record in managing human service programs, etc.)
0 _____ 20
- III. Exemplary Features. (Clear, explicit statement of what features make it a model from which others can learn; convincing rationale for the likely success of proposed exemplary features, potential importance of described features to other projects serving similar populations.)
0 _____ 25
- IV. Special Considerations. (Exciting, exemplary ideas for dealing with many of the special considerations listed in Section IV.)
0 _____ 20
- V. Understanding the Needs of Special Populations Served. (Evidence that applicant understands the unique needs of the individuals to be served, in the context of services currently available to these individuals in the area.)
0 _____ 15

*The preliminary 6-page outline (12-page double-spaced) will be evaluated using this form.

APPENDIX B

Proposal Review Form

Project Title:

Location:

Reviewer:

I. Project Design

1. Are all major project activities clearly described?
2. Are the project objectives precise, well defined, and realistically attainable?
3. Is there sufficient reason to believe that the execution of project activities will result in the attainment of stated objectives?
4. Are there clear signs that the project has been carefully planned to maximize the per dollar value of services to participants?
5. Is there believable evidence that the applicant has made a careful effort to combine the funds requested with other available sources of funds and in-kind contributions, in order to multiply the impact of the funds requested?
6. Are the description of individuals to be served and their means of selection precise?
7. Have "consumer groups" (parents, advocates, young people) been involved in project designs?
8. Is the project clearly designed to benefit the long-term life chances of participants?

0 _____ 15'

II. Exemplary Features

1. Has the applicant isolated and clearly described those features that are considered exemplary or innovative?
2. Does the applicant provide convincing, explicit evidence that the approach described is an improvement over current practice in the area?
3. Has the applicant provided a convincing rationale for the likely success of the proposed exemplary features?
4. Has the applicant frankly and carefully explained the most likely potential obstacles to the success of the proposed exemplary features?

5. Does the applicant provide sufficient and convincing evidence that the exemplary features will enable the project to learn something of lasting value about the future design of programs for other individuals similar to the people served by this project?

0 _____ 15

III. Management and Administration

1. Is there evidence that the proposed project operator has done important advocacy work for the client population in the recent past?
2. Is there clear evidence that the proposed project will be capably led by people with demonstrably successful previous experience in serving this population?
3. Is there a plainly described and demonstrably adequate system of record-keeping, fiscal management, and fiscal reporting?
4. Is there clear and sufficiently detailed information in the budget narrative, reflecting the operator's ability to make prudent and careful fiscal projections?
5. Is there clear evidence that the proposed project operator has a successful "track record" in managing human service programs for hard-to-serve populations?
6. Does the description of project staff include a clear and substantive role for individuals from the target population and/or have they had very similar experiences in the past?
7. Has a staff development component been designed to ensure continuing staff morale, commitment, and growth?

0 _____ 10

IV. Potential for Adaptation to Other Programs

1. Does the applicant provide convincing evidence that exemplary features of the proposed project are readily adaptable to programs conducted by other agencies?
2. Does the applicant describe specific, concrete, and relatively inexpensive steps that will be taken to a) develop descriptions of project features that may be useful to others, b) communicate directly with potential adapters, and c) encourage and facilitate the adaptation of exemplary features in other places?
3. Does the applicant describe convincingly the most likely barriers to adaptation by others?
4. Does the applicant discuss convincingly some likely strategies for overcoming the barriers to adaptation by others?

5. Has the applicant proposed an imaginative format by which the reasons for project success will be readily communicated to others in the youth employment community?

0 _____ 10

V. Knowledge Development

A. Conceptualization

1. Does the proposal convincingly describe the potential value of the local knowledge development effort to the local operators of the project?
2. Has the applicant set explicit and understandable priorities in choosing from among possible local knowledge development activities?
3. Has the applicant explained clearly what could be learned from the local knowledge development effort that could prove of value to others who serve a similar population?
4. Has the applicant described clearly the procedures that will be followed to identify and analyze the specific features that most contribute to project success?

0 _____ 10

B. Implementation

1. Has the applicant developed clear, explicit, and relevant criteria by which the effectiveness of the project can be judged?
2. Has the applicant described a clear and concrete plan for managing project information, maintaining and retrieving data, and reporting regularly on the progress of the project?
3. Has careful thought already been given to the kinds of special staffing patterns and special efforts that will be required to ensure the high quality and accuracy of data collection and maintenance, and to ensure consistently prompt attention to local knowledge development activities?
4. Has the applicant developed imaginative ways in which youth participants can be deeply and directly involved in the conduct of local knowledge-development activities?

0 _____ 5

VI. Special Considerations

1. Has the applicant specified unusually extensive and active roles for the populations served in staff selection, project planning, decision making, project operations, dissemination activities, etc.? Are these roles imaginative and carefully planned?
2. Is there concrete evidence that a special effort will be made to utilize unusually promising methods for improving participants' basic skills in academic subjects most directly related to future job success (reading, writing, scientific and mathematical inquiry, etc.)?
3. Are specific and especially promising steps to eliminate sex-role stereotyping and encourage the exploration of non-traditional jobs and tasks described in detail?
4. Has care been taken in the selection of the population to be served and the planning of project activities, to avoid as much as possible the labeling or stigmatizing of project participants, and to develop project activities in the least possible restrictive environment?
5. Is there evidence of creative thinking about, and enthusiastic commitment to, ensuring that participants move on to other useful and valuable experiences immediately upon project completion?
6. Will the project recognize and provide appropriate academic credit for work experiences that develop creditable skills?
7. Will steps be taken to promote the active involvement of private employers in a variety of roles in the project? (Or has applicant explained convincingly why this is inappropriate?)
8. Has the applicant described an imaginative plan to help participants develop the skills necessary to advocate effectively for their own rights, interests, and equal opportunities?
9. Is there evidence of a firm intent to employ staff, consultants, etc., who are themselves reflective of the characteristics of the population to be served?
10. Is there a specific means for involving consumer and advocacy groups in planning, decision making, and evaluation?

0 _____ 15

VII. Coordination Between Employment and Educational Institutions

1. Is there concrete evidence of youth council participation in the development of the proposal?
2. Is there evidence that the prime sponsor and the proposed delivery agent can work together effectively?

3. Is there evidence that the proposed project can contribute to the increased effectiveness of the relationship between the prime sponsor and local educational institutions?
4. Does the proposed project demonstrate more effective ways to involve local community groups, labor unions, and business organizations?

0 _____ 10

VIII. Understanding the Needs of Special Populations Served

1. Is there evidence that the proposed project has been planned in the light of other local programs currently serving the same population?
2. Are other special projects serving the same population clearly identified?
3. Are the local resource gaps that will be filled by this project clearly identified?
4. Has the proposed project been planned in the context of the local job preparation problems of in-school youth with similar characteristics?

0 _____ 10

APPENDIX C

EXEMPLARY IN-SCHOOL PROJECT

BUDGET SHEET FOR

PRELIMINARY PROPOSAL OUTLINE ONLY

- o Briefly explain each cost item in a one-page attached budget narrative.
- o Administrative costs (Item I) should not exceed 15 percent of the total budget unless fully justified.
- o Knowledge development costs for the purposes of this demonstration are not considered to be part of administrative costs and should be identified in Item VII.

I. <u>Administrative Costs</u>	\$ _____
II. <u>Allowances</u> (for participants spending time in classroom and other transitional services)	\$ _____
III. <u>Wages</u> (for participants in work experience and/or on-the-job training in career employment experiences)	\$ _____
IV. <u>Worksite Supervision</u> (costs here are related to the direct supervision of participants at work sites)	\$ _____
V. <u>Training</u> (costs here relate to classroom or other training settings including amounts paid to employers for expenses resulting from on-the-job training)	\$ _____
VI. <u>Services</u> (Costs here include all services to applicants and employment and training supportive services to participants)	\$ _____
VII. <u>Knowledge Development</u>	\$ _____
VIII. <u>Total Project Costs</u> (Sum of I through VII)	\$ _____

Project Design

- 3 basic steps:

1. outreach & id of clients, pop. pool & recruitment.
2. intake counseling & plan development - goal setting - voc goal, l.l. goal
3. program follow through
accessing resources provided by project & other resources in community

each plan will have 3 parts:

1. l. support services

housing, transp, att. care, food
pop, legal and

l.l. skills level

voc ed aspects - exploration of options
voc. ed. planning & placement
- on the job placement ultimately

1. l. support services for follow-up

Metro special services, referral to
CFLC attn care service, Gulf Coast legal
foundation, other public & private
agencies (CFLC, etc.)

1.1. skills level - project 1.1. program
operated by CDPC + Comm. College
- acc. by Texas Ed. Agency - get credit
towards ?

- might be GED, Voc ed certif,
or C.C. degree

- might need 11 skills before
enrollment in courses

CC - off campus stuff at churches,
Community Center, etc - if demand

- but need to be careful not to
encourage isolation - used as bait

Adapt existing ed. materials to Spanish,
braille - add to curriculum to
meet needs of hearing, visual impaired
- Knowledge: what needs
to be adapted & how?

Voc. liaison - linkage betw. public, private &
comm. resources for voc & ed training
& placement

- thru another coalition project
H.D.U.S.E., in process of being funded
- both funds match each other

- Q's about accounting & book keeping
- shd these services be internal ~~or~~ ✓
or outside
 - contract it out - inclination
 - they have an outside contractor
& an estimate

Agreement from I.L. service providers
(legal services, DTHR) to hire
Some of the participants

Util. of Advisory Bd:

Exemp. Features

Objectives:

- to demon. ^{part. directed} approp. plan devel. ~~at~~
~~direction of~~ relating to I.L. goals &
voc. will enhance likelihood of
achieving goals
- effective coord. of ^{existing} comm. resources
along w/ needed suppl. services
may lead to goal attain. in most
integrated setting - super independence
- referrals will be based on ^{part.} need rather
than proprietary interest

cons. gyps are likely to be more effective
 ↑ ~~than~~ ~~to be effective~~ agents for insuring coop. of
 existing service delivering agencies
 [than trad. ~~agencies~~ human service
 agencies]

- they can serve as role models
- have polit. strength
- they know the needs
- they've had pers. exp. w/
 service providers & can better evaluate
- diff. self-interests betw. cons. gyps
 & trad. service providers
 (unless institutionalized)

Minority outreach

- demon. methods for encouraging
 min. youth involvement in b.c.,
 to set voc objectives
- family - peer counseling - demon.
 positive effects of family involvement

Family involvement

Util. of G.C. system

Use of Advisory Committee

Linkage w/ Comm. Medical Treatment
Facilities & Social Service Community
Centers

Effectiveness of using consumers as role
models & counselors & teachers

Management & Admin.

Paper for Amer. Rehab. - Coalition's
history, track record & present efforts
- resumes of people on project
& adv. comm.

Likely Adaptation to Other Projects

- past experience in adapting projects
- adaptable aspects:
 - methodology - recruiting & counseling →
linking w/ resources
(adapted from rehab)
 - curriculum - already adapted
- adapting will happen as they do it -
in reports - so people don't have to visit
- Accent article on the Coalition & in
Amer. Rehab. → spec. articles on this
Project

- make videotapes avail. for dist. thru
coop agreements w/ TIRR
 - * (exemplary feature)
 - attending meetings & speaking
about the projects - give presen-
tations
 - directory of community resources
- Concep. of K.D.

Special Considerations

1. Partic. involvement
2. Basic skills improvement
 - i.d. basic skills part. relevant to
dis. population & explain why
trad. basic skills - refer to
remedial ed. in C.C. system
3. Women -
 - double-discrim.
 - triple - minorities
 - employing dis. women, participants,
adv. comm.
 - special module to part. needs of dis.
women

4. Collection - have tent of project

5. accreditation - internship program
in I.T. center & employ
people as interns

6. Investment of private employers
to employers & ~~their~~ parents
- structural barrier removal

- members of subcomm. that manage
p.c. dept. - separate edu. committee
already put together in 140 U.S.C.
- seeking their commitment to
employ participants

- by seeking their conf. of managers
to assignment staff - education team

Programs

7. Staff Resp:
- currently in staff as well as in
- admin. of diff. in types
8. Self-awareness skills

- ~~put~~ module already addressed
that issue - will be explicit
year of project exposed them
counseling

- some people will still need to fall
back on legal advice & program operators
- ongoing referral services

9. Cons. & Adv. Gyps

- involved as program operators, on
adv. comm. 1 sub-K'ors, staff,
volunteer staff associates

Coord betw Empl. & Ed. Trusts

This is a coord project
refer to other parts of proposal

Understanding Needs of Population

City of Houston & Coalition survey on
demographic needs - will be used
to define needs of community

minority community

P/S

How many copies of proposal &
appendices shd be sent?

What shd be sent? Summary or outline?

4
* All must
choose at least one

All must address issue of physical
accessibility of bldgs

5
R.D. questions

- o What forms of extra participation by handicapped young people and their parents most benefit young handicapped individuals? How can these forms be incorporated in program designs?
- o What services to the families in job preparation programs most effectively facilitate the accomplishment of program and individual objectives?
- ✓ o What incentives work best in inducing employers to increase their involvement in training handicapped young people?
- ✓ o How can existing vocational education and training programs in existing secondary institutions extend and adapt their facilities and services for the handicapped?
- * o How can programs be designed to help handicapped young people improve their self-advocacy skills to insure continued access to services after participation in the programs?
- * o How can demonstration funds be used as a catalyst to support innovation in and coordination of existing services?
- ✓ o What different emphases are placed on services when program are run by local advocacy groups?
- ✓ o What more creative role can junior and community colleges and technical schools play in providing education and training services of handicapped young people?
- o How can individualized assessment and planning leading to in-school individualized education plans incorporate specific vocational planning and fill in gaps such as vocational training and job preparation skills.
- o How can the participation of the handicapped individual and his/her parents promote more vocational emphasis in developing in-school individualized education plans?
- ✓ o What creative ways can be developed to break down patterns of isolation and diffuse information and ideas to young people and their parents and service deliverers; and how can approaches be developed to better adapt materials and programs such as vocational training to help handicapped young people acquire skills and effectively move into the market

Add start up phase

41

Extended to 21 mos.

APPENDIX B

Proposal Review Form

Project Title:

Location:

Reviewer:

I. Project Design

- ✓ 1. Are all major project activities clearly described?
- ✓ 2. Are the project objectives precise, well defined, and realistically attainable?
- ✓ 3. Is there sufficient reason to believe that the execution of project activities will result in the attainment of stated objectives?
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5. Is there believable evidence that the applicant has made a careful effort to combine the funds requested with other available sources of funds and in-kind contributions, in order to multiply the impact of the funds requested?
- ✓ 6. Are the description of individuals to be served and their means of selection precise?
- ✓ 7. Have "consumer groups" (parents, advocates, young people) been involved in project designs?
- ✓ 8. Is the project clearly designed to benefit the long-term life chances of participants?

0 _____ 15

II. Exemplary Features

1. Has the applicant isolated and clearly described those features that are considered exemplary or innovative?
2. Does the applicant provide convincing, explicit evidence that the approach described is an improvement over current practice in the area?
3. Has the applicant provided a convincing rationale for the likely success of the proposed exemplary features?
4. Has the applicant frankly and carefully explained the most likely potential obstacles to the success of the proposed exemplary features?

