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**Record Group/Collection:** Donated Historical Materials  
**Collection/Office of Origin:** Frieden, Lex, Collection  
**Series:** Disability Rights Organizations  
**Subseries:**

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**OA/ID Number:** 52055  
**Folder ID Number:** 52055-005

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**Folder Title:**  
Youthwork/CBFL [Coalition for Barrier Free Living] (2) [1979-1980]

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**Stack:**

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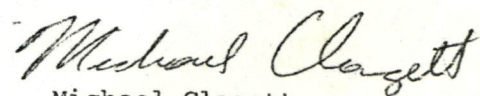
YOUTHWORK, INCORPORATED

January 10, 1980

Dear Colleague:

Enclosed is a copy of the Youthwork Travel Policy, which we inadvertently left out of our most recent communication. We hope that it will prove helpful and will answer any questions you might have concerning Youthwork's travel procedure.

Sincerely,

A handwritten signature in cursive script, reading "Michael Clagett".

Michael Clagett  
Program Associate

Y O U T H W O R K , I N C .

CONSULTANT

TRAVEL

POLICY

Effective August 27, 1979

## OUT-OF-TOWN TRAVEL

### I. Reporting of Travel Expenses

All travel expense claims must be supported by adequate documentation and receipts. In addition, there should be on file the related trip report. To facilitate the processing of travel expense claims, a Travel Expense Voucher has been provided. In the event that there are errors or inconsistencies on the Travel Expense Voucher, payment will be withheld and the forms will be returned for correction and resubmission. Only travel related expenses are to be reported on the Travel Expense Voucher. The procedures governing its use are as follows:

- A. This form is designed to provide suitable accounting of all allowable travel expenses incurred by the traveler. On completion of each trip for which travel expenses are claimed, the traveler must complete this form and submit same to designated Program Administrator or his/her designee for approval.
- B. All receipts should be attached to 8½" by 11" paper. Receipts should be numbered both on the Travel Expense Voucher and on the attached receipt sheets.

### II. Allowable Travel Expenses

The following list of various travel costs is designed to set forth the nature of allowable costs, acceptable documentation, and limitations where necessity requires:

- A. Per Diem Allowance
  - 1. The provision for lodging where hotel costs are incurred shall be the actual costs of such lodging.
  - 2. In addition to hotel lodging costs, the subsistence allowance shall not exceed \$16.00 per day.
  - 3. Where travel is 24 hours or more, for purposes of computing fractional parts of a day, the subsistence allowance shall be pro-rated based upon the fractional

portion of the day elapsed, such fraction shall not be less than  $\frac{1}{4}$ .

4. Continuous travel of less than 24 hours, but in excess of 10 hours shall entitle the traveler to maximum subsistence allowance of \$16.00.
5. Travel in a given day of less than 10 hours shall entitle the traveler to a meal allowance per the following schedule:

Breakfast - \$3.00-Travel during the hours 6 a.m.-9 a.m.  
 Lunch - \$4.50-Travel during the hours 11 a.m.-2 p.m.  
 Dinner - \$8.50-Travel during after 4 p.m.

#### B. Hotel Costs

1. All travelers shall exercise continued diligence and care in the selection of hotels as relates to hotel rates, making every effort to acquire hotel accommodations which do not exceed \$36.00 per day.
2. A paid hotel receipt must be submitted as a part of the expense documentation in order to be eligible for reimbursement of hotel costs.

#### C. Air Travel

Air travel shall be at tourist, coach or less than first class. The duplicate or traveler's copy of the flight ticket must be retained and submitted as part of the documentation in support of the travel.

#### D. Private Auto

Costs for the use of private auto for official business shall be reimbursable at the rate of 17 cents per mile. Normally, this mode of travel will not be used for out-of-town trips. However, exceptions may be made for short distances and where there is a need to transport excessive amounts of materials and/or equipment. When this mode of travel is elected for out-of-town trips, in the absence of the exceptions expressed above, the cost of the more economical mode of travel shall determine the

reimbursable amount.

E. Auto Rentals

Prior approval by the Executive Director or his/her designee is required. While rental cars used to and from points of destination or during a business trip are considered allowable costs, their use is generally not encouraged. The decision to make use of this means of transportation, because of its relatively higher costs, should take into consideration the following factors:

1. The availability of other public conveyances.
2. The extent of local travel involved.
3. The nature and amount of materials and/or equipment being transported.

Accordingly, there should be strong justification in each instance before this mode of transportation is adopted.

F. Taxicabs

1. Taxicabs and limousines are considered acceptable means of transportation, particularly, when connecting modes of travel are required (i.e., to and from airports).
2. The decision to use private auto as opposed to taxicab is best determined by comparing the combined cost of parking and mileage with the taxi fares and selecting the more economical alternative.
3. In some instances, cab drivers are either reluctant to take the time to prepare receipts or are without formal receipts. In such circumstances, the traveler should be prepared to supply the cab driver with a reasonable facsimile which he may readily complete.
4. In the absence of taxi receipts, the maximum allowable amount shall not exceed \$5.00 per day.

G. Bus and Rail

If time permits, the traveler should consider both bus

and rail travel in the interest of economy. Receipts are readily available and should be retained as part of the documentation of the expense voucher.

#### H. Parking Fees

A validated parking receipt must be obtained and submitted as part of the travel documentation. When private autos are used for transportation to and from airports, the selection of airport parking alternatives should result in a choice which minimizes the cost of several days of parking fees.

#### I. Telephone Calls

Local business calls while in a travel status as evidenced by charges reflected on hotel receipts will be considered allowable costs.