Good
intef.
low sum
AOL-er

5. Does the applicant provide sufficient and convincing evidence that the exemplary features will enable the project to learn something of lasting value about the future design of programs for other individuals similar to the people served by this project?

0 _____ 15

III. Management and Administration

1. Is there evidence that the proposed project operator has done important advocacy work for the client population in the recent past?
2. Is there clear evidence that the proposed project will be capably led by people with demonstrably successful previous experience in serving this population?
3. Is there a plainly described and demonstrably adequate system of record-keeping, fiscal management, and fiscal reporting?
4. Is there clear and sufficiently detailed information in the budget narrative, reflecting the operator's ability to make prudent and careful fiscal projections?
5. Is there clear evidence that the proposed project operator has a successful "track record" in managing human service programs for hard-to-serve populations?
6. Does the description of project staff include a clear and substantive role for individuals from the target population and/or have they had very similar experiences in the past?
7. Has a staff development component been designed to ensure continuing staff morale, commitment, and growth?

0 _____ 10

IV. Potential for Adaptation to Other Programs

1. Does the applicant provide convincing evidence that exemplary features of the proposed project are readily adaptable to programs conducted by other agencies?
2. Does the applicant describe specific, concrete, and relatively inexpensive steps that will be taken to a) develop descriptions of project features that may be useful to others, b) communicate directly with potential adapters, and c) encourage and facilitate the adaptation of exemplary features in other places?
3. Does the applicant describe convincingly the most likely barriers to adaptation by others?
4. Does the applicant discuss convincingly some likely strategies for overcoming the barriers to adaptation by others?

paper

5. Has the applicant proposed an imaginative format by which the reasons for project success will be readily communicated to others in the youth employment community?

0 _____ 10

V. Knowledge Development

A. Conceptualization

1. Does the proposal convincingly describe the potential value of the local knowledge development effort to the local operators of the project?
2. Has the applicant set explicit and understandable priorities in choosing from among possible local knowledge development activities?
3. Has the applicant explained clearly what could be learned from the local knowledge development effort that could prove of value to others who serve a similar population?
4. Has the applicant described clearly the procedures that will be followed to identify and analyze the specific features that most contribute to project success?

0 _____ 10

B. Implementation

1. Has the applicant developed clear, explicit, and relevant criteria by which the effectiveness of the project can be judged?
2. Has the applicant described a clear and concrete plan for managing project information, maintaining and retrieving data, and reporting regularly on the progress of the project?
3. Has careful thought already been given to the kinds of special staffing patterns and special efforts that will be required to ensure the high quality and accuracy of data collection and maintenance, and to ensure consistently prompt attention to local knowledge development activities?
4. Has the applicant developed imaginative ways in which youth participants can be deeply and directly involved in the conduct of local knowledge-development activities?

0 _____ 5

✓ VI. Special Considerations

- ✓ 1. Has the applicant specified unusually extensive and active roles for the populations served in staff selection, project planning, decision making, project operations, dissemination activities, etc.? Are these roles imaginative and carefully planned?
- ✓ 2. Is there concrete evidence that a special effort will be made to utilize unusually promising methods for improving participants' basic skills in academic subjects most directly related to future job success (reading, writing, scientific and mathematical inquiry, etc.)?
- ✓ 3. Are specific and especially promising steps to eliminate sex-role stereotyping and encourage the exploration of non-traditional jobs and tasks described in detail?
- ✓ 4. Has care been taken in the selection of the population to be served and the planning of project activities, to avoid as much as possible the labeling or stigmatizing of project participants, and to develop project activities in the least possible restrictive environment?
5. Is there evidence of creative thinking about, and enthusiastic commitment to, ensuring that participants move on to other useful and valuable experiences immediately upon project completion?
- ✓ 6. Will the project recognize and provide appropriate academic credit for work experiences that develop creditable skills?
- ✓ 7. Will steps be taken to promote the active involvement of private employers in a variety of roles in the project? (Or has applicant explained convincingly why this is inappropriate?)
- ✓ 8. Has the applicant described an imaginative plan to help participants develop the skills necessary to advocate effectively for their own rights, interests, and equal opportunities?
- ✓ 9. Is there evidence of a firm intent to employ staff, consultants, etc., who are themselves reflective of the characteristics of the population to be served?
- ✓ 10. Is there a specific means for involving consumer and advocacy groups in planning, decision making, and evaluation?

0 _____ 15

✓ VII. Coordination Between Employment and Educational Institutions

1. Is there concrete evidence of youth council participation in the development of the proposal?
2. Is there evidence that the prime sponsor and the proposed delivery agent can work together effectively?

3. Is there evidence that the proposed project can contribute to the increased effectiveness of the relationship between the prime sponsor and local educational institutions?
4. Does the proposed project demonstrate more effective ways to involve local community groups, labor unions, and business organizations?

0 _____ 10

VIII.

Understanding the Needs of Special Populations Served

1. Is there evidence that the proposed project has been planned in the light of other local programs currently serving the same population?
2. Are other special projects serving the same population clearly identified?
3. Are the local resource gaps that will be filled by this project clearly identified?
4. Has the proposed project been planned in the context of the local job preparation problems of in-school youth with similar characteristics?

0 _____ 10

add ref.
to demographic
survey
programs

~~24~~ $\times \frac{4}{14}$
 $2 \times 21 \times 34$
 $= 33,000$

Outranch ~~14~~ $\times \frac{14}{14}$ $29,500$

$14 \times 21 \times 1$
 $\frac{14}{8400}$
 $\frac{21}{29400}$

37
 $\frac{4}{8.4}$

27

64

$\frac{2}{350}$
 $\frac{1}{5}$
 $\frac{1750}{35}$
 5250

$\frac{214}{152}$
 $\frac{26}{8}$

YOUTHWORK, INC.

July 19, 1979

TO: Associates Developing Non-Competitive Proposals,
Handicapped Focus Area

FROM: Karabelle Pizzigati *KP*

SUBJECT: Knowledge Development Considerations

As indicated in my last memorandum, I am sending to you three (3) documents describing knowledge development considerations in the development of your proposals. These materials are (1) a description of the Scope of Work governing Youthwork's knowledge development activities for all projects, (2) a discussion of some possible ways to involve youth in knowledge development activities and (3) several general but important considerations to keep in mind as you help draft the proposals.

You will note that the specific knowledge development tasks for operators is not to carry out research efforts on their own, but rather to work with Youthwork associates and evaluators in reporting timely and complete information about the project and its participants. We shall not contract with knowledge development associates for this phase of the non-competitives. Rather, you should take into consideration the factors described in the attached. Specifically, all projects will need to identify three individuals and/or firms willing to develop evaluation proposals based on the scope of work. Further, proposals must describe procedures to generate start-up and unique features reports. The knowledge development staff at Youthwork then will review proposals with regard to these issues before sending them to the Board.

If you have any questions about the materials or any aspect of your proposal development, let me hear from you.

cc: Madeline Bragar Debby Kaplan
Alan Weisberg Harvey Pressman
Lee Fremont-Smith

The Youthwork Independent Living Model

The following is a description of some possible core components of Youthwork's independent living model of an employment program for handicapped adolescents, some possible variations on the basic model. All of the details and specifics are subject to change; and all of the proposals which are developed will not be funded.

A. Core Components

All the proposals developed will feature certain common elements: similar goals, similar activities, similar (and sometimes related) efforts in knowledge development, dissemination, and curriculum. Some of these common elements include:

1. Commitment to the goals of maximum reliance on self, self-dependence, developing within participants an enhanced sense of their own capabilities, the development of truly marketable job skills among all participants, a greater understanding of self (including strengths, limitations, and ways around limitations), an increased ability to live independently within the community, and improved verbal and communication skills. *not feasible*

2. All proposed programs will provide (or link up with) the support services which enable disabled people to live independently in the community. *not always nec.*

3. Proposals will include specific provisions for helping participants to secure accessible and affordable housing, secure available government benefits, attendant referral, wheelchair repair, transportation assistance, and health services. *just* *equipment* *can't do w/out JMTA or figing part*

4. Proposals will include specific learning activities designed to develop self-advocacy skills, to teach participants how to negotiate and influence political structures and systems, specific advocacy skills needed to advocate for barrier-free environments, more knowledge about barrier-free design, and an understanding of the civil rights of handicapped people.

5. Proposals will focus primarily on the needs of physically disabled adolescents and seek to enroll a disproportionately high percentage of members of minority groups in comparison with the local population from which the project draws.

6. Proposals will include specific provisions for financial advocacy counseling, independent living skills, peer and crisis counseling, transitional post-job-placement counseling, counseling for the parents of disabled youth. Counseling programs will emphasize counseling from successful adult models with similar disabilities.

7. The governing body of the project will include a substantial proportion of disabled people; project staff will incorporate a substantial proportion of disabled people, and disabled people will be included to the maximum possible

extent in dissemination and knowledge development activities. Participants will be given maximum exposure to disabled role models.

8. All proposals will provide specific activities designed to provide the following work-related experiences and/or skills:

- exposure to real work experience,
- exploration of a variety of vocational choices,
- analysis of each individual's current levels of functioning,
- resume writing, job interviewing techniques, and other job search skills,
- knowledge of job modification techniques and job adaptation aids,
- on-the-job training,
- specific skill training leading to an unsubsidized job,
- employment goal identification,
- basic academic skills most relevant to future job flexibility.

9. All proposals will incorporate techniques for helping participants learn other supportive skills, including:

- training in hiring, training, and managing attendants *(incl. readers, etc.)*
- home modifications and aids
- nutrition, diet, food preparation, shopping, home budgeting skills
- supporting each other (through such activities as disabled "rap" groups)

10. All proposed programs will help students learn how to work towards changes in the community which facilitate independent living, including advocacy among rehabilitation agencies, equal access to publicly-supported educational opportunities, public assistance advocacy, increasing the accessibility of available housing, making public transportation more accessible and available for the disabled, reducing the segregation of the disabled, eliminating discriminatory practices against the disabled. *private*

11. All proposals will incorporate plans for disseminating information about the project and encouraging project adaptations and replications in other places from the first day of project funding. Specific staff responsibilities for this function will be described.

communication links w/ other funded projects & similar programs
12. All proposals will incorporate a local knowledge development plan designed to facilitate replication efforts, to yield quickly usable information in usable forms and formats, and to yield comparative data with other funded projects.

13. All projects will seek to provide specific unsubsidized job placements prior to the end of the program, and provide support to participants in the course of the early transition to work. *problems w/ work disincentives*

14. All proposals will seek to attract maximum resource support from other, non-Youthwork sources of funds and services, including specific efforts to arrange for the voluntary conversion of transfer payments of public funds to handicapped individuals into wages and training stipends paid by the program. *2*

Knowledge Development

Mechanism - hand-crafted
4 components:

1. Management Information System people
- flow info - data on program
- form

2. 3rd party evaluations - w/ program officers
- form

3. Self study reports
start up
monthly status reports - 5-6 pp
(gen. issues to address)
unique feature reports 15-30 pp
final report

4. Low Side Case Study
- analyzing points focusing on spec. issues
- on site visits

3rd party evaluations

before - recipients had contacted out
- conflict
- not lined by Yorktown
change - will be lined by YC

Separate budget line item up to 7.18%
of project budget
15% Administrative expenses

Low side evaluations - diff. from 3rd party
4 - 8,000
9 - 14,000

B. Planned Variations

The core components described above will allow for considerable variations in methodology, technique, and implementation strategy. In addition, certain specific differences beyond the core model might be planned, for the specific purpose of comparing the differential impact of certain variations on the core theme. Some examples of possible planned variations include:

- Variations in sequencing between the development of independent living skills and specific job skills: Project A develops independent living skills before developing specific job skills; Project B develops both simultaneously.

- Variations relating to differences in the populations served: e.g. one project focuses on handicapped rural adolescents and relates specifically to their unique needs; one project is devoted to the needs of a very low-income minority population; one project incorporates mentally handicapped young people along with the physically disabled participants; one project includes young people whose first language is not English; etc.

must still be broad enough to avoid job stereotyping

- Variations relating to the jobs participants are trained for and placed in: e.g. one project emphasizes private sector employment, one project emphasizes human service employment, one project deliberately trains for jobs which are "non-traditional" for handicapped people (automobile conversion, photography, publication production, invention of modification and adaptation devices, etc).

- Variations relating to the degree of "protection" afforded to trainees during initial job experience: e.g. one project deliberately starts with supported work teams in the private sector, one project provides carefully protected individual placements, one project provides only the minimum necessary supports project operators feel participants need.

CIC Berkeley

Abel-Boasile, San Diego
Houston CIC (Hippoc)

DATA Jackson, Miss.

opp's for Advancement of Handicapped, Inc.

Starrs, Vermont CIC, other mco. self-help
(mural) Groups

collaboration. \$ from other services

work down center

was ed

private sector employers

written def. of people served:
service div.

def. of ind. living

product

- phone calls to
CIC office from DC
- who to use computer
- contacts

The specific issues that must be addressed in the preliminary proposal are indicated on the reviewer form, which will be used to evaluate all the outlines. In addition, applicants may attach very brief appendices that back up claims and statements made in the outline, such as copies of newspaper articles about the agency and its programs and copies of agency brochures.

The preliminary outline should be written as a narrative, in conversational style, without the embellishments of academic language, extensive charts and statistics, or descriptions of elaborate management systems. The available space should be used to demonstrate what makes the applicant agency and its ideas likely to succeed. Applicants should try to "put their best foot forward" in preparing the preliminary outline, emphasizing the real strengths of their organization and the proposed project. They should understand, however, that all claims made about the "track record" of the organization, its capacity to deliver, and the project it proposes will be carefully checked out at the local level before any proposed project is selected as a finalist, and that visits will be made by field associates of Youthwork to all finalist sites. The preliminary outline shall not, under any circumstances, exceed six pages single spaced, copied on one side of the leaf, or 12 pages, double spaced, copied on one side of the leaf. In addition, the outline must include the one-page budget form (filled in completely) that appears as Appendix C. Preliminary outlines that are longer will be disqualified and returned to the sender.

B.

Final Proposals

Proposals will be rated by an impartial panel using clearly defined criteria. A copy of the proposal reviewer form that will be used by the panelists is included in these application guidelines as Appendix B. The discussion that follows is intended to explain these criteria and to indicate what is needed in each section of the proposal.

1. Project Design

The initial design of the project can do much to help prevent problems from developing upon implementation, especially during the crucial start-up phase. Proposal reviewers will scrutinize plans

carefully for signs that the project designers have laid out a workable, easy-to-execute blueprint for the project operators, especially for the first few months of operation. It is not enough to have clear, attainable, and sufficiently ambitious objectives, and a set of clearly defined project activities. Project designers must also show how each specific activity will help accomplish the specific objectives that have been described. Similarly, since the projects funded will be used as examples for others to follow, it is essential that the project design explicitly address the issue of getting the maximum benefits and services to the participants for each dollar spent.

Projects that will do an outstanding job for the people served, but which are so expensive that nobody will ever be able to replicate them, will not be supported. Project planners should also present clear evidence that they have exhausted every conceivable effort to find other available funds or sources of in-kind contributions and are requesting support only for those elements of the project that are not possible to fund from other sources.

It will be very useful for the original design of the project to include ideas contributed by representatives of local "consumer groups" (parents, advocates, etc.) who represent the people to be served, as well as the ideas of the young people themselves. Project designers should also bear in mind the importance of creating a plan that, if successful, could make a real difference in the lives of its participants, and particularly on their prospects for permanent employment.