### III. Non-reimbursable Expenses

- A. Any receipt bearing the words bar, liquor, or alcohol will not be paid per government regulations.
- B. Personal entertainment expenses (swimming fees, TV rentals, etc.).
- C. Entertainment of personal and professional friends not necessary to the Youthwork business purpose of the trip.
- D. Newspapers, magazines and other reading material.
- E. Valet charges.
- F. Travel accident policies.

CONCLUSION: While the guidelines set forth herein are not all-inclusive, they should provide the traveler with a reasonably adequate frame of reference when preparing travel expense vouchers and identifying allowable costs. Travelers are reminded that all travel reimbursement claims are subject to review, must meet the standards of accountability as set by Youthwork, Inc., and that the authority for the disallowance of costs shall rest with the Director of Administrative Services.

T I T L E   P A G E

Exemplary In-School Demonstration Project  
The Coalition for Barrier Free Living  
Community Independent Living Program

1. Name and address of CETA prime sponsor

NA  
\_\_\_\_\_ zip code \_\_\_\_\_

2. CETA prime sponsor contact person

NA Phone Number \_\_\_\_\_

3. Name and address of local operating agency

Coalition for Barrier Free Living (CBFL)  
P.O. Box 20803 Houston, Texas zip code 77025

4. Operating agency contact person \*This person should be available over the summer months for liaison with Youthwork, and DOL and Prime Sponsors.

Name Lex Frieden Phone Number (713) 797-1440  
ext 504

5. Status of program: X New \_\_\_\_\_ Developed from existing program

6. Duration: Starting date October 1, 1979 Ending date June 30, 1981

7. Number of participants: Inestimable

8. Federal funds requested \$ \$369,400

9. Authorizing officials:

CETA prime sponsor:

Name NA

Signature \_\_\_\_\_

Operating agency:

Name CBFL

Signature \_\_\_\_\_

Joyce Frieden  
President

## Community Independent Living Program

Project Overview

The Coalition for Barrier Free Living (CBFL) is a community-based organization of disabled people and their non-disabled supporters who are seeking to insure that handicapped Houstonians have the same opportunities as other people to pursue goals of their choice relating both to lifestyle and vocation. In order to facilitate the adjustment of persons to severe disability, and in order to help them reach their respective goals in community, work and family, the CBFL has conceived the program described here and is seeking funds to operate the program on a demonstration basis for a period of eighteen months.

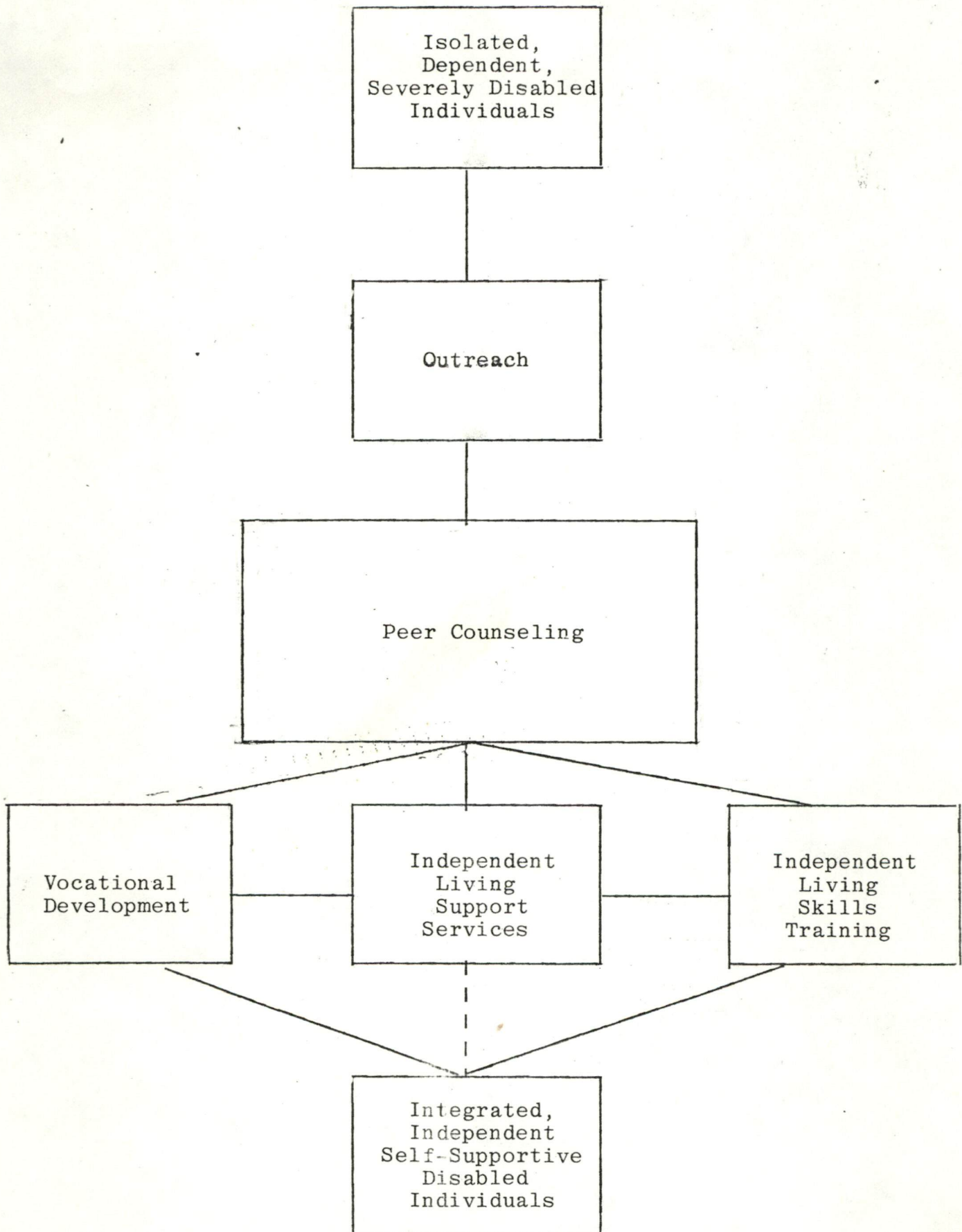
The proposed project is designed to serve that population of disabled people or consumers generally represented by the CBFL. This group includes mostly severely physically disabled individuals--persons with mobility impairments (wheelchair or crutch users), persons with visual impairments (blind) and persons with hearing impairments (deaf). Of this population, the project will focus on school age (16-21) Chicano youth. It is expected that as much as 40% of the overall project effort will be directed toward meeting the needs of this population.