2. Exemplary Features

All projects funded are expected to incorporate features that will provide models of practice for others to follow, and which will help us learn more about what policy measures are needed at federal and local levels to promote more effective services for the populations in question. Be clear and explicit about which features of the design make it exemplary, and about the importance of these features to the people served by the project and to others with similar needs. It is important to spell out why the new idea is a better solution than the ones usually used to deal with the same need or problem, and

why we can be reasonably confident that the new idea will work. To indicate how realistic the proposed project design actually is, it will also be helpful to discuss the likelihood of, and obstacles to, success.

3. Management and Administration

The dual demands of effective programing for participants and careful administration of a local knowledge development plan require a rare combination of skills. Project administrators must be effective in direct personal interaction with the individuals served, and equally effective in asking the right questions, maintaining data, and preparing reports that enable others to learn from their successes. Since the proposed leadership of a project is so crucial to its success, one key criterion for judging a proposal will be the previous "track record" of the organization and people who will be involved in running it. The proposal should include any available evidence that the people responsible for project management will be exceptionally well prepared, by training and previous accomplishment, to work with the target populations in a cooperative and caring manner, and at the same time to keep careful and timely records, prepare and submit reports on time, make prudent and careful fiscal projections, and manage a large budget with precision and prudence. The management plan should give due emphasis to careful staff selection and staff development. Wherever possible, staffing plans should include a clear and substantive role for individuals whose experiences and characteristics mirror as closely as possible those of the individuals to be served.

4. Likely Adaptation to Other Projects

The exemplary projects that are funded need to have potential for adaptability to other projects; however, they also need to have the capability to spread their successful ideas quickly and effectively. Thus proposals will be evaluated in part by the plan proposed for developing descriptions of project features that may be useful to others, communicating with potential adapters, and facilitating the adaptation of exemplary features in other places. Project evaluators will make several assumptions about the likeliness of adaptation. For example, adaptation is more likely if the project has a

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plan for spreading its good ideas from the outset. Another assumption is that projects that successfully spread their good ideas need to do some intense, before-the-fact thinking about the potential barriers to adaptation, and about the strategies necessary to overcome those barriers. Another is that "standard operating procedures" for replication (articles in scholarly journals, publication of reports, etc.) usually don't work, that imaginative, innovative approaches to spreading good ideas are essential to the chances of success. Finally, because of budget limitations, it is assumed that adaptation strategies must for the most part be low-cost efforts that utilize existing personnel or small amounts of outside assistance.

5. Conceptualization of Knowledge Development

One main purpose of supporting exemplary projects is to discover what can be learned about improving future program design and future policy through a careful study of current projects. "What will we learn?" is thus a key question about each proposal. Each successful proposal will need a local knowledge development plan that convincingly describes how the knowledge gained can actually be used by program operators and policymakers. It is not enough to keep records that provide information about the eventual economic or educational success of participants. The knowledge development plan must also attempt to explain the reasons for project performance, and to pinpoint and document those reasons as precisely as possible. It must also demonstrate care in the selection of what is most important to study, from the viewpoint of what we most need to learn about programs and policies at this point.

6. Implementation of the Knowledge Development Plan

A well-considered plan must also be well implemented. Many program operators with a proven record of success with high-risk and handicapped populations may have not yet developed the capacity to conduct careful in-house knowledge development activities: managing information systematically, chronicling significant events regularly, developing case study materials, maintaining and retrieving quantitative data over time, etc. Therefore, it is important that the

proposal explain in detail how the project operator will implement a local knowledge development plan as a regular, planned aspect of the management system. Criteria for judging the ultimate effectiveness of the project or learning from it must be thought through carefully; project participants must be involved as thoroughly as possible; staff must have clear responsibility for data collection, reporting, and recording. As much/as 10 per cent of the total budget can go toward local knowledge development activities; that much will probably be needed in order to do a good job.

7. Special Considerations

All the special considerations are outlined above in Section IV. These guidelines will be taken into account in the evaluation of all proposals. Exemplary or innovative approaches to each of these categories will strengthen every proposal in some important way; throughout the country there is a need to learn how to deal with these issues more directly and creatively.

8. Coordination Between Employment and Educational Institutions

In-school demonstration projects should be designed to demonstrate effective ways to link local employment and educational institutions more closely together. Local unions, businesses, vocational rehabilitation agencies, and business organizations can contribute important expertise on the employment side, just as community colleges, technical schools, and public school systems can contribute valuable resources on the educational side. One key goal of the Youthwork demonstration is to help break down the artificial barriers that all too often exist between work and learning and to help develop the capacity for both within the context of the same program.

9. Understanding the Needs of the Special Populations Served

The proposal should explain carefully and convincingly the reasons for placing priority on the population that will be served in the project, not simply in terms of need, but of comparative need. In other words, the proposal should reflect an understanding of the special needs of the individuals served and the special conditions that exist in your area with respect to services for this group.

Not +
take from
DK notes

YOUTHWORK

27 June 1979

MEMORANDUM

TO: Associates Developing Non-Competitive Proposals

FROM: Michael G. Langsdorf, ^{Director} Knowledge Development
Saul Barry Wax, Senior Associate *SBW*

SUBJECT: Drawing Upon Our Experience: Some Dos and Don'ts
to consider as you draft proposals

When developing your proposals, please pay special attention to the following items; they reflect some of our experiences during the past year which we believe are very salient to identifying and supporting exemplary projects.

A. Collaboration/Coordination Among Agencies

1. Ensure that written willingness of agencies/units to collaborate is supported by an operational plan.
 - i. Do not accept at face value statements which avow cooperation.
 - ii. Determine and/or require who (what person) holding what positions in the organizations will be responsible for coordination.
 - iii. Specify the responsibilities of those charged with coordination with other agencies and their relationship to key decision makers in their agencies and their own authority.
 - iv. Determine whether the personnel who will manage the coordination have relevant appropriate experience.
 - v. Determine whether authority beyond that vested in the people who will manage the coordination is necessary to insure the success of the coordination.

- vi. Establish schedules and timelines for ensuring meeting and operational coordination.
- vii. In sum: make sure that people are in place and that systems exist or will be established to implement coordination/collaboration.

B. Understanding of Participants/Participant Needs

- i. Insure that the proposed project operator has a clear understanding of the intended participants, their needs and problems on a service specific basis.
- ii. Determine that the projected services can be provided as envisioned and that participant needs will be addressed by the services provided.
- iii. Insure that the proposed operators can readily identify and enroll prospective participants; this ability will be due to experience in serving the participants or familiarity with them as members of a community. (this element is especially important since finding and getting participants on board-good intentions notwithstanding-has proven to be difficult and sometimes slow process.)
- iv. Insure that participants are involved in some significant stages of program design and operation.

C. Knowledge Development

- i. Insure that some project participants are directly and explicitly involved in project knowledge development efforts.
 - a. specify what they would be doing, when and how;
 - b. identify what policy issues the participants will be helping to answer;

- c. specify the skills which the participants will acquire (and how) and how those skills add to the overall program design.
- ii. Make certain that there is a plan and timelines for the generation and submission of knowledge development reports. (This, of course, requires that they know who will be responsible. Require the proposed operators to select their KD contact person who will assume such responsibility.)
- iii. Walk through with the project operators the KD products which they must deliver and explain their importance and relevance to them.

D. General Comments

- i. Insure that they have an overall operational plan which will help them meet program objectives and needs.

SBW/jpm

SCOPE OF WORK FOR KNOWLEDGE DEVELOPMENT ACTIVITIES

The nature and scope of knowledge development activities have been modified, and will differ substantially, both in content and procedure, from the way in which such activities were conducted during the last funding cycle. The purpose of this scope of work is twofold: it will identify basic procedural changes to which all knowledge development plans must adhere, and it will delineate specific elements which must be incorporated into all project knowledge development plans. The first section of this scope of work describes the major procedural changes.

Procedural Changes - During the last funding cycle, projects were given the responsibility of identifying third party evaluators and negotiating contracts with them. Thus, third party evaluators worked directly for program operators. During the next funding cycle, the nature of this relationship is to be changed. Youthwork, Inc., will contract directly with third party evaluators, and will hold them accountable for the production of all reports and related products.

It is extremely important that the project operator have a high degree of confidence in those who will be evaluating their project. Thus, the sensitivity of the evaluators to the target population served by such programs and their experience in evaluating other programs dealing with the same or similar populations should be a major criterion for their selection.

To ensure that the requisite level of sensitivity exists, it is important that evaluators have as key members of their staff, professionals who come from such populations. Further, it is mandatory that, in a submission of their proposals, evaluators include plans for the involvement of young people from the target populations in the evaluation.

Program operators are not required to submit an evaluation design as part of their proposals. Rather, they should identify three individuals and/or firms interested in serving as third party evaluators. The names of such individuals and/or firms, Corporate Capability Statements summarizing experience in the evaluation of similar projects, as well as vitae for key staff should be included as part of the proposal. When projects identified on the basis of the proposals submitted, program operators will be instructed to contact each of the firms included within their proposals, and to hold a limited competition asking potential evaluators to submit comprehensive proposals for the conduct of the evaluation. Youthwork, in conjunction with program operators, will then select the evaluator.

In summary, the procedural changes then, focus upon the manner in which third party evaluators will be selected. The procedure is as follows:

- o Youthwork will contract directly with third party evaluators.
- o Project operators are to submit the names of three individuals and/or firms interested in performing the evaluation.
- o Corporate Capability Statements, resumes of key staff and descriptions of previous experience are to be included

within the proposal.

- o When a decision is made to fund or refund, program operators will ask for proposals from each of the three individuals and/or firms identified within their proposals.
- o Youthwork, in conjunction with program operators, will select the person or firm who will evaluate the program.

Substance of the Evaluation Design - While it is not our intent to dictate all of the specific content of the evaluation designs, it is important that the latter permit the strongest possible inference. Since these designs will be used as one of the bases for making cross-site comparisons, it is equally important that the evaluations share a common set of instruments and analytic strategies to the fullest extent possible. This section of the Scope of Work will delineate factors to be addressed in the proposals to be submitted by third party evaluators. Evaluators, while required to incorporate the ideas presented herein within their designs, should feel free to add additional instruments, or questions which they feel appropriate. Such questions and/or instruments however, should be justified in light of the general purpose of the evaluation design.

The evaluation designs are to address questions and concomitant data collection and analysis strategies within three areas in each program. These areas are as follows: the impact of the program on students; the program processes to which such impact is at least logically attributable; and finally, the institutional relationships necessary for the implementation of the projects. The research questions and issues related to instrumentation and

analysis within each of these areas are discussed below.

Impact of the Program on Students - the purpose of this aspect of the evaluation design is to provide data and analyses to answer the following questions:

- 1) What is the impact of the program on students' vocational attitudes?
- 2) What is the impact of the program relating to students' knowledge of particular jobs?
- 3) What is the impact of the program on students' job holding skills?
- 4) What is the impact of the program on students' work-related attitudes?
- 5) What is the impact of the program on students' job seeking skills?
- 6) What is the impact of the program on students' sex stereotyping of adult occupations?
- 7) What is the impact of the program on students' self-esteem?
- 8) What is the impact of the program on students' reading comprehension?
- 9) Does the program have an impact on students' academic self-esteem?
- 10) What is the impact of the program on students' perception of whether they are controlled by external forces or whether they control such forces?

11) What is the magnitude of program impact in each of the above areas? Is the growth statistically reliable? Is the growth educationally meaningful?

12) Did the program have a differential impact across population sub-groups in each of the areas cited?

13) What characteristics differentiate program completers from program drop-outs?

14) What are the long-term effects of the program?

15) To what extent has the program provided students with skills which will enable them to acquire jobs?

Instrumentation Related to Questions Presented Above - Data pertaining to each of the questions, except number 13, presented above will be collected via the administration of instruments developed by the Educational Testing Service of Princeton, New Jersey, and by Youthwork. Youthwork will supply third party evaluators with sufficient copies of all instruments, and will provide training in the administration of these instruments.

The instruments are to be administered on a pre- and post-basis. Essentially, the instrumentation package consists of an intake form, a pre-test battery, a reading test, a program completion questionnaire, and a follow-up questionnaire to be administered at three and eight month points subsequent to students leaving the program. Youthwork will be responsible for the scoring of all instruments developed by ETS, and will further assume responsibility for sending the raw data to the third party evaluators. Third party evaluators in turn, will be responsible

for the statistical manipulation of the data.

Evaluators will select methods of measuring the last question based upon the program context and method of service delivery within a given program.

Other Questions - The list of questions and the brief discussion of instruments presented above are intended to capture common data across all projects. Data should also be collected on student outcomes idiosyncratic to particular projects. It will be the responsibility of third party evaluators to stipulate the research questions indigenous to particular programs, and to provide Youthwork with a list of instruments to be used in assessing such outcomes.

Evaluation Design Issues - As stated in the introduction to this Scope of Work, it is important that the evaluation designs to be used in these projects permit the strongest possible inference. Thus, Youthwork urges that, to the fullest possible extent, true experimental designs featuring random selection of experimental and treatment groups be used. We realize, however, that given the constraints of field-based research, random assignment is not always possible. In such cases, third party evaluators must, at the very least, present quasi-experimental designs utilizing appropriate comparison groups. The strategies to be used in selecting such groups and the way in which these groups will be compared to the experimental population should be fully described.

Regardless of the design options selected, third party

evaluators should include within their proposals complete analysis plans including descriptions of the data to be collected, when data will be collected, and populations from whom data will be collected, how the data will be analyzed, justifications of the analyses, and explanations regarding the relationship between proposed analyses and the research questions which will be addressed.

Evaluation of Program Process - While it is extremely important that third party evaluators provide reliable data regarding the impact of the program upon students, the value of such data is severely vitiated unless accompanied by comprehensive descriptions of program processes which are at least ostensibly causally related to the outcomes. Thus, this section of the evaluation design should discuss specific plans for the collection and analysis of data pertaining to the actual program treatment which students experience. For most programs, such processes can be divided among three categories: classroom-based activities; employer-based activities; and activities related to counseling. Research questions pertaining to each of these program segments are presented below:

Questions Pertaining to Program Processes -

- 1) What is the cognitive and affective content of classroom-based activities?
- 2) What specific teaching strategies are being employed in the classroom?

3) Are the strategies employed within the classrooms appropriate to the population being served?

4) What types of materials are being utilized in the classrooms and how are they being utilized?

5) How and who developed materials and strategies and why?

6) Are the materials being utilized appropriate to the population being served?

7) What is the predominant affect within the classroom?

8) What grouping strategies are utilized within the classroom?

9) What are the predominant modes of verbal behavior within the classrooms?

10) In what activities do students typically engage at employer sites?

11) What is the nature of interaction between students and supervisors at job sites?

12) What adjustments have employers had to make to accomodate students at work sites?

13) What learning can be specifically associated with job placements?

14) How did the relationship between the project and employers develop?

15) What processes are utilized in assigning students to work sites?

16) Who is responsible for job development? How was this role assigned?

17) How does job development take place?

18) Do students receive academic credit for work experience? What type of credit do they receive, and how is their performance evaluated?

19) What is the relationship between work and classroom activities?

20) What do students feel they have learned from participating in the employer-based portion of the program?

21) What do employers feel that they have gained by participating in the program?