The proposed program consists of four separately identifiable yet closely related components. These are: 1) Outreach - community relations activities and participant recruitment, 2) Peer Counseling - personal guidance and the provision of information about and referral to independent living support services, 3) Independent Living Skills Training - training in the areas of daily living skills and life management functions, and 4) Vocational Development - guidance and referral services in areas related to vocational and educational adjustment.

Figure A on the following page illustrates how these units might fit into a community service delivery network from the perspective of a program participant. It is easy to see how handicapped people might benefit from the coordinated provision of services designed to assist them in a variety of ways.

Outreach, community relations, and participant recruitment activities get disabled people interested in exploring new options in the areas of community life and vocational/educational involvement. Outreach and community relations activities also assure the active support of the entire community for the inclusion of the disabled minority into the complete social and economic structure of the community. This project will employ a full time outreach specialist to insure that the population for which the project was intended is in fact served by the project.

Peer Counseling is a means of providing needed information, interpersonal support, and reassurance. Peer counseling gives disabled people the encouragement they need to try and become independent, to seek gainful employment and to assume an active role in the community. It also enables



Conceptual Model

Figure A

them to obtain disability related information and advice from other people who have learned through experience. Peer counseling services provided by this project will be the key program component designed to help participants obtain the support services they need to be independent.

Independent Living Skills Training is training in the areas of social skills, home and family management, problem solving, self advocacy, consumer affairs, financial management, job seeking skills, and so forth. Independent living skills training gives handicapped individuals the opportunity to gain competencies and practice behaviors which they need to function as other people do in the mainstream of everyday life. This project will provide training for participants in conjunction with an established educational institution in the community.

Vocational Development involves the identification of realistic employment goals, the acquisition of needed job seeking and work related skills, and the attainment of productive and satisfying long-term employment goals. Vocational development activities help severely disabled people access community resources, educational and vocational training programs, and jobs which are hard to locate or difficult to get into. Project participants will consult with a vocational specialist who will provide information related to vocational and educational opportunities in the community. The vocational specialist will also assist participants in the often complicated process of reaching chosen goals.

Independent Living Support Services are transportation, attendant care, housing, etc. These services make up the life support system which enables disabled people to get back and forth between work and home, to get dressed and undressed as needed, and to live in integrated non-institutionalized settings. In this project, participant's will work together with peer counselors to obtain needed life support services from existing human service providers in the community.

Three major themes which characterize this program are participant involvement, integration, and coordination of existing resources. By being involved in all aspects of this project, participants will realize the importance of and have the opportunity to assume the responsibility for directing their own lives. By receiving services in integrated settings, participants will learn the advantages of and begin to take steps toward being active in the mainstream of society. By having information about and guidance to other human service providers in the community, participants will be able to negotiate the often complicated human service maze and arrange coordinated service delivery networks for themselves.

Altogether, this program has the potential of assisting severely disabled people to make dramatic changes in their lives. By taking part in this program, people who never thought about living away from their parent's homes or having rewarding jobs may become more independent, more self assured, and more productive.

## The Coalition for Barrier Free Living Community Independent Living Program

The Coalition for Barrier Free Living (CBFL) founded in 1975 is a community based organization of disabled people and their non-disabled supporters who are seeking to insure that handicapped Houstonians have the same opportunities as other people to pursue goals of their choice relating both to lifestyle and vocation. In order to facilitate the adjustment of persons to severe disability, and in order to help them reach their respective goals in community, work and family, the CBFL has conceived the program described here and is seeking funds to operate the program on a demonstration basis for a period of 21 months, with an initial planning period of 3 months.

The proposed project is designed to serve that population of disabled people or consumers generally represented by the CBFL. This group includes mostly severely physically disabled individuals--persons with mobility impairments (wheel-chair or crutch users), persons with visual impairments (blind) and persons with hearing impairments (deaf). Of this population, the project will focus on school age (16-21) Chicano youth. It is expected that the major part of the overall project effort will be directed toward meeting the needs of this population. CBFL will utilize its experience in working with severely disabled individuals and its extensive community network to identify, recruit and deliver appropriate and culturally relevant educational and employment services to the hard-to-reach, presently isolated population of disabled Chicano youth.

The Chicano community in Houston represents a significant percentage of Houston's overall population. Estimates of the State Department of Vocational Rehabilitation indicate that there are at least 2,239 identified handicapped Mexican Americans between the ages of 16 and 21 in the Houston area at the present time. The lower socio-economic status and language barrier tends to restrict and confine the Chicano to a small number of well-defined areas, generally found close to the center of the city. Further, the overwhelming importance of the family unit in the Mexican American culture keeps them unified both geographically and emotionally. CBFL will provide services for approximately 200 disabled and primarily Chicano youth over the term of this project.

The CBFL Independent Living Program is essentially and intentionally a networking and referral project. During its history, CBFL has worked with many severely disabled youth and is in an excellent position to facilitate the further coordination of existing services and agencies. CBFL recognizes the need for comprehensive services to the handicapped and for services adapted specifically to the needs of the Chicano population; however, CBFL stresses the importance of integrating Chicano youth who are handicapped into existing educational and vocational programs as a necessary step toward self-sufficiency and unsubsidized employment. Conducting a referral, integration, and advocacy effort is not only vastly more cost-effective but also less dependency-producing. This emphasis on coordinating existing services has the explicit intent of producing lasting effects

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beyond the duration of this particular grant: CBFL will focus on institutionalizing this networking system, advocating among existing agencies to fill service gaps that are identified, and training educational and vocational agency personnel to implement supportive services to handicapped youth within existing programs.

The proposed program consists of several identifiable, yet closely related, components. These are: (1) Outreach--community relations activities and participant recruitment; (2) Peer counseling--personal guidance throughout all aspects of the project, and especially including the provision of information about and referral to independent living support services; (3) Independent Living Skills Training--education and training in the areas of daily living skills and life management functions that can be built into local educational programs; (4) Basic Education--guidance and referral services for completion of high school or equivalency degree and/or for continuation of education as a participant desires, and (5) Vocational Development--guidance and referral services related to vocational training and permanent employment.

Several agencies (educational, rehabilitation and vocational), community-based organizations, and private industry representative have expressed a strong interest in cooperating with CBFL in this effort. CBFL plans to expand and firm up those links during the planning phase and throughout the project.

This project will produce important knowledge on many critical issues for planners, operators and policy-makers concerned about education and employment for youth with disabilities. Among the issues this project will address are: (1) the coordination of services among existing agencies and institutions to meet the needs of Chicano youth who are disabled, (2) ways to successfully recruit, counsel and train disabled youth, (3) the identification of service gaps and means to fill them, and (4) effective strategies of community outreach and of developing community support. The complete plan for knowledge development will be constructed jointly by the project operators, third party evaluators and Youthwork staff.

Three major themes which characterize this program are participant involvement, the integration and coordination of existing resources, and self-advocacy. Through all these ways, this program has the potential of assisting severely disabled people to make dramatic changes in their lives. By taking part in this program, people who never thought about living away from their parent's homes or having rewarding jobs may become more independent, more self-assured, and more productive.

T I T L E   P A G E

Exemplary In-School Demonstration Project  
The Coalition for Barrier Free Living  
Community Independent Living Program

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NA  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ zip code \_\_\_\_\_
2. CETA prime sponsor contact person  
NA  
\_\_\_\_\_  
\_\_\_\_\_ Phone Number \_\_\_\_\_
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\_\_\_\_\_  
P.O. Box 20803 Houston, Texas zip code 77025
4. Operating agency contact person \*This person should be available over the summer months for liaison with Youthwork, and DOL and Prime Sponsors.  
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9. Authorizing officials:

CETA prime sponsor:

Name NA

Signature \_\_\_\_\_

Operating agency:

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Signature \_\_\_\_\_

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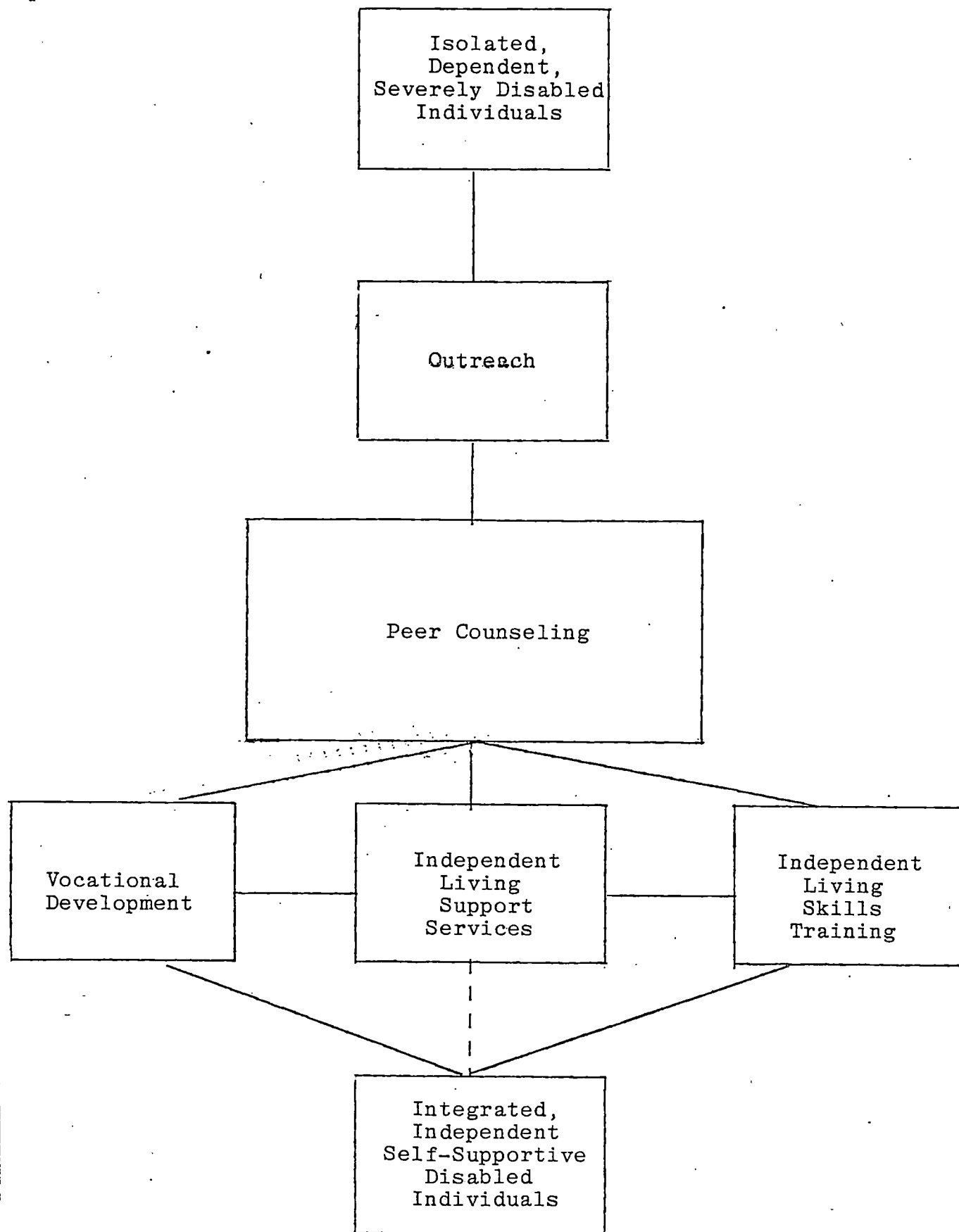
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Altogether, this program has the potential of assisting severely disabled people to make dramatic changes in their lives. By taking part in this program, people who never thought about living away from their parent's homes or having rewarding jobs may become more independent, more self assured, and more productive.