22) What is the nature and content of the counseling which takes place?

23) How often does counseling occur and under what circumstances?

24) Regarding all of the questions stated above, does the program have a differential impact across population sub-groups?

Instrumentation - It is anticipated that evaluators will propose the use of an eclectic mix of instruments to collect data relevant to the questions stated above. To the fullest extent possible, when collecting data within the classrooms, third party evaluators will use observational instruments, such as those developed by Stallings, Berliner, and Soar, which have been used in other studies and which have been shown to reliably document classroom processes. In addition, it assumed that evaluators will propose the use of interview protocols, questionnaires, field notes, and other data collection tools. Instruments which will be specifically developed to collect these data such as interview

schedules or questionnaires should be briefly described within the proposal.

Issues Pertaining to Data Analysis - As was the case with data related to the impact of programs on students, third party evaluators will include a complete analysis plan for data pertaining to program processes. At a minimum, this plan should indicate what data will be collected, how often the data will be collected, the instruments which will be used, and how the data will be analyzed. The relationship between the proposed analyses and specific questions should also be described.

Institutional Relationships Necessary for the Implementation of the Program - Most Youthwork projects require the close cooperation among various agencies such as CETA prime sponsors, LEA's, program operators (if the program is not being operated by an LEA), and other social service agencies. In many cases, the relationship among these agencies has developed de novo and is specifically related to the Youthwork project. It is therefore important that we begin to develop a knowledge base regarding the efficacy of such relationships so that ultimately we can learn whether such a model is generally associated with successful programs for youth. Thus, the final segment of the evaluation design focuses upon the nature of the evolving relationship among these agencies. The questions to be addressed by this segment of the design are as follows:

Questions -

- 1) What agencies are involved in the project?
- 2) What are the roles within the program of each agency?
- 3) How were these roles developed?
- 4) What are the barriers to successful cooperation among these agencies?
- 5) What are the strategies utilized by these agencies to overcome such barriers?
- 6) How do the various agencies perceive each other?
- 7) Is the relationship among these agencies likely to continue, or to be limited to this one project?
- 8) What is the product of the relationship among these agencies?
- 9) Are any of these agencies, or any other community agency likely to assume responsibility for continuing the program after Youthwork funding ceases?
- 10) What are the conditions which must be present for any given agency or group of agencies to commit itself to supporting the project beyond the duration of funding provided by Youthwork?

Instrumentation - Third party evaluators should propose what they consider to be appropriate instrumentation for collection of data necessary to answer these questions. It is anticipated that evaluators will adopt a catholic approach, choosing to utilize field notes, interview protocols, questionnaires, and the like. If these instruments are to be developed specifically for the projects, evaluators should include statements regarding the types

of instruments to be developed and the kinds of items to be subsumed.

Issues Relating to Data Analysis - Evaluators should feel free to propose those analyses which they think would help best answer the questions. As was the case in other segments, it is expected that evaluators will present complete analysis plans including descriptions of the data to be collected, when they will be collected, the instruments which will be used, and the ways in which the data will be analyzed.

Products to be Developed by the External Evaluator - Evaluators will submit to Youthwork the following products:

- o Monthly status reports describing progress of the evaluation in relation to specific aspects of the evaluation design. This report shall include problems encountered, and strategies developed to overcome such problems. These reports shall be due with the contractor's invoice.
- o An interim report will be submitted at the end of the sixth month after contract signing. This report will include a preliminary presentation of all data collected to date and, if possible, preliminary answers to some of the research questions.
- o Final report - this report will present data and conclusions relative to each question. It is to be submitted at least 45 days prior to the end of the contract to allow Youthwork sufficient time to review the report and to

indicate revisions.

Other Knowledge Development Products: In addition to the products to be developed by external evaluators, individual programs are also responsible for producing a program start-up report and a unique features report. These reports are briefly described below:

1) Start-up Report - This report should thoroughly describe and document the process by which program operators implemented the program. A specific format which describes elements which must be included in the report is attached. Program operators should, within their proposals, indicate the data sources which they will use in generating this report, and the way in which they will analyze data to be presented therein. The report is due 90 days from the signing of the contract.

2) Unique Features Report - This report, which is due eight months after contract signing, should describe from the program operator's viewpoint the features which make the program unique. A report format, which describes the elements to be included in this report, is included within this document. Program operators should, within their proposals, describe the data to be included within this report.

This Scope of Work has described all of the requisite components of the knowledge development plan. To repeat an earlier point, program operators are required to submit information (i.e. Start-Up Report data sources and unique features) within their proposals pertaining to the generation of the

program Start-up Report and the Unique Features Report. They are not required to submit third party evaluation designs. The names of at least three individuals and/or firms who could conduct the evaluation, and Corporate Capability Statements, summaries of previous experience, and resumes of key staff should be included within the proposal. While the questions, the analyses, and the instruments described in this document are considered essential elements of the evaluation design, prospective evaluators are encouraged to propose additional analyses and questions which they and Youthwork staff feel would contribute to a better understanding of the projects.

Youthwork 7/79

YOUTHWORK

July 18, 1979

MEMORANDUM

TO: Associates Developing Noncompetitive Proposals

FROM: Michael G. Langsdorf *ML*

SUBJECT: Involvement of Handicapped and High Risk Youth in Evaluation Activities

When we met in Cambridge, we discussed briefly the notion of involving youth from the populations to be served in meaningful roles within the evaluation effort. Since that time, procedures related to Third Party Evaluators have been altered. No longer are projects responsible for submitting an evaluation design. Rather, they must include within their proposals, the names of three individuals and/or firms capable of performing the Third Party Evaluations. Once operators have been identified, Youthwork will send each of the individuals and/or firms identified a scope of work, and request a comprehensive proposal for the conduct of an evaluation. This proposal will be submitted directly to Youthwork which will then select, in consultation with Program Operators, a Third Party Evaluator. It is important however, that the individuals and/or firms included within the proposal are sensitive to the necessity of creatively involving youth from the program's target population within the evaluation effort. The purpose of this memorandum is to suggest ways in which youth can be legitimately included within the evaluation. Some of the ways to involve youth are as follows:

- * As collectors of data - Youth from the target populations can be trained to collect much of the evaluation data. Not only can they be trained in the administration of tests, they can also be trained as interviewers and observers.
- * As analyzers of data - Youth can be used within this context in at least two roles: to do preliminary data analysis, and to help interpret analyzed data. Regarding the former, youth can be trained to perform frequency tabulations on data ensuing from the administration of questionnaires and interview protocols. Regarding the latter, youth from the target populations can prove invaluable in helping evaluators understand and interpret the data which they collect. If, for example, data regarding reading achievement are to be collected, and evaluators find that the data reveals a pattern of achievement which they do not understand and cannot explain, often students, given their understanding of program processes at the classroom level, can provide explanations of which the evaluators were not cognizant. In one project with which I am familiar for

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Memorandum To: Associates Developing Noncompetitive Proposals

From: Michael G. Langsdorf

Subject: Involvement of Handicapped and High Risk Youth in
Evaluation Activities

example, during one round of data collection, several teachers who had been in the project for a long time were transferred. The data collected during this period made sense only in the light of the way students felt during the time that this was occurring. It was only in light of student perceptions of the mood of the student body that the data could be explained.

- * As reviewers of instruments - Evaluators constructing instruments intended to be sensitive to these populations are often confronted by problems of face validity. Students can act as valuable resources in this area, by reviewing items contained within such instruments.
- * As sources of data - It is anticipated that all program participants will serve as sources of data. They will be the recipients of tests, questionnaires, interviews, and observations. Aside of this however, specific students, representing various population subsamples can provide additional data by keeping carefully structured journals of their perceptions of program processes and outcomes during the life of the project.

The above represents only a partial list of the ways in which students can be involved within the evaluation of a program. Whatever the specific roles assigned to students may be, they should be perceived as making a direct contribution to the quality of the program evaluation.

**Exemplary In-School
Youth Programs
Demonstration Project
Application Guidelines**

Handicapped and High-Risk Youth

**Youthwork, Inc.
Spring 1979 Grant Competition**

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I. Introduction

The 1977 Youth Employment and Demonstration Projects Act (YEDPA) expressed a special concern for overcoming barriers between school and work, particularly for young people from low-income families. The act gave the Secretary of Labor discretionary authority to spend funds on demonstration projects that might teach us more about approaches most successful in helping these young people prepare for and enter the world of work. As part of this effort, the program of exemplary in-school demonstration projects was developed. It focuses specifically on projects that 1) involve combinations of schooling and employment and training, and 2) promote cooperation between education and employment and training systems at the local level.

To assist the Labor Department and its regional offices in undertaking this effort, Youthwork, Inc., an intermediary, non-profit corporation, was established in January 1978. It was created with financial and administrative support from The Field Foundation, The Public Welfare Foundation, The Southern Education Foundation, The Taconic Foundation, and The Eleanor Roosevelt Institute. (Rockefeller Brothers Fund has more recently become a supporter of Youthwork.) Youthwork's responsibilities include drafting these guidelines (which were subject to approval by the Labor Department), reviewing preliminary proposal outlines and final proposals, making recommendations on which projects to fund, providing guidance and technical assistance for the national demonstration, overseeing the knowledge development effort, and developing policy recommendations. Youthwork's board of directors has a balanced representation of concerned citizens with experience in education, employment, and training programs, and its staff has been selected for its expertise with in-school and youth employment programs.

Youthwork already administers 58 projects across the nation. 46 were selected in a national grants competition last year, at which time grants were awarded to exemplary in-school projects in four focus areas: guidance, counseling, and job-seeking skills; academic credit for work experience; expanded private sector involvement, and job creation through youth-operated projects. The balance were selected noncompetitively to augment the exemplary in-school effort.

New grants will also be awarded through a nationwide competition which seeks to identify local projects that represent exemplary approaches in two key focus areas: 1) education and training of handicapped young people and 2) education and training of high-risk youth--i.e., young people with especially poor

long-term employment prospects. These two groups have been selected for several reasons: they have not been served very well in the past; they are especially in need of good programs; and they are not viewed as particularly easy to serve by many project operators. For these reasons, creative local approaches need to be encouraged, supported, and carefully studied. Such approaches will usually require the incorporation of other locally available resources with the support available from grants awarded through this competition, in order to meet the complex and interlocking needs of the individuals to be served.

The Youthwork competition will seek to select projects that are exemplary or distinctive. These projects should 1) reflect collaboration between local education and employment and training institutions, 2) be well planned and organized, 3) provide for careful assessment of results, and 4) reflect certain special considerations judged to be important for all projects. Local organizations and authorities should apply through their local CETA prime sponsor, which will forward only those applications that meet the prime sponsor's funding requirements regarding fiscal, legal, administrative, and organizational integrity of the applicant. Finally selected projects will be awarded grants administered by the local CETA prime sponsor. All applicants awarded grants in this competition will contract through the prime sponsor.

The grants in each of the focus areas will be integrated into a national knowledge development plan. Young people will benefit immediately through the work and services that are generated and, over the long run, from the lessons learned on how to improve in-school and school-related programs for handicapped and high-risk young people.

II. Answers to General Questions

These guidelines contain a great deal of detailed information about the questions that projects in each focus area should address, the characteristics of a successful project, the special considerations each final proposal will need to emphasize, who is eligible to apply, what regulations are applicable, how words and phrases used in the guidelines are defined, how projects will be selected, how much money will be available for how long, and so forth. Every organization that finally decides to go through the whole application process will need to deal with this detailed information carefully and specifically. This section, however, tries to answer a few carefully selected general questions that will help potential applicants decide whether they can, or want to, apply:

1. Who may apply? Many different kinds of agencies, both public and private non-profit organizations, may apply, including all CETA prime sponsors, "consumer" and advocacy groups that serve handicapped and high-risk individuals, public school systems, community colleges, community-based organizations, rehabilitation agencies, etc. These organizations, and other eligible applicant agencies, can also choose to join together in submitting an application. Applications must be submitted to the local CETA prime sponsor, who will forward them to Youthwork.

2. What are prime sponsors? What role do they play in the application process? Prime sponsors are the local arms of the national Comprehensive Employment and Training system, established under the Comprehensive Employment and Training Act (CETA). There is a prime sponsor for every area of the country. (If you don't know who, or where, your prime sponsor is, call the U.S. Department of Labor's Regional Office to find out.) All applications in this competition will come from, or through, the local prime sponsor, who will forward them to Youthwork after certifying the existence and fiscal reputation of the organizations. Some prime sponsors may want to apply directly themselves for support and forward the applications of others as well. Some may simply forward the applications submitted to them by other local organizations to Youthwork. Prime sponsors are not required to forward applications that they judge ineligible for funding because of available adverse evidence proving fiscal, legal, or administrative irregularities or inconsistencies of the applicant. Prime sponsors are required to notify applicants whose proposal outlines were not forwarded to Youthwork. This will be done in writing with justifications by June 25, 1979.

3. Will some organizations have a better chance of getting support than

others? Frankly, yes. Some of the most important criteria for choosing among applicants include previously demonstrated concern for the population served, understanding of the needs of the individuals served, and other items that will tend to favor applications from organizations that can show evidence of previous ability to respond sensitively and effectively to the needs of the target populations.

4. Are programs run through cooperative arrangements among different agencies more likely to gain support? They are definitely encouraged, because successful exemplary programs will need to do so many different things well. For example, combining the efforts of a community college to provide education and training with a "consumer advocacy" group to represent the interests and needs of people with a particular handicap or disability may promise greater success than the individual effort of either.

5. Will an organization have to prepare a full-scale proposal in order to get into the competition? No. The competition has been set up so that all applicants will enter simply by preparing a brief preliminary proposal outline. These preliminary outlines will be evaluated as carefully and objectively as possible, and then a group of finalists (about 35) will be selected. Only the finalists will be asked to prepare full proposals, and they will have equal access to technical assistance from Youthwork, Inc., in the preparation of these final proposals, if they desire such assistance. Approximately 20 proposals will eventually receive support under this competition.

6. What will determine whether a preliminary proposal outline is selected as a finalist? The criteria for evaluating preliminary outlines, and the specific form that reviewers will use, are included in these guidelines, so that everybody will know what's involved from the beginning. Some of the most important criteria include: 1) clear evidence of a carefully conceived program, 2) specific indications that the applicant organization has a record of effective and responsive service to the kinds of individuals it proposes to serve, 3) clarity about the exemplary features of the design and their value in helping to learn more about good ways to provide services to these populations, and 4) clear evidence that the applicant understands very well the unique needs of the individuals to be served.

7. What happens to the preliminary proposal outlines that are submitted? The outlines will be subjected to a series of evaluative steps before finalists are selected. The first stage involves separate readings from three different outside reviewers, who will be using the reviewer form included as Appendix A to these

guidelines. After that the choices are narrowed down to 70 to 80 semifinalists, most of whom will receive a site visit. Only after site visit evaluations will the finalists be selected.

8. How long will the whole process take? About six months. Preliminary proposal outlines must be submitted to the prime sponsors by June 15, 1979. Prime sponsors must forward all applications considered eligible to Youthwork by June 25, 1979. Site visits will take place in July and August 1979. Final proposals will be developed prior to October 31, 1979. Announcements of grants will be made on December 31.