## 1. Project Design

The CBFL Community Independent Living Program has been described in the preceding introduction as four inter-related components. Three of these major components are explained in detail below. The fourth, Outreach, is mentioned in this section and more completely described in Section 9 of the proposal, Understanding the Needs of Special Populations Served.

### ● CBFL Independent Living Program - Peer Counseling Component

This component of the project will provide core services designed to link project participants with the independent living skills training and vocational development components of the project and with other appropriate independent living support services and human service agencies in the community.

In this component direct counseling with both participants and their families will be a key element encompassing goal-setting, decision-making, values clarification, referral and coordination with local community services, and follow-up. Contact with each participant will be on-going throughout the project using the modes of role modeling and peer counseling.

The principal objectives of the peer counseling effort will be:

- 1) To identify the personal/social adjustment strengths and needs of each participant as these relate to the individual's vocational and independent living skills.
- 2) To develop an individual plan with each person aimed at his/her strengths and needs.
- 3) To take part in individualized personal/social adjustment training programs, providing each participant with constructive insight and skills for improving their employability and independent living competencies.
- 4) To monitor participant progress.
- 5) To provide continuous feedback to participants during all phases of the program.
- 6) To follow-up the participant to ascertain training and program effectiveness and to provide follow-up services as needed.

It is proposed that this component of the project be staffed by one professional counselor/supervisor and two peer counselor/educators. The professional counselor should have a minimum of a Master's degree in social work, psychology or a related field. The peer counselors do not necessarily need to have college degrees but must possess certain specific qualities in order to adequately fulfill their roles. These qualities include the following:

- 1) The peer counselor should have a physical disability in order to better relate to the potential clientele to be served. The emphasis will be to provide services to physically disabled persons between the ages of 16 and 21.
- 2) The peer counselor should demonstrate a healthy adjustment to his disability by exhibiting a comfort level with himself

and others both verbally and behaviorally. 3) The peer counselor should be able to interact with participants and families in non-threatening, non-judgmental manner in order to build rapport and trust in the relationship. 4) The peer counselor should play an advocate role with participants and families, assisting them in setting goals and making decisions rather than assuming this function for them. This is an important factor since a major goal seems to be to enable participants and families to assume responsibility for their own lives; one of the best ways to accept personal responsibility is to practice making personal decisions and accepting the consequences of these decisions. 5) The peer counselor should be able to model good problem-solving, decision-making, and planning skills. It is important that the peer counselor be able to demonstrate these qualities in his/her own life. Sharing common experiences with participants can be a good learning tool in the counseling process. This modeling concept should also be considered in choosing instructors for the community living skills aspect of this proposal. 6) The peer counselor should be able to determine the value systems of participants and families and should be able to work within any limitations set by these values and beliefs. To increase understanding and awareness in this area an attempt will be made to hire peer counselors with backgrounds similar to the minority populations to be served. 7) The peer counselor should be able to work in the participants' home territory rather than the traditional office environment. It is felt that peer counseling can be most effective in familiar and comfortable surroundings for the participant, particularly when dealing with low-income, disadvantaged individuals. 8) The peer counselor should be able to express himself or herself verbally. Writing skills are not a requirement since reports and summaries can be dictated and transcribed. 9) The peer counselor should demonstrate skill at coordinating the participant's use of this program.

As mentioned above, the supervisor of the proposed counseling unit should have completed a master's degree in a field which focuses on developing counseling skills. This person would be expected to be responsible for the overall functioning of the unit, assigning cases, monitoring progress, evaluating the effects of service, and providing feedback and guidance to the peer counseling staff. The supervisor should subscribe to the philosophy of self-direction and independent thinking and must have a working knowledge of physical disability and cultural influences on various lifestyles. Familiarization with the concept of independent living and the different models for attaining this goal would be helpful.

Basically, there will be four functions of the counseling component: intake and assessment of needs, development of an individualized plan with participant and/or family, referral to other program units and/or community resources, and follow-up. This unit will play a coordinating role with all other elements.

a. Intake and Assessment

As participants are identified, the participant recruiter (discussed in Section 9) will make the initial arrangements for the peer counselor to meet with the participant. This meeting could take place in the participant's home, school, church, or neighborhood service agency. Through pre-determined questions, the peer counselor will collect information regarding the participant's current status, relationship with family, educational and financial background, strengths and weaknesses, and potential for change. The peer counselor will attempt to establish a working relationship with the participant and will explain the purposes of the program to him/her. (NOTE: One of the first responsibilities of the counseling unit will be to develop an intake questionnaire.).

b. Individualized Plan

The peer counselor will assist the participant in developing a plan of action including short-term and long-term goals as well as a reasonable timetable for reaching the agreed-upon goals. These goals might include independent living needs, vocational/educational needs, financial needs, and/or personal skills needs. The peer counselor might work jointly with existing agency personnel already involved with the participant such as the Texas Rehabilitation Commission, Department of Human Resources, Social Security Office, and others. Again, the emphasis will be on helping the participant set his/her own goals and make his/her own decisions by involving him/her directly in every phase of the process.

c. Referral

After the individualized plan has been developed, the peer counselor will refer the participant to various community agencies and/or programs that will enable him/her to attain his/her goals. This might include other elements of this project such as community living skills or the vocational counselor as well as existing community services such as schools, vocational evaluation and training centers, medical facilities, and interpersonal counseling centers. One objective of the counseling unit will be to develop and continuously update referral resources and relevant information and services.

d. Follow-up

A final function of the peer counselor will be to periodically monitor the progress of each participant through regular meetings. At these meetings the individualized plan can be reviewed, renegotiated, and revised if needed. It is suspected that this function will allow the peer counselor to determine the factors

that lead to a successful participation in the program; conversely the counselor should also be able to isolate those factors which hinder successful participation in the program

Throughout the process the supervisor will conduct weekly staff meetings with the peer counselors to discuss mutual problem areas, to propose solutions, and to update information on referral resources. An effort will be made to assist existing community agencies in integrating physically disabled individuals into their regular services and programs rather than to create special services.

Recent research has indicated that counseling intervention is most effective in a systems approach, i.e. analyzing the individual's total environment and relationships. The handicapped individual is most directly influenced by his/her family: their customs, values, beliefs, and behavior. Thus, it seems inevitable that the family system must be included in the counseling process. The family's support is a necessary ingredient in positive adaptation to a disability, assuming the individual resides with his family unit.

The peer counselor will be expected to involve the family in the counseling process. Another form of peer counseling might be used with families by arranging meetings with other families having disabled members in the household. It is suspected that role modeling will also be an effective tool as families come into contact with physically disabled peer counselors who are active and successfully integrated into community life. A primary goal will be to assist families and participants in determining the individual's strengths and abilities rather than his/her disabilities.

As the counseling program develops and stabilizes, an effort will be made to investigate funding sources for eventual self-support. One way this might be accomplished is to establish a fee-for-service system, perhaps on a sliding-scale basis. Other agencies such as the Texas Rehabilitation Commission might be willing to purchase the service for its clients. United Way funding is another possibility. Part of the supervisor's role will be to develop working relationships with existing agencies and to develop a plan of self-support for the peer counseling services component.

● CBFL Independent Living Program - Independent Living Skills Training Component

One of the major elements of the proposed project will be provision of training in independent living skills. The goal of this training is to teach project participants the information, personal skills, and problem-solving capabilities needed to

manage their own affairs and participate actively in the day-to-day life of the community.

Areas to be addressed in independent living skills training include attendant management, consumer affairs, financial management, functional skills and equipment needs, alternative living arrangements, ways to meet medical needs, mobility, sexuality, social skills, time management, and vocational/educational alternatives. Experience in existing independent living programs shows clearly that acquiring knowledge and competency in these areas is essential to the overall functioning of handicapped individuals as autonomous adults in our society. Having a comprehensive plan for an independent lifestyle is an essential base upon which successful vocational involvement must be grounded.

Specific objectives of the independent living skills training portion of the project are:

- 1) To work cooperatively with mainstream educational resources in the community to offer a set of courses in Independent Living skills for handicapped persons as part of the regular curriculum available to all citizens.
- 2) To adapt existing training materials in Independent Living skills to meet the special needs of the project's target population of handicapped Chicano citizens.
- 3) To establish a referral and follow-up process so that individual project participants are involved in appropriate independent living skills training courses as part of their Individualized Educational Plans.
- 4) To document the project's experiences in seeking to provide independent living skills training to this target population through mainstream educational resources in the community and to evaluate the potential usefulness of this service delivery strategy for other communities.
- 5) (If this service delivery strategy is successful), To advocate for the on-going provision of independent living training as a regular curriculum component in mainstream educational resources after completion of the proposed project.

Plans for addressing each of these objectives are summarized below:

Objective 1: To work cooperatively with mainstream educational resources in the community to offer a set of courses in independent living skills as part of their regular curriculum.

This objective is based on the premise that mainstream educational institutions should be providing a curriculum that meets the needs of handicapped citizens. The goal is to make independent living skills training available to all handicapped persons in Houston. If this resource is generally available, it can then be tapped to meet the training needs of individual project participants.