9. What are the major purposes of the demonstration? One major purpose is to encourage the development of effective program designs to serve groups of individuals who have too often been left out of employment and training activities in the past, or have been critically underserved. Another purpose is to learn more about how to assist those particular groups of young people who have the most critical needs to become productive, contributing citizens. Still another purpose is to build linkages between the CETA system and local education authorities. Such relationships should involve extensive and sincere cooperation, coordination, and collaboration on all the critical aspects of project planning, operation, monitoring, and knowledge development. Finally, a key purpose of all the Labor Department's demonstrations is knowledge development.

10. What is that? Knowledge development suggests that we do what we do in order to learn from what we do. It's not the same as evaluation, because it's not enough to know whether the project worked. We have to know enough about how it worked, and why it worked, to adapt it to other places. It's not the same as research, because we don't have the time, the money, or the conditions to conduct the kind of pure research that yields "uncontaminated" results. So it's a unique mix of learnings that emphasizes collecting data about what's happening, constantly observing what's happening, and quickly interpreting what's happening in terms that might be most useful to policymakers and other program operators.

11. How important is it that funded projects take responsibility for spreading the good ideas to other places? Very important. Plans for spreading good ideas around will have to be included in every final proposal (although they need not be emphasized at the preliminary outline stage).

12. Should each applicant include both handicapped and high-risk young people in its plans or are plans for one group or the other preferred? Plans dealing

with only one of these two groups will usually be preferred, but it is conceivable that in certain settings (e.g., remote rural areas) it may make more sense to treat the two together. In most cases, the knowledge development purposes of the project will be better served to the extent that the plan focuses on good ways to serve a specific, definable population with specific, definable needs.

13. Do applications really have to focus exclusively on serving young people who are either handicapped or have exceptionally poor prospects for long-term permanent employment, or can applicants include some young people who are easier to serve? In general, the answer is yes, although common sense applies. Proposals will be scrutinized carefully to see exactly what groups or what mixture of groups is served.

14. Why does the competition concentrate on these two groups, when there are still plenty of other young people who are unemployed and in need of service? This emphasis is based on several considerations. The federal government has become more emphatic about "targeting" employment and training services on low-income groups with the most critical needs, and it has been very specific about the need for greater attention to the needs of handicapped youth, teenage parents, offenders, etc. Also, it has become clear that the groups addressed in these guidelines are critically underserved by the presently available delivery systems, despite the fact that they are the individuals whose unemployment problems are likely to last the longest, barring some effective intervention. All youth served under this competition must be YETP eligible.

15. How important is it to combine the resources available through this national demonstration with other resources that may be available locally or nationally? It is essential. The resources available under this demonstration are so limited, and the needs of the populations to be served are so extensive, that ways must be found to harness together all available resources. And, from the knowledge development point of view, much more needs to be learned about how to harness different funding sources and different local resources together.

III. Focus Areas

This section describes the two focus areas for this year's competition and suggests important issues to address in each area. Since the primary purpose in making funds available for exemplary projects is to learn from them, and spread them around, project developers should make sure that their projects are designed to help learn important lessons about how to serve physically and mentally handicapped and high-risk young people. The issues raised below are intended to suggest rather than compel. They have been included to stimulate, not restrict, creative thinking about the issues we need to learn more about. The applicant will still need to decide which issues are most important to address, and what might be the best way to address each one.

The information that follows is intended to be helpful for both stages of the proposal development process when all applicants are preparing preliminary proposal outlines and when finalists are preparing final detailed proposals. To write the preliminary proposal outline will not necessarily require detailed descriptions relating to all the issues discussed in these sections. Nevertheless, it will be important to understand the kinds of information that will be required in the final stage, and to prepare the preliminary outline in the context of these requirements, in order to communicate the exemplary features of the proposed project, the anticipated benefits and outcomes, the applicant's understanding of the needs of the individuals served, and other information that does have to be included in the preliminary proposal outline. Those applicants who intend to submit a proposal only in one or the other of the two focus areas need only address the issues raised in the selection relating to the focus area they choose to deal with.

The two focus areas are described below:

A. Handicapped Youth

The need to develop high-quality education and employment/training programs for young handicapped people is becoming more and more urgent. In the 1978 amendments to the Comprehensive Employment and Training Act of 1973, the U.S. Congress recognized explicitly that the handicapped represent a large percentage of the unemployed. Congress also made it clear that greater efforts were needed to provide employment services to the handicapped, to help train personnel to work with handicapped individuals, and to increase the degree of coordination between employment and training services and other government-supported services (such as vocational rehabilitation and public assistance).

Handicapped people, the parents of handicapped children, and "consumer" groups representing handicapped individuals are helping all Americans to understand better the capacity and potential of handicapped individuals to live more independent and productive lives. There is no question that many handicapped individuals can live more independent and productive lives when they are provided with the kind of preparation that leads in that direction. But whether we know enough about how to train and prepare them for fuller participation in the work force, how to adjust tasks and jobs to accommodate for different handicapping conditions, and how to respond to the special needs of individuals with various handicaps within employment and training programs is still open to question.

The focus on programs for handicapped youth also occurs at a time when there are growing pressures at the state and local levels to provide "appropriate" vocational training for the handicapped and to open up occupational opportunities previously closed to them. These pressures stem largely from federal laws, specifically:

- o The Rehabilitation Act of 1973 (P.L. 93-112) and its recent amendments. The language of the act is clear: "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded in participation, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
- o The Education for All Handicapped Children Act of 1975 (P.L. 94-142). This act provides substantial federal funding to schools, requires them to provide an appropriate public education as the right of every handicapped child and specifically cites vocational education as an important component of an "appropriate" education.
- ✓ o The Vocational Education Act amendments of 1976 (P.L. 94-482). This act, which also has a substantial appropriation, sets aside 10 percent of the basic state grant for the handicapped.

These three laws, in conjunction with the Comprehensive Employment and Training Act amendments of 1978 (PL 95-524), form the core of the effort to expand job training opportunities for handicapped young people. Section 2 of the 1978 CETA amendments promotes the maximum coordination of CETA plans, programs, and activities with economic and community development and related activities such as vocational education and rehabilitation, public assistance, self-employment training, and social service programs. Section 306, Title III, states the need for 1) special support services and the removal of architectural barriers to assist the handicapped as required under the other federal legislation described above, 2)

provision of meaningful services to improve the lives of handicapped persons, and 3) authorization by the Secretary of Labor of staff training to work with and assist handicapped individuals.

But despite the force of law and growing dollar commitments, handicapped youth remain unserved or underserved, especially by programs that lead them to relative independence. One major goal for programs funded under this competition is to apply the philosophy stated in P.L. 94-142: development of services in the "least restrictive environment." Thus, projects will be evaluated in part on the extent to which they strive to maintain handicapped youth in programs with their non-handicapped peers, and to channel them into regular job-training and work-experience settings, with adaptive programs (or adaptive equipment) where necessary. Projects should provide separate programming only where it is considered to be specifically more beneficial to the handicapped individuals involved, and should provide concrete justification for such separate programming wherever it is proposed.

A second, related goal is to reduce the kind of job and role stereotyping that creates barriers to training and employment opportunities for handicapped individuals. Changes in the attitudes of handicapped and non-handicapped people alike toward the range of possibilities available to the handicapped are an important part of any demonstration.

The overriding goal is to discover new ways to utilize existing resources. Projects that strive to demonstrate how to coordinate funding and services at the local level stand the best chance of being supported. There are considerable resources already available for employment and training for the handicapped. But these services are sorely fragmented.

Defining the Handicapped

The regulations under P.L. 94-142 define handicapped youth as follows:

... those children (appropriately) evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

The Comprehensive Employment and Training Act amendments of 1978 define a handicapped individual as someone who "has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment."

For purposes of this competition, both definitions apply. That is, a handicapped young person must have been evaluated as described in the P.L. 94-142 regulations cited above, and his or her handicap must constitute or result in a substantial handicap to employment. In addition, within the limits of these definitions, some special attention needs to be given to the older handicapped youth population (aged 18 through 21). This group has the most immediate need for programs that can assist them in the transition from school to work and support their movement into community and independent-living situations. Therefore, proposals serving 18- to 21-year-olds are strongly encouraged.

Designers of projects for handicapped youth face difficult questions:

- o What strategies for coordinating and supplementing existing educational and training programs can most effectively "multiply" the value of services to the individual?
- o How can funds from a demonstration program like this be used to encourage innovation in, and better coordination of, existing service systems?
- o How can existing educational and vocational institutions for secondary students extend and adapt their services for handicapped individuals older than the regular secondary school population?
- o How can handicapped youths be trained in self-advocacy skills needed to continue their access to available opportunities after project completion?
- o What incentives work best to induce private employers to increase their involvement in job training programs for handicapped youth?
- o What services to the families of handicapped youth will most effectively help accomplish program objectives?

The answers to such questions can be crucial to the success of programs serving handicapped youth.

The Issues

Designers of projects for handicapped youth should be especially mindful of the following issues:

1. Youth and Family Participation

Employment projects for handicapped young people should attempt to involve the young people served and their parents and other family members as actively as possible in all phases of project planning, operation, and evaluation. Neither participants nor members of their families should be treated as "clients." They can, and should, be engaged as partners in and contributors to the project, as a way to enhance the

likely responsiveness of the project to the felt needs of participants. In planning for maximum participation, project designers should attempt to address important issues that will help demonstrate how to do a better job of involving participants and their families, such as:

- a. What forms of participation by the handicapped in projects designed to serve their needs are most effective?
- b. How can handicapped people be encouraged and enabled to play decision-making roles in employment projects for handicapped youth?
- c. How can projects reach out to serve the families of handicapped youth? What kinds of support systems are of value to family members? How do the costs of such approaches compare with their benefits?
- d. How can handicapped youth be best trained to be effective aides in projects serving other handicapped youths?
- e. How can projects reach out to involve self-help organizations that already exist in the community, or even assist in the establishment and development of new self-help organizations representing handicapped individuals?

2. Coordination

Coordination and cooperation are a desired product of most federally sponsored grant programs. But this competition seeks more than lip service in this regard. The existence of laws, funds and current programs for the handicapped should not be ignored. This demonstration program seeks to learn more about the methods of service coordination at the local level. Applicants are urged to deal with as many of the following coordination issues as possible:

- a. Can demonstration monies be used to support innovation, good analysis, and/or start-up cost only? Handicapped youths often require a full range of services including different forms of therapy, counseling, orientation to the world of work, health care, and education. The new activities begun under this grant program should be coordinated with other services. How can this best be accomplished?
- b. What forms of cooperation work best, and with which key agencies? For example, under P.L. 94-142 the state education departments are responsible for the education of handicapped youth through age 21. What role should the schools take in vocational training and work-experience programs for the handicapped? What roles should be played by other agencies--e.g., vocational rehabilitation, community organizations, advocacy groups for the handicapped, private agencies? What types of agreements result in effective coordinated services?

- c. How can early coordination among different agencies improve the likelihood that participants will receive continued services and/or job placement once the demonstration grant ends? Given the rights of the handicapped, can commitments to services continuing beyond the life of the demonstration be guaranteed early in a project? What are the obstacles to this occurring?

The requirements that potential project operators work with the existing, albeit fragmented, delivery system should not be construed to mean that alternative approaches are discouraged. The point is that new approaches should not be created in a vacuum. They will be more likely to survive, even if proven successful, only insofar as they have strong linkages to and influence on present service agencies.

3. Staff Development

Who should be hired to help implement programs for handicapped youth, and how programs will help those hired to improve their skills in working with handicapped youth, are two key questions in the design of any program. The quality, dedication, and effectiveness of the staff -- and the leadership provided to the staff -- are probably the most important elements in the success of the program. Planners should therefore address directly certain key questions related to staff development, such as:

- a. What new approaches are needed to train people to work with the handicapped? The 1978 CETA legislation specifically encourages the development of programs that train personnel to work with and assist handicapped individuals. Can Youthwork projects help create some in-service training models that will be applicable to other CETA training programs?
- b. What can be done to involve a larger percentage of people who are themselves handicapped as professional staff members in these programs? What can be done to involve members of advocacy and handicapped consumers' rights groups on staff?
- c. What staff positions at a sub-professional, paraprofessional, or clerical level can be filled by handicapped people? The 1978 CETA legislation encourages the training of aides in classrooms to assist in the education of the handicapped. How can handicapped people themselves be best trained as such aides? When is it advantageous to have handicapped and non-handicapped people working side-by-side in these roles?
- d. How can model staff development techniques be communicated and transferred to the in-service training of other vocational and special education teachers in public secondary schools?

4. Private Sector Cooperation

Learning how best to involve private employers--how to overcome their reluctance to hire handicapped youths, and even convince them that such hiring is in fact sound business practice--is a major objective of this year's demonstration. Projects that pioneer new ways to induce, facilitate, and promote increased private-sector participation may point the way to a large-scale increase in entry-level job opportunities for handicapped youth. Project planners should try to deal with some of the following issues:

- a. What strategies can help initiate new levels of participation by private-sector employers? How can such new arrangements be helped to flourish?
- b. What forms of incentives work best with private employers in inducing more active recruitment of handicapped youths for available jobs?
- c. What new arrangements are needed in the relationship between public and private agencies to produce greater participation from private-sector employers?
- d. What can be learned about job/workplace restructuring and redesign for handicapped young people? How can these individuals assist in the development and design of new work structures?
- e. What incentives work best to induce private employers to pursue restructuring jobs for handicapped youth more vigorously?

5. Project Structure

A range of other issues relating to project components and general design could prove very important in helping discover the best ways to design employment projects for handicapped youth. Some issues that should be carefully considered:

- a. How can existing vocational education and training programs be opened up for handicapped youngsters? What are some relatively inexpensive ways to make these programs more accessible and available?
- b. How can stereotyped attitudes regarding appropriate jobs and work roles for the handicapped be modified to help open up existing training resources?
- c. How can existing training programs be adapted to facilitate the inclusion of handicapped youth? How can handicapped youngsters themselves be involved in this adaptation process?

- d. Can new technologies be utilized to help create new jobs for handicapped youth? Can disabled individuals participate directly in the development of these new technologies?
- e. What kind of distribution strategy is effective in encouraging the spread of useful educational and training materials to teachers, counselors, administrators, and handicapped individuals and their parents?
- f. How can the Individual Education Plan (IEP) process in vocational education for handicapped youth be improved? How can it be related more specifically to special education and rehabilitation tasks?

These issues suggest some of the areas in which more needs to be learned. But they are not (and are not intended to be) all-inclusive. Designers of projects for handicapped young people should feel free to propose other issues and approaches and to provide convincing explanations and justifications for their paramount importance. All ideas will be carefully considered, and originality and divergent views are encouraged. The main purpose of the demonstration is to try a number of interesting and exciting ideas, even though some may not be totally consistent with others in their theoretical or philosophical framework. Only through experimentation with, and careful investigation of the effect of, a number of contrasting and even competing ideas can we hope to make rapid progress in the design of employment programs for handicapped young people.

B. High-Risk Youth

For the purpose of this competition, the people in this focus area to be served are referred to as high-risk youth. The phrase is used as a description rather than a characterization or label, and is intended to reflect the current and prospective employment situation of these youngsters. They are the youth in critical need of a job. They are the youth critically in need of skills training and help in understanding the wide range of issues and demands associated with getting and keeping meaningful employment.

They are the youth who may remain in school only because it is better than being out on the street, or they may be out on the street because it is better than staying in school. They are the young people who may be cynical and alienated from schools, employers, families, and service agencies. They may or may not be involved with the criminal-justice system. They may live in inner cities or on a farm. The common denominator is that, where institutions and agencies reach out

or profess to reach out to assist the poor and disadvantaged, they somehow remain unaffected by these efforts. They have not benefited from, or have not been well served by, these institutions. These young people are the least likely to get a meaningful job that offers opportunities for success and advancement.

Of course, many young people face serious difficulties in getting the kinds of training, education, and experience that can lead to fulfilling jobs in the American labor force. Nevertheless, most of today's teenagers will probably manage to find relatively permanent, full-time work when they reach their mid or late 20s. For certain groups of unemployed teenagers, however, today's unemployment promises to be repeated tomorrow, and 10 years from now and perhaps for the rest of their lives. These are the groups we want to focus on and learn about. They represent a potentially permanent "underclass" in the American work force. Steps taken today to prevent their permanent unemployment could prove far more sensible and less costly than the steps that will have to be taken in the future to deal with the consequences of their permanent unemployment.

Some of the groups are easier to identify than others: youthful offenders who have been subjected to the criminal-justice process and who require assistance in overcoming barriers to employment. Teenage parents whose prospects for future employment and earnings are clearly different from (and poorer than) their childless counterparts, and young urban dwellers from various minority groups who live in places where entry-level jobs are becoming fewer and fewer (and farther away), and who are already experiencing exceptionally high rates of unemployment. Isolated rural youth who live in places where jobs never existed, have attended schools that are ill equipped to provide vocational training for the jobs that will be available in the late 1980s, and sometimes feel forced to migrate to cities in which they are ill prepared to find work. Migrant youth whose education and preparation for work have been consistently interrupted from elementary school on by the movement of the migrant streams, native Americans who live on reservations, or whose families have moved into urban areas in search of jobs and prospects that too often don't materialize. These young people are rarely reached by "teenage" employment projects, partly because there are plenty of other unemployed teenagers who are easier to find, easier to reach, easier to serve, and (perhaps) easier to "succeed" with, by the present standards of success in youth employment programs.

Other groups are not so easy to identify. There may be someone reading this

who knows of a group of young people whose current needs are less obvious but whose long-term prospects for permanent employment are even less promising than the groups already mentioned. It is these groups, too, that we are interested in hearing about and learning how to serve better.

These young people, regardless of the group they may be a part of, share something else besides their predictably dismal employment prospects. Most of them will have few opportunities for teenage work experiences that might serve as a stepping stone to future employment. What work they may manage to find will usually be for relatively short periods of time, at low pay. This work will usually be repetitive and menial, and will not be particularly interesting or challenging. Lacking the opportunity to explore occupations to gain entry-level employment, or to learn the habits and skills that would be required of them in more promising positions, they will be at a serious disadvantage in finding and adjusting to a longer term occupation a few years from now.

We are seeking projects that can help us learn more about how to replace the patterns of failure with patterns of success. We seek projects that search for new institutional arrangements, new approaches, and new staffing patterns in trying to meet the needs of these young people.

The Issues

Designers of such projects will need to deal with many difficult issues. How to identify and reach out to the young people most likely to benefit? How to locate, train, and keep the kind of staff people who can respond positively and demandingly to young people who are suspicious of adult solutions to their problems? How to develop a tightly structured project that will communicate both high expectations and clear limits? How to make sure that project components are planned so that they are sufficiently comprehensive and mutually reinforcing? How to help participants deal with the host of problems they face beyond their basic education, training, and employment needs?

To deal with such problems, applicants will need to consider carefully the following elements of the proposed projects and address them as directly as possible in their project descriptions.

1. Participant Identification and Selection:

Each applicant must define a more specific group to be served within the general category of high-risk young people by choosing a set of specific criteria that will be used (in addition to the required income eligibility standards) in screen-

ing candidates for participation in the project. Projects that focus on the needs of teenage parents, pregnant teenagers, offenders, and inner-city and rural minority youth are especially encouraged, because of the growing evidence that young people in such groups will find it especially difficult to find and settle into permanent positions in the labor market.

As an alternative, project designers may choose to define another group of participants, and provide concrete evidence of their poor long-term employment prospects. In doing so, the design must describe the specific criteria that will be used to screen all candidates. Regardless of any other criteria selected, the applicant must demonstrate that each participant will meet at least three of the following criteria:

- o Out of school and out of work one year or more.
- o Status offender.
- o Student at inner-city high school, reading below fifth grade level.
- o Rejected by family.
- o History of incarceration.
- o Member of a family in which parents have a history of unemployment and support from public assistance.
- o Lives in isolated rural area, reads below the age-appropriate reading level.
- o Transient family life; has attended more than four different schools in past three years.
- o Student at inner-city school, with poor attendance and low grades.
- o Limited English-speaking ability.
- o Dropout from an employment and training program.
- o Member of a population subgroup whose current unemployment rate is over 35 percent.

Each final detailed proposal should include a description of the criteria chosen; of the planned recruitment, outreach and enrollment activities, including recruitment staff required of other organizations that will be deeply involved in outreach; of involvement of schools and prime sponsor; and a realistic estimate of what will get done when. In some cases, recruitment will be difficult by virtue of the population applicants are trying to reach. Proposals will be evaluated on the degree to which they anticipate the difficulty and provide inventive strategies for overcoming it. (For example, if problems are likely to arise in completing participant paperwork for income verification by the prime sponsor, tracking of

each application by a staff member may be advisable.)

Final detailed proposals should also include a specific plan for the individual assessment of each participant, to include job readiness skills, career counseling needs, vocational training needs, and so forth. Participants should be involved in the development of these plans.

2. Staff Hiring, Training, and Supervision

Staff selection and training are crucial for this population. It is not sufficient to hire staff who are former hard-to-employ youth or who are certified vocational instructors, or who have some experience with the supervision of youth. Hiring must be based on clearly stated standards and criteria and on screening conducted according to established procedures outlined in the proposal. If possible, some potential staff members should be identified in advance.

Staff training and regular staff supervision sessions should be intensive and provide both long-term support and crisis support. Well-defined staff roles, responsibilities, and accountability will strengthen the program and help prevent "burn-out." We understand that finding capable persons to staff a one-year project is a major problem. It is therefore important for project designers to plan special steps to retain successful staff members and improve staff skills.

3. Project Structure

Participants will depend on the project operator to establish and maintain a tight structure throughout the life of the project. Expectations and limits should be simply and clearly expressed in the proposal. They should also be described to participants during orientation. An individualized plan stating competencies to be achieved should be prepared for each participant upon entry. A regular documentation of participant progress should be undertaken in ways to be specified in the final detailed proposal. A range of project activities should be available to participants to allow each to enter at his or her own level and to advance according to individual readiness. The final proposal should make it clear in what ways participants will be faced with real consequences--positive or negative--as a result of their actions within the context of the project. Above all, it must be clear that there are mechanisms to involve participants both individually and as a group in making decisions affecting all of these areas.

4. Program Components

In the final detailed proposal, the project designer should describe which of the following components will be included and how:

- a. Pre-employment skill training, including such topics as job hunting,

financial planning, self-management, and knowledge and attitudes regarding the world of work.

- b. Job readiness skills training: activities designed to demonstrate, model, and reinforce job-appropriate behaviors such as regular attendance, punctuality, care of tools, communication with peers and supervisor, ability to follow instructions.
- c. Motivation, including activities that help young people understand that they can succeed and how.
- d. Functional academic skills training: basic reading, writing, and relevant mathematics skills taught at a pre-GED level and integrated with pre-vocational and vocational training and work experience.
- e. Vocational training: hands-on instruction with specific objectives and a realistic sequence of activities using existing shop facilities if possible (school shops, vocational schools, skill centers).
- f. Career exploration through work experience: an opportunity to work according to individual ability and work readiness, using productive (not make-work) jobs as work sites and providing close supervision in real work situations.
- g. Career counseling: individual and group counseling and access to occupational information.
- h. Skills in developing informal contact networks: a plan to expand and mobilize the existing network of informal contacts of each participant for job hunting.

One of the questions that must be addressed for each of the components is the degree to which participants will be "mainstreamed" -- i.e., working in a regular shop, classroom, or job with other youths and adults. While participants may on occasion benefit from a separate work setting, it is assumed that they should work in a "real world" environment as often as possible, to avoid the dangers inherent in segregated programs.

5. Service Gaps

For some subgroups within the high-risk youth population, particular needs stand out as especially important in keeping these young people out of the labor market and out of school. Proposals should specifically address such needs. For example:

- o Transportation (for isolated rural or inner-city youth).
- o Day care (for teenage parents).
- o Health education.

- o Nutrition education (for teenage parents).
- o Transition residence (for offenders recently paroled or for youth leaving home).
- o Advocacy (for status offenders or other groups).

6. School-System Tie-In

Some project participants may be young people with special needs for whom the local school district has, or should have, an Individualized Education Plan (IEP) as required by federal legislation. Planners should consider the following questions with respect to these participants:

- a. In what ways will the project activities be coordinated with the objectives of the IEP?
- b. What provisions can be made for project staff to contribute to revisions of the IEP based on their knowledge of participants' needs, interests, and abilities?
- c. In what ways can school system resources be used in the project (e.g., shop facilities, alternative school credits, school placement, office files)?
- d. How can the project contribute to the skills of school staff in areas related to the employment and training of youth (e.g., vocational assessment, pre-vocational training, career counseling for high-risk youth)?
- e. What systematic changes can the project bring about to ensure improved services to youth in the future (e.g., a newly instituted evening-school class in job-hunting skills, conducted by the school department in conjunction with the Division of Employment Security, or an established community-based organization)?

7. Job Readiness

To some adults, many young people appear to be unwilling or not ready to work steadily and responsibly. Teachers and youth-worker employers often cite "attitude" as the biggest problem with teenage employees. Some teenagers have held jobs, but they are often jobs that discourage the development of responsibility or commitment. They are part-time, low-paying, dead-end, high-turnover jobs that provide some ready cash but little meaningful work or opportunity for advancement and growth. High-risk youth have limited experience even in these jobs. Planners must therefore consider certain issues related to job readiness:

- a. How can training and/or work experience be designed to improve the "attitude" of youth participants (e.g., staff-participant ratios, youth involvement in planning, interaction with prospective private sector employers, system of rewards and negative consequences for behavior)?

- b. What are the elements of a job-readiness program for high-risk youth that go beyond traditional instruction in job-seeking skills (e.g., how to disagree with a supervisor, building a job-hunting network, how to quit a job)?
- c. How can attendance at project activities be encouraged?
- d. How can meaningful work experience be designed (and make-work avoided) for participants with low skills levels, low motivation and poor "attitude"?

8. Reducing Failure

Many participants will have experienced repeated failure in various settings: dropping out of school, being fired, facing rejection by family or friends. Projects need to be designed to break the pattern of failure by providing a setting in which success is not only perceived as possible by participants, but also is expected as likely by the staff. Planners should address directly certain questions related to this issue:

- a. How can a sequence of attainable objectives be planned to minimize the chance of failure and individual "drops" from the program?
- b. In what ways can shared decision-making and mutual respect between staff and participants contribute to an increased sense of responsibility among participants?
- c. How can an esprit de corps among participants be encouraged?
- d. How can projects be designed to avoid the common phenomenon of "blaming the victim" or, alternatively, of "blaming the system" for all the problems of the participants?
- e. In serving dropouts, what steps can be taken to avoid a repetition of the experiences that led to the participants' leaving school? What skills do participants need for leaving school or leaving a job with minimal negative effect? What kinds of settings make the repetition of earlier failures less likely?

What you have just read should communicate something about what issues are considered important in designing projects. Project designers should remember, however, that we stand ready to be convinced that other issues are even more important than the ones cited here. Indeed, our hope is that many project designers will attempt to provide us with convincing evidence that there are better ways to think about hard-to-serve, hard-to-employ youth, and that your particular, individual approach to these issues is worthy of support.

IV. Special Considerations

In both areas of focus described above, 10 special considerations will be assigned a high value in determining which proposals to fund. These considerations will be difficult to deal creatively with in all instances, but each project should try to describe a strategy for each one:

1. Participant Involvement in Planning, Operating, and Evaluating the Project

A project is likely to be more effective if it involves participants extensively in all phases of its operations. Young people are capable of influencing and assisting in all phases of decision-making, knowledge development, and project operations. Finding imaginative and substantial ways to utilize the participants in all phases of the project can also increase the number of meaningful jobs and the variety of valuable work roles participants can experience. Projects should experiment with specific ideas, such as involvement of participants in the selection of professional staff, active participation of young people in the development of the proposal, etc.

2. Basic Skills Improvement

The inability to write and read correctly and the lack of other basic academic skills greatly reduces job opportunities for many high-risk youth. To be exemplary, a program should utilize exceptionally promising methods for improving participants' skills in the basic subjects that are most directly related to future job success.

3. Equal Educational and Occupational Opportunities for Women

Institutional discrimination still limits career options for women. Not all limitations are due to overt discrimination. Many result from a lack of awareness, the expectations of others, misinformation, or personal experience. Whether the causes are overt or covert, objective or subjective, opportunities for women still tend to cluster around lower-status occupations. Exemplary projects chosen for funding should address the problem of sex stereotyping directly, both in the proportion of female youths who participate, and in the education and work activities planned.

4. Avoidance of Unnecessary Separation and Labels

Overtly identifying students as "handicapped" or "high-risk" and segregating them from their peers can contribute to a negative group self-image and reduce the prospect for success. Staff must take care to avoid labeling or

stigmatizing participants in the selection of the population served. Congress's recent concern to reduce the unnecessary segregation of the handicapped from their peers should also be applied to youths with difficult problems or situations.

5. Academic Credit for Work That Develops Skills

The Youth Employment and Demonstration Projects Act requires that, to the extent feasible, arrangements should be made to provide academic credit for work experience obtained through youth employment programs. Successful proposals will recognize and reward work experiences that develop and provide credit for skills applicable toward a secondary school diploma, a postsecondary degree, or an accredited certificate of completion.

6. Involvement of Private Employers

Exemplary projects should be able to demonstrate that special care has been taken to promote the active involvement of private employers in a wide variety of roles. This will help ensure that the training provided is relevant to the real needs of the employers who will ultimately be hiring project graduates.

7. Staff Representativeness

The populations to be served require a rare understanding of what their situation is really like. Staff members whose own experiences and background reflect the characteristics of the target population are often more likely to have that understanding. Successful proposals will provide evidence of a firm intent to employ staff, consultants, etc., who reflect the characteristics of the target population.

8. Self-Advocacy

Students who complete the project may still need access to various services, programs, and opportunities that they may be entitled to but are excluded from. For this reason, projects should take as their mandate the development of "self-advocacy" skills that help students learn how to assert their own rights to these services and opportunities.

9. Involvement of Consumer and Advocacy Groups

Projects that make use of the skills and perspectives of organized consumer and advocacy groups will be more likely to reflect a broad perspective of the needs of the participants. Projects should therefore seek to involve such groups from the initial planning steps through the final evaluation.

V. Grant Specifications and Requirements

This section describes the requirements that the Department of Labor has set forth for participation in the demonstration. Included is information on a) eligible applicants, b) the size and duration of the demonstration grants, c) the selection process, d) the roles and responsibilities of those parties participating in the demonstration, e) definition of terms used in these guidelines, and f) the applicable regulations.