There are several existing educational resources in the community that could appropriately assume responsibility for offering courses in independent living skills training. The short time frame in which this proposal was formulated did not recruit development of a firm agreement with any specific educational institution. However, various members of CBFL have on-going working relationships with key persons in each of the potential host institutions, and the institutions cited have worked cooperatively with other community organizations in the past to serve handicapped individuals.

The most likely host institution appears to be the Houston Community College. This institution provides a wide variety of course offerings at many sites around the community; tuition costs are low and Houston Community College has previously worked jointly with CBFL in planning a CETA funded attendant training and referral program to be implemented this fall.

Other possible host institutions include University of Houston, University of St. Thomas, University Without Walls, Houston Independent School District, or recreation and community centers located throughout the city.

An important goal in establishing a system of independent living courses would be to involve the Texas Rehabilitation Commission in developing the program so that this agency would be able to pay tuition costs on behalf of individual clients. (Since vocational planning and involvement are important aspects of the entire Youthwork project, it seems reasonable to suppose that the great majority of project participants will be eligible DVR clients for Title I sponsorship. A few clients may be eligible initially only under the new Title VII independent living entitlement until a reasonable vocational objective can be established.)

Objective 2: To adapt existing training materials in independent living skills to meet the special needs of the project's target population of handicapped Chicano citizens.

For the past three years Houston has been the site of a unique resource for providing independent living skills training. The Rehabilitation Services Administration funded a three-year research and demonstration project through The Institute for

Rehabilitation and Research to develop and test innovative strategies for teaching independent living skills. The New Options project has developed a comprehensive curriculum and set of teaching resources that are described in the attached book and training manual. These materials have been tested and refined during three years of program operation from 1976 through 1979.

The New Options project in which this curriculum was developed was a six-week live-in transitional program located in a dormitory style setting. Major elements of the program were a self-managed attendant and residential system, opportunities for individual counseling, and the set of eleven training modules outlined in the attached manual. The majority of training modules were led by active handicapped individuals from the community who served as peer educators and as role models for the participants. Heavy emphasis was placed on field trip experiences to visit alternative living arrangements and job sites, to banks, stores, the airport, hospital emergency rooms, and other locations so that participants would have opportunities to observe and practice drills in a wide variety of social and environmental contexts. The attached book and training manual were developed so that New Options experience and methods could be disseminated and utilized in many other program settings.

The proposed project will provide an opportunity to apply and adapt these learning methods in a new educational context. It is expected that some adaptations will be required to utilize these materials effectively in a non-residential setting based on the standard scheduling format used by mainstream educational institutions. It is also expected that adaptations will be required to make the materials relevant to persons who grew up (and will perhaps choose to remain) in a Chicano cultural context. In some instances this may mean fairly straightforward language translation, but in other cases major changes in focus may be appropriate based on fundamental differences in value orientation. For example, an emphasis on extended family cohesion in Chicano culture may have important implications for the living arrangements alternatives to be explored. Some adaptations will also be appropriate as materials developed for a physically disabled population are broadened for persons with a variety of disabilities.

In developing specific plans to serve a Chicano population, the project may discover that independent living skills training can be taught much more effectively for this population in settings other than college or school campuses. Exploration of alternative setting for courses such as churches or neighborhood centers will require flexibility and cooperative efforts on behalf of the project, the educational institution(s) involved, and the persons being provided services.

Objective 3: To establish a referral and follow-up process so that individual project participants are involved in appropriate independent living skills training courses as part of their Individualized Educational Plans.

This function will be implemented by the intake and referral and counseling elements of the project which have been discussed in previous sections. As persons enter the project and begin self-assessment and goal-setting with counselors, their training needs will be systematically assessed and plans for meeting these needs will be agreed upon.

An objective to insure linkage between individual needs, plans, and actual course enrollment is included in this section of the proposal to emphasize the importance of targeting course offerings to meet the specific needs of project participants. Staff members of the independent living skills component will need to communicate effectively with counseling staff so that persons do not become "lost in the system" and so that counselors are informed on an on-going basis about individual progress and problem areas in courses.

This objective will also help to insure that assessed needs and the training activities undertaken to meet these needs for each individual are recorded systematically for purposes of program monitoring and evaluation.

Objective 4: To document the project's experiences in providing independent living skills training to this target population through existing mainstream educational resources in the community.

This objective addresses the need to systematically evaluate the innovative service delivery strategies developed by the project to determine their potential usefulness in other communities.

The entire independent living skills training portion of the project is designed to test the hypothesis that courses offered in a mainstream educational setting can effectively meet the needs of the Chicano population. This may in fact prove to be untrue. It seems reasonable to expect that a mainstream educational setting will be a desirable choice for Chicanos who want to adopt mainstream cultural values and lifestyles. It may be undesirable and in fact rejected by handicapped individuals who prefer to remain within a traditional Mexican American cultural and social system. In this situation the commitment of project planners to a philosophy of integration may contradict their philosophy of self-choice in establishing one's lifestyle.

This objective is intended to document project experiences in order to clarify fundamental policy issues that must be decided

in planning future service delivery systems in other communities.

Objective 5: If this service delivery strategy is successful, to advocate for the on-going provision of independent living skills training as a regular curriculum component in mainstream educational institutions after the completion of the Youthwork project.