A. Eligible Applicants.

All CETA prime sponsors (including Section 302 and 303 prime sponsors) are eligible to compete for funding under the Exemplary In-School Youth Programs Demonstration Project. They are also encouraged to seek as wide a variety as possible of proposals from local educational agencies and other agencies and organizations, such as private schools, community colleges, public and private community-based youth services agencies, community-based organizations with vocational training or educational components, rehabilitation organizations with educational components, and trade and technical schools, which are also eligible to submit proposals through the prime sponsors.

B. Size and Duration of Grants.

Approximately 20 grants will be awarded as a result of the competitive process. Individual grants will usually range from \$200,000 to \$500,000. The average grant amount will be about \$325,000. The money will be apportioned among projects in the two focus areas. These figures are offered as a guide rather than as absolute limits. The Labor Department reserves the right to negotiate the size of all grants to accommodate the goals of the competition.

It is anticipated that final selections will be announced, grants negotiated, and awards made by December 31, 1979. Projects should be planned to begin actual operations no later than February 1, 1980. Projects may last from 18 to 21 months, but should be designed to operate at a minimum over the course of a complete school year, including summer activities in 1980 that are a logical extension of the school-year program. Summer of 1981 activities may also be conducted as a logical extension of the program.

C. The Selection Process.

The selection process will be careful, extensive, and rather complicated. Preliminary proposal outlines must be delivered to the Youthwork office by 5 pm EDST June 25, 1979. All proposal outlines will have to be submitted through the local prime sponsor, who is responsible for forwarding them to Youthwork. Therefore, the outlines will have to be submitted to the prime sponsor at least 10 days before the June 25 deadline. When the proposing agency delivers the outline to the CETA prime sponsor, a representative of that agency must have the post card (which certifies such delivery) bound into these guidelines signed by the receiving person at the prime sponsor, and then the agency representative must immediately mail in the post card, fully filled out, to Youthwork.

Preliminary proposal outlines will be assessed by a team of outside reviewers, each of whom will evaluate the outline separately. Through a series of steps, a group of approximately 80 semifinalists will be selected for site visits. Site visitors will evaluate each prospective project operator, and make recommendations regarding the development of a full-scale proposal. About 35 preliminary proposals will then be selected for full-scale development. At that point, each applicant will have equal access to technical assistance, supplied by Youthwork. Applicants will then have to develop their full proposals, which must be received by Youthwork by November 8, 1979.

D. Roles and Responsibilities

1. CETA Prime Sponsors.

All CETA sponsors (Title I and Sections 302 and 303) have the opportunity to compete for funding to operate projects under the Exemplary In-School Youth Programs Demonstration Project.

Under the terms of the demonstration, prime sponsors have numerous roles and responsibilities. Prime sponsors are responsible for:

- o Disseminating these guidelines to interested local agencies eligible to operate projects.
- o Reviewing, all preliminary proposal outlines to validate the fiscal, legal and administrative integrity of the applicants. The local Youth Advisory Council and the Planning Council should also receive copies of submitted applications but need not put them through an approval process at this stage.
- o Notifying all ineligible applicants by June 25, 1979, who were judged ineligible for reasons of fiscal or administrative irregularities.

- o Forwarding to Youthwork preliminary proposal outlines that are certified eligible for the competition.

If selected to receive a demonstration grant, a prime sponsor will:

- o Contract with the Department of Labor to administer the project.
- o Subcontract, if appropriate, with the local operating agency.
- o Manage the project according to the provisions of the approved project design and appropriate federal regulations--for example, those governing fiscal accountability.
- o Meet the monitoring, reporting, and knowledge development requirements of the national demonstration in accord with Youthwork's roles and responsibilities.

2. Eligible Project Operators

Local education agencies, community colleges, and community-based agencies and organizations involved in the training and education process are encouraged to propose exemplary in-school projects for possible inclusion in the national demonstration.

Under the terms of the demonstration, these agencies are responsible for:

- o Contracting with the local prime sponsor.
- o Operating the project in conformity with the terms of the contract.
- o Meeting the monitoring, reporting, and knowledge development requirements of the national demonstration in accord with Youthwork's roles and responsibilities--for example, reporting on characteristics, tracking performance, process, and ongoing operations.

3. Youthwork, Inc.

Youthwork's responsibilities include:

- o Drafting these guidelines, which were subject to the approval of the Department of Labor.
- o Reviewing preliminary proposal outlines, and final detailed proposals, and making recommendations for funding to the Office of Youth Programs of the Department of Labor on the basis of reviews, site visits, and regional office comments.
- o Providing guidance and technical assistance for applicants on various aspects of the national demonstration.

- o Working with the national and regional offices of the Department of Labor in negotiating final contracts and any subsequent modifications to the original proposal.
- o Promoting the use of project materials, results, and findings.
- o Developing special materials and publications on Youthwork and employment education programs.
- o Developing policy recommendations based on the national demonstration and knowledge development efforts.

4. Department of Labor.

Throughout the course of the demonstration, both the national and regional offices of the Department of Labor will have administrative responsibilities for the program.

Regional offices of the Employment and Training Administration (DOL) will be responsible for:

- o Transmitting guidelines to prime sponsors and providing information as appropriate.
- o Participating in the preliminary proposal outline and final proposal reviews in conjunction with Youthwork.
- o Providing information on the capacities and capabilities of prime sponsors and local operating agencies.
- o Contracting with selected prime sponsors for the demonstration grants.
- o Reviewing the performance of projects to ensure compliance with the requirements of the grant and initiating necessary corrective action.
- o Assisting with the knowledge development aspects of the national demonstration, in concert with Youthwork's roles and responsibilities.

The Employment and Training Administration's Office of Youth Programs is responsible for:

- o Working with Youthwork and the regional offices in carrying out their responsibilities.
- o Making the final selection of projects to participate in the demonstration, on the basis of Youthwork's recommendations.
- o Approving grant formats and work statements for use by the Department's regional offices to ensure that funded projects meet demonstration requirements.

- o Overseeing the conduct of the demonstration to ensure that national goals and objectives are met.
- o Utilizing the knowledge gained under the demonstration in developing future national policy on in-school programs for youth.

E. Definitions.

An in-school project, for the purpose of this demonstration, is one that serves youngsters who are enrolled or agree to enroll in a full-time or part-time program leading to a high school diploma, a community college or college degree, a technical or trade school certificate, an accredited certificate of completion, or a general equivalency degree. In addition, it features either or both of the following: a) related components of study and work, b) special support services to help young people make the transition from school to work.

An exemplary in-school project is one that demonstrates an outstanding measure of success or great potential for success. It adds to the available knowledge about youth employment and provides information that can be used to improve programs and assist policy development.

Exemplary projects may be either:

- a. Ongoing projects of demonstrated effectiveness that seek to make important program refinements, or
- b. New projects that address unmet local needs of broad significance and propose new approaches.

Academic Credit, for purposes of the demonstration, means credit for education, training, or work experience applicable toward a secondary school diploma, a postsecondary degree, or an accredited certificate of completion, consistent with applicable state law and the requirements of an accredited educational agency or institution.

F. Applicable Regulations.

The regulations governing the Exemplary In-school Youth Programs Demonstration Project are those published in the Federal Register, March 9, 1979, Part II, Subpart A, Youth Employment Training Programs, except as noted below. In planning and designing demonstration projects, applicants should be particularly concerned with those sections of the regulations that discuss:

- 1. Activities and Services (680.6).

In-school programs are designed to provide one or both of the following services:

- o Transition services to prepare and assist young people in moving from school to work.
- o Career employment experiences to prepare young people for work using well-supervised employment in combination with some transition services such as career information, counseling and guidance.

Transition services are such things as assessment, counseling, provision of labor market and occupational information, remedial and bilingual education, high-school equivalency, job sampling, classroom skills training, child care, transportation, job development and placement, assistance in overcoming sex-role and handicapped stereotyping, and outreach and other services to increase numbers of minority and female young people in the labor force.

The key examples of well-supervised employment in career employment experiences include work experience and on-the-job-training.

2. Eligibility for Participation (680.8 and 680.9).

Young people participating in the program are unemployed, underemployed, or in school; 16 through 21 years old; and a member of a family with a total income at or below 85 percent of the lower living standard income. (The standard is different for different geographical areas and takes into account the number of family members.)

Young people 14 and 15 years old may participate if the project is designed to provide them with broad career or occupational exposure.

Preference should be given to economically disadvantaged young people. Efforts should be made to provide services to young people who have severe problems in obtaining employment, including school dropouts, minorities, women, offenders, the handicapped and teenage parents.

Any young person, regardless of income, can receive certain limited services. These are a) counseling; b) information relating to occupations, education, training and apprenticeships; c) job referral and placement; and d) assistance in overcoming employment-related sex (and handicapped) stereotyping in counseling and guidance, and job development and placement.

3. Compensation for Participants (680.10).

Generally, participants in career employment experiences (work experience or on-the-job training) are paid the federal minimum wage. Certain state or local laws may make exceptions in paying the federal minimum wage for 14- and 15-year-olds. The basic allowance for participants in transitional/classroom training is also generally the federal minimum wage.

Most jobs are entry level as well as being temporary or part time. They are designed to increase young people's chances later on of successfully entering the regular job market. Accordingly, we urge project operators and prime sponsors to pay federal minimum wages rather than any higher rates.

4. Academic Credit (680.14).

Projects should encourage educational agencies and postsecondary institutions to award academic credit for the skills young people gain while participating in a project.

The following regulations for the Youth Employment and Training Program do not apply to the in-school demonstration effort.

- o Allocation of funds (680.3).
- o Program planning, planning, and youth councils (680.4).
- o Description of the YETP annual plan subpart (680.5).
- o Local educational agency agreements (680.7).
- o Reallocation procedures (680.15).
- o Modifications (680.16).
- o Reporting requirements (680.17).
- o Governor's statewide youth services program (680.18).

All CETA prime sponsors have a copy of the regulations. If a copy cannot be obtained locally, contact the U.S. Department of Labor's Regional Office for your area, for assistance.

VI. Rating and Selection Criteria

Although the first stage of this competition calls for a six-page preliminary proposal outline, applicants will find it useful to read about and think through all the major elements of a final detailed proposal described in this section before submitting a preliminary outline. For some of the more technical aspects of the final proposal (e.g., the knowledge development plan) Youthwork will make available a limited amount of assistance to each applicant whose preliminary proposal reaches the final stage.

A. Preliminary Proposal Outline

The preliminary proposal outline will be rated generally for the promise it communicates of a carefully conceived program by an agency with a clear record of, and capacity for, high-quality and responsive service to the population to be served. The outline should contain brief sections on the specific areas that follow:

- o Project design. It is most important to communicate the key elements of the proposed project, including what will make it especially effective, and what the project will do for the individuals whom it serves that is especially interesting and promising.
- o Management and administration. It is important to demonstrate a record of responsive service to the kind of individuals who will participate in the project--a record that includes meaningful involvement of these individuals in decisions that affect them.
- o Exemplary features. State explicitly what features of the project design will make it a model from which others can learn. The local knowledge-development plan and the local plan for promoting the spread of good ideas from the project do not have to be discussed in detail in the preliminary outline.
- o Special considerations. These are mentioned in Section IV above. They are all important elements and should all be included in the preliminary outline. Applicants should indicate the unique approach they propose to take on the items listed.
- o Needs of the special population to be served. The preliminary outline should clearly communicate how well the proposed project operator understands these needs and the extent to which this understanding derives from extensive and intimate involvement of the agency with the target population.

The specific issues that must be addressed in the preliminary proposal are indicated on the reviewer form, which will be used to evaluate all the outlines. In addition, applicants may attach very brief appendices that back up claims and statements made in the outline, such as copies of newspaper articles about the agency and its programs and copies of agency brochures.

The preliminary outline should be written as a narrative, in conversational style, without the embellishments of academic language, extensive charts and statistics, or descriptions of elaborate management systems. The available space should be used to demonstrate what makes the applicant agency and its ideas likely to succeed. Applicants should try to "put their best foot forward" in preparing the preliminary outline, emphasizing the real strengths of their organization and the proposed project. They should understand, however, that all claims made about the "track record" of the organization, its capacity to deliver, and the project it proposes will be carefully checked out at the local level before any proposed project is selected as a finalist, and that visits will be made by field associates of Youthwork to all finalist sites. The preliminary outline shall not, under any circumstances, exceed six pages single spaced, copied on one side of the leaf, or 12 pages, double spaced, copied on one side of the leaf. In addition, the outline must include the one-page budget form (filled in completely) that appears as Appendix C. Preliminary outlines that are longer will be disqualified and returned to the sender.

B. Final Proposals

Proposals will be rated by an impartial panel using clearly defined criteria. A copy of the proposal reviewer form that will be used by the panelists is included in these application guidelines as Appendix B. The discussion that follows is intended to explain these criteria and to indicate what is needed in each section of the proposal.

1. Project Design

The initial design of the project can do much to help prevent problems from developing upon implementation, especially during the crucial start-up phase. Proposal reviewers will scrutinize plans

carefully for signs that the project designers have laid out a workable, easy-to-execute blueprint for the project operators, especially for the first few months of operation. It is not enough to have clear, attainable, and sufficiently ambitious objectives, and a set of clearly defined project activities. Project designers must also show how each specific activity will help accomplish the specific objectives that have been described. Similarly, since the projects funded will be used as examples for others to follow, it is essential that the project design explicitly address the issue of getting the maximum benefits and services to the participants for each dollar spent.

Projects that will do an outstanding job for the people served, but which are so expensive that nobody will ever be able to replicate them, will not be supported. Project planners should also present clear evidence that they have exhausted every conceivable effort to find other available funds or sources of in-kind contributions and are requesting support only for those elements of the project that are not possible to fund from other sources.

It will be very useful for the original design of the project to include ideas contributed by representatives of local "consumer groups" (parents, advocates, etc.) who represent the people to be served, as well as the ideas of the young people themselves. Project designers should also bear in mind the importance of creating a plan that, if successful, could make a real difference in the lives of its participants, and particularly on their prospects for permanent employment.

2. Exemplary Features

All projects funded are expected to incorporate features that will provide models of practice for others to follow, and which will help us learn more about what policy measures are needed at federal and local levels to promote more effective services for the populations in question. Be clear and explicit about which features of the design make it exemplary, and about the importance of these features to the people served by the project and to others with similar needs. It is important to spell out why the new idea is a better solution than the ones usually used to deal with the same need or problem, and

why we can be reasonably confident that the new idea will work. To indicate how realistic the proposed project design actually is, it will also be helpful to discuss the likelihood of, and obstacles to, success.

3. Management and Administration

The dual demands of effective programing for participants and careful administration of a local knowledge development plan require a rare combination of skills. Project administrators must be effective in direct personal interaction with the individuals served, and equally effective in asking the right questions, maintaining data, and preparing reports that enable others to learn from their successes. Since the proposed leadership of a project is so crucial to its success, one key criterion for judging a proposal will be the previous "track record" of the organization and people who will be involved in running it. The proposal should include any available evidence that the people responsible for project management will be exceptionally well prepared, by training and previous accomplishment, to work with the target populations in a cooperative and caring manner, and at the same time to keep careful and timely records, prepare and submit reports on time, make prudent and careful fiscal projections, and manage a large budget with precision and prudence. The management plan should give due emphasis to careful staff selection and staff development. Wherever possible, staffing plans should include a clear and substantive role for individuals whose experiences and characteristics mirror as closely as possible those of the individuals to be served.

4. Likely Adaptation to Other Projects

The exemplary projects that are funded need to have potential for adaptability to other projects; however, they also need to have the capability to spread their successful ideas quickly and effectively. Thus proposals will be evaluated in part by the plan proposed for developing descriptions of project features that may be useful to others, communicating with potential adapters, and facilitating the adaptation of exemplary features in other places. Project evaluators will make several assumptions about the likeliness of adaptation. For example, adaptation is more likely if the project has a

plan for spreading its good ideas from the outset. Another assumption is that projects that successfully spread their good ideas need to do some intense, before-the-fact thinking about the potential barriers to adaptation, and about the strategies necessary to overcome those barriers. Another is that "standard operating procedures" for replication (articles in scholarly journals, publication of reports, etc.) usually don't work, that imaginative, innovative approaches to spreading good ideas are essential to the chances of success. Finally, because of budget limitations, it is assumed that adaptation strategies must for the most part be low-cost efforts that utilize existing personnel or small amounts of outside assistance.

5. Conceptualization of Knowledge Development

One main purpose of supporting exemplary projects is to discover what can be learned about improving future program design and future policy through a careful study of current projects. "What will we learn?" is thus a key question about each proposal. Each successful proposal will need a local knowledge development plan that convincingly describes how the knowledge gained can actually be used by program operators and policymakers. It is not enough to keep records that provide information about the eventual economic or educational success of participants. The knowledge development plan must also attempt to explain the reasons for project performance, and to pinpoint and document those reasons as precisely as possible. It must also demonstrate care in the selection of what is most important to study, from the viewpoint of what we most need to learn about programs and policies at this point.

6. Implementation of the Knowledge Development Plan

A well-considered plan must also be well implemented. Many program operators with a proven record of success with high-risk and handicapped populations may have not yet developed the capacity to conduct careful in-house knowledge development activities: managing information systematically, chronicling significant events regularly, developing case study materials, maintaining and retrieving quantitative data over time, etc. Therefore, it is important that the

proposal explain in detail how the project operator will implement a local knowledge development plan as a regular, planned aspect of the management system. Criteria for judging the ultimate effectiveness of the project or learning from it must be thought through carefully; project participants must be involved as thoroughly as possible; staff must have clear responsibility for data collection, reporting, and recording. As much as 10 per cent of the total budget can go toward local knowledge development activities; that much will probably be needed in order to do a good job.

7. Special Considerations

All the special considerations are outlined above in Section IV. These guidelines will be taken into account in the evaluation of all proposals. Exemplary or innovative approaches to each of these categories will strengthen every proposal in some important way; throughout the country there is a need to learn how to deal with these issues more directly and creatively.

8. Coordination Between Employment and Educational Institutions

In-school demonstration projects should be designed to demonstrate effective ways to link local employment and educational institutions more closely together. Local unions, businesses, vocational rehabilitation agencies, and business organizations can contribute important expertise on the employment side, just as community colleges, technical schools, and public school systems can contribute valuable resources on the educational side. One key goal of the Youthwork demonstration is to help break down the artificial barriers that all too often exist between work and learning and to help develop the capacity for both within the context of the same program.

9. Understanding the Needs of the Special Populations Served

The proposal should explain carefully and convincingly the reasons for placing priority on the population that will be served in the project, not simply in terms of need, but of comparative need. In other words, the proposal should reflect an understanding of the special needs of the individuals served and the special conditions that exist in your area with respect to services for this group.

VII. Submitting an Application

The procedural requirements for submitting a preliminary proposal outline are these:

1. Number of Copies.

Prospective project operators must submit outlines through the prime sponsor. Prime sponsors must submit eight copies of each eligible preliminary proposal outline and all attachments to it to Youthwork, Inc. One additional copy should be sent by the prime sponsor to the appropriate regional office of the Department of Labor.

2. Title Page.

A title-page form is attached to this announcement. It should be completed and used as the cover page of the proposal outline. Copies of the title page should cover each of the additional copies.

3. Length.

Each proposal outline--excluding title page, budget summary, and attachments--should not exceed six single-spaced or 12 double-spaced pages. The title page, the budget sheet, and the budget narrative should be stapled or bound together with the proposal.

4. Preliminary Proposal Outline Format.

To facilitate review of proposal outlines and to ensure that they can be rated accurately against the evaluation criteria, the preliminary proposal narrative should provide information in six categories:

- a. Project summary, including the specific outcomes of the project, the target population, and the overall purposes.
- b. Management and administration, including evidence of the previously successful "track record" of the applicant organization(s) with the individuals to be served.
- c. Exemplary features, describing the innovative, "model" aspects of the design.
- d. Special considerations, describing how the project will address the concerns listed above.
- e. Need, describing the applicant's present understanding of the unique needs of the individuals to be served.

5. Budget Summary.

A one-page budget summary sheet is also attached to this announcement.

It should come immediately after the proposal. A copy of the completed budget sheet should be included in each copy of the proposal outline.

6. Attachments.

These may include institutional information or any other brief background material to support or document aspects of the proposal outline. However, reading the attachments should not be necessary for understanding the proposed project. Each attachment should be clearly designated (Attachment 1, Attachment 2, etc.) and should be no longer than necessary to serve its purpose.

7. Signatories.

The original title page should bear the signature, in ink, of the CETA prime sponsor and the proposed project operator.

8. Deadlines and Mailing Address.

To be considered, applications must be received on or before 5 p.m., Monday, June 25, 1979, EDST. Applications should be addressed to:

Youthwork, Inc.
Suite 705
805 15th Street, N.W.
Washington, D.C. 20005

A preliminary proposal sent by mail will be regarded as having met the deadline if:

- o It is received on or before the closing date of 5 p.m. June 25, 1979, by Youthwork, Inc., or
- o It is sent by registered or certified mail, and the U.S. Postal Service postmark or the original receipt from the Postal Service shows that it was mailed not later than Thursday, June 21, 1979 by the prime sponsor.

As soon as a proposal is received, Youthwork will send an acknowledgment to the applicant.

Hand-delivered proposals from prime sponsors will not be accepted after 5 p.m. EDST on Monday, June 25, 1979. Hand-delivered proposals must be brought to Youthwork, Inc. at the above address.

10. Notification.

All applicants will be notified of actions taken on their preliminary proposals.

11. Where to Get Further Information.

If you need further information about the Exemplary In-School Demonstration Project, write Youthwork at the above address, or call (800) 424-9529.

12. Late Applications.

Proposals not received by the Youthwork within the time frames cited above will be returned to the sender as ineligible for competition.

13. Certification of Delivery of Preliminary Proposal to CETA Prime Sponsor

The proposing organization, on delivery of the preliminary proposal to the CETA prime sponsor, must obtain a signature acknowledging the receipt of the proposal on the post card bound into these application guidelines. The purpose of the card is to alert Youthwork to the volume of proposals in each focus and to protect the proposing organization from misplacement of a proposal.

APPENDIX A

Preliminary Proposal Outline Review Form*

Project Number:

Project Title:

Location of Site:

Reviewer:

- I. Overall Assessment. Is (are) the target population(s) and means of selection precise; are the benefits and outcomes to the population served clear and specific; have cooperating agencies and resources been clearly identified; is the project carefully conceived both to benefit participants and to help discover important new knowledge?)
0 _____ 20
- II. Management and Administration. (A record of responsive service to individuals to be served, involvement of people sharing characteristics of individuals served on board of directors and staff, recent effective advocacy activities for individuals served, outstanding leadership, a successful track record in managing human service programs, etc.)
0 _____ 20
- III. Exemplary Features. (Clear, explicit statement of what features make it a model from which others can learn; convincing rationale for the likely success of proposed exemplary features, potential importance of described features to other projects serving similar populations.)
0 _____ 25
- IV. Special Considerations. (Exciting, exemplary ideas for dealing with many of the special considerations listed in Section IV.)
0 _____ 20
- V. Understanding the Needs of Special Populations Served. (Evidence that applicant understands the unique needs of the individuals to be served, in the context of services currently available to these individuals in the area.)
0 _____ 15

*The preliminary 6-page outline (12-page double-spaced) will be evaluated using this form.

APPENDIX B

Proposal Review Form

Project Title:

Location:

Reviewer:

I. Project Design

1. Are all major project activities clearly described?
2. Are the project objectives precise, well defined, and realistically attainable?
3. Is there sufficient reason to believe that the execution of project activities will result in the attainment of stated objectives?
4. Are there clear signs that the project has been carefully planned to maximize the per dollar value of services to participants?
5. Is there believable evidence that the applicant has made a careful effort to combine the funds requested with other available sources of funds and in-kind contributions, in order to multiply the impact of the funds requested?
6. Are the description of individuals to be served and their means of selection precise?
7. Have "consumer groups" (parents, advocates, young people) been involved in project designs?
8. Is the project clearly designed to benefit the long-term life chances of participants?

0 _____ 15

II. Exemplary Features

1. Has the applicant isolated and clearly described those features that are considered exemplary or innovative?
2. Does the applicant provide convincing, explicit evidence that the approach described is an improvement over current practice in the area?
3. Has the applicant provided a convincing rationale for the likely success of the proposed exemplary features?
4. Has the applicant frankly and carefully explained the most likely potential obstacles to the success of the proposed exemplary features?

5. Does the applicant provide sufficient and convincing evidence that the exemplary features will enable the project to learn something of lasting value about the future design of programs for other individuals similar to the people served by this project?

0 _____ 15

III. Management and Administration

1. Is there evidence that the proposed project operator has done important advocacy work for the client population in the recent past?
2. Is there clear evidence that the proposed project will be capably led by people with demonstrably successful previous experience in serving this population?
3. Is there a plainly described and demonstrably adequate system of record-keeping, fiscal management, and fiscal reporting?
4. Is there clear and sufficiently detailed information in the budget narrative, reflecting the operator's ability to make prudent and careful fiscal projections?
5. Is there clear evidence that the proposed project operator has a successful "track record" in managing human service programs for hard-to-serve populations?
6. Does the description of project staff include a clear and substantive role for individuals from the target population and/or have they had very similar experiences in the past?
7. Has a staff development component been designed to ensure continuing staff morale, commitment, and growth?

0 _____ 10

IV. Potential for Adaptation to Other Programs

1. Does the applicant provide convincing evidence that exemplary features of the proposed project are readily adaptable to programs conducted by other agencies?
2. Does the applicant describe specific, concrete, and relatively inexpensive steps that will be taken to a) develop descriptions of project features that may be useful to others, b) communicate directly with potential adapters, and c) encourage and facilitate the adaptation of exemplary features in other places?
3. Does the applicant describe convincingly the most likely barriers to adaptation by others?
4. Does the applicant discuss convincingly some likely strategies for overcoming the barriers to adaptation by others?

5. Has the applicant proposed an imaginative format by which the reasons for project success will be readily communicated to others in the youth employment community?

0 _____ 10

V. Knowledge Development

A. Conceptualization

1. Does the proposal convincingly describe the potential value of the local knowledge development effort to the local operators of the project?
2. Has the applicant set explicit and understandable priorities in choosing from among possible local knowledge development activities?
3. Has the applicant explained clearly what could be learned from the local knowledge development effort that could prove of value to others who serve a similar population?
4. Has the applicant described clearly the procedures that will be followed to identify and analyze the specific features that most contribute to project success?

0 _____ 10

B. Implementation

1. Has the applicant developed clear, explicit, and relevant criteria by which the effectiveness of the project can be judged?
2. Has the applicant described a clear and concrete plan for managing project information, maintaining and retrieving data, and reporting regularly on the progress of the project?
3. Has careful thought already been given to the kinds of special staffing patterns and special efforts that will be required to ensure the high quality and accuracy of data collection and maintenance, and to ensure consistently prompt attention to local knowledge development activities?
4. Has the applicant developed imaginative ways in which youth participants can be deeply and directly involved in the conduct of local knowledge-development activities?

0 _____ 5

VI. Special Considerations

1. Has the applicant specified unusually extensive and active roles for the populations served in staff selection, project planning, decision making, project operations, dissemination activities, etc.? Are these roles imaginative and carefully planned?
2. Is there concrete evidence that a special effort will be made to utilize unusually promising methods for improving participants' basic skills in academic subjects most directly related to future job success (reading, writing, scientific and mathematical inquiry, etc.)?
3. Are specific and especially promising steps to eliminate sex-role stereotyping and encourage the exploration of non-traditional jobs and tasks described in detail?
4. Has care been taken in the selection of the population to be served and the planning of project activities, to avoid as much as possible the labeling or stigmatizing of project participants, and to develop project activities in the least possible restrictive environment?
5. Is there evidence of creative thinking about, and enthusiastic commitment to, ensuring that participants move on to other useful and valuable experiences immediately upon project completion?
6. Will the project recognize and provide appropriate academic credit for work experiences that develop creditable skills?
7. Will steps be taken to promote the active involvement of private employers in a variety of roles in the project? (Or has applicant explained convincingly why this is inappropriate?)
8. Has the applicant described an imaginative plan to help participants develop the skills necessary to advocate effectively for their own rights, interests, and equal opportunities?
9. Is there evidence of a firm intent to employ staff, consultants, etc., who are themselves reflective of the characteristics of the population to be served?
10. Is there a specific means for involving consumer and advocacy groups in planning, decision making, and evaluation?

0 _____ 15

VII. Coordination Between Employment and Educational Institutions

1. Is there concrete evidence of youth council participation in the development of the proposal?
2. Is there evidence that the prime sponsor and the proposed delivery agent can work together effectively?

3. Is there evidence that the proposed project can contribute to the increased effectiveness of the relationship between the prime sponsor and local educational institutions?
4. Does the proposed project demonstrate more effective ways to involve local community groups, labor unions, and business organizations?

0 _____ 10

VIII. Understanding the Needs of Special Populations Served

1. Is there evidence that the proposed project has been planned in the light of other local programs currently serving the same population?
2. Are other special projects serving the same population clearly identified?
3. Are the local resource gaps that will be filled by this project clearly identified?
4. Has the proposed project been planned in the context of the local job preparation problems of in-school youth with similar characteristics?

0 _____ 10

APPENDIX C

EXEMPLARY IN-SCHOOL PROJECT

BUDGET SHEET FOR

PRELIMINARY PROPOSAL OUTLINE ONLY

- o Briefly explain each cost item in a one-page attached budget narrative.
- o Administrative costs (Item I) should not exceed 15 percent of the total budget unless fully justified.
- o Knowledge development costs for the purposes of this demonstration are not considered to be part of administrative costs and should be identified in Item VII.

I. <u>Administrative Costs</u>	\$ _____
II. <u>Allowances</u> (for participants spending time in classroom and other transitional services)	\$ _____
III. <u>Wages</u> (for participants in work experience and/or on-the-job training in career employment experiences)	\$ _____
IV. <u>Worksite Supervision</u> (costs here are related to the direct supervision of participants at work sites)	\$ _____
V. <u>Training</u> (costs here relate to classroom or other training settings including amounts paid to employers for expenses resulting from on-the-job training)	\$ _____
VI. <u>Services</u> (Costs here include all services to applicants and employment and training supportive services to participants)	\$ _____
VII. <u>Knowledge Development</u>	\$ _____
VIII. <u>Total Project Costs</u> (Sum of I through VII)	\$ _____