This objective asserts a commitment from the outset to provide for continuation of project services after the end of the short-term demonstration. By locating the independent living skills program component within a widely available mainstream educational resource such as a community college, the project can tie into well-established funding bases. The function of the project is thus to assist existing educational resources with the start-up and initial problem-solving tasks of establishing services to meet the needs of handicapped citizens. The goal is to assure that the institution(s) then continue to recognize the appropriateness of this function as an on-going obligation to serve all citizens of the community.

The staff required to implement this portion of the project include an Independent Living Skills Training Supervisor and two full-time associates, as well as a number of persons who are hired on a part-time basis to teach specific courses.

The Independent Living Skills Training Supervisor will be responsible for developing working relationships and agreements with the educational institution(s) in the community asked to provide independent living skills courses within their curricula. This person will oversee the adaptation of New Options training methods and materials for the project's target population and develop strategies for representatives of the population to use effectively in shaping this adaptation. The Supervisor will also be responsible for liason with other components of the overall project so that service delivery mechanisms are coordinated effectively and so that overall project goals for program monitoring, evaluation, and knowledge of development are met.

The two associates will play a direct teaching role in independent living skills training courses. In addition to usual teaching responsibilities, they will be expected to incorporate innovative methods used successfully in the New Options project such as field trips, practice experiences, and contacts with active handicapped persons who can serve as role models.

Over the past three years the New Options project developed an extensive list of part-time instructors who are active handicapped persons from the community. This network of contacts will prove useful in recruiting, training, supervising and evaluating part-time instructors for the proposed project.

It has been noted previously that a number of existing resources are available in the Houston community which will be important assets in establishing the independent living skills training component of the project. These include: 1) good working relationships with several educational institutions with which agreements will be sought to incorporate independent living skills training courses with their curricula 2) extensive independent living skills teaching materials and methods developed and tested in a pilot demonstration project in the community called New Options 3) many former staff members of New Options who are active members of CBFL and who will be available to serve in consulting or perhaps direct staff roles for the proposed project 4) a network of active handicapped persons from the community who have teaching experience in New Options and who can serve as part-time instructors in the proposed project 5) good working relationships with staff of the state DVR agency who can assist in formulating arrangements so that tuition for independent living skills training courses can be sponsored on behalf of individual clients.

In summary, clear program objectives have been set forth for this portion of the project. A wide array of existing resources in the community with relevant past experience in independent living skills training make the attainment of these objectives a realistic expectation. Broad experience in independent living programs around the country has demonstrated clearly that the type of skills training proposed here is very often an essential ingredient as handicapped individuals assume direction of their own lives and begin involvement in mainstream activities of the community.

#### ● CBFL Independent Living Program - Vocational Development Component

This component of the program is designed to insure the availability of a vocational specialist in the project to consult with participants, peer counselors, outreach staff, and to serve as a liaison between the project and the educational and business communities.

The vocational component will be developed in close conjunction with the community living skills and outreach components so that each client within the program has an optimal opportunity to become competitively employed. This component will be organized by a vocational skills specialist familiar with the special problems of the client target population as well as the Houston business community and vocational rehabilitation network of existing services.

In anticipation of outreach programs which will have an emphasis on the Chicano youth population in Houston, special attention will

be paid to three important variables which affect employability: 1) Language barrier - Every attempt will be made to insure that vocational guidance and planning incorporates Spanish to facilitate learning and understanding as well as degree of comfort with project staff; 2) Family support - Given the strong family ties within the Chicano community, the vocational specialist will emphasize inclusion of the family in planning services for a client to help develop a broad based support system for growing independence; 3) Cultural differences and value systems - The vocational programming as well as other aspects of the project will recognize the cultural and value barriers which often prevent disabled youth of the Chicano population from living and working independently. These factors include such areas as work ethic and work habits, traditional dependent female roles and protectiveness of family members toward a disabled person.

Another principle which will affect the development of the service delivery system is that of utilizing existing sources for client service funds and vocational programming. The vocational specialist will actively seek funding from third party sponsors such as the Texas Rehabilitation Commission (TRC) as well as develop referral procedures to agencies such as the Texas Employment Commission (TEC) for job leads, the Vocational Guidance Center (VGS) for testing, career planning and vocational information, the Comprehensive Employment Training Agency (CETA) for training programs and other rehabilitation facilities and other programs for work adjustment and training services.

With the ultimate goal of increased vocational independence to be reached using the principles of peer counseling, understanding minority issues and maximizing service dollars, the project vocational specialist will be involved in outreach, advocacy, advising, referring, education and planning. In the initial phases of the project, emphasis will be placed on outreach and program development. The vocational specialist will actively participate with the outreach staff in identifying persons who might benefit from independent living skills services. This outreach effort will also include contacts within the business, educational and vocational rehabilitation community to explain the concepts of the program and establish initial contact points and referral procedures. In this phase, special emphasis will be placed on close involvement with the Special Education Program of the Houston Independent School District (HISD) to facilitate referral for educational and vocational work programs which have been developed for handicapped youth. Since these programs are relatively new, it is anticipated that the specialist may have impact on program development to serve the needs of the target group. Contact will also be initiated with the Handicapped Services Coordinator of the Houston Community College System to facilitate access to the free GED classes and to begin planning for inclusion of vocational educational classes within the community college system.

The specialist, during this phase, will also be responsible for planning with the peer counselors to impart to them information about the vocational rehabilitation community in Houston so that they will be able to make appropriate and timely referrals in their goal setting with each client. Although it is not anticipated that the specialist will carry an active client case load, this person will be familiar with each client through staffings to insure that appropriate referrals are made.

In the initial phase of the project, the vocational specialist will also work with selected independent skills peer instructors in developing the vocational education modules to be taught. These modules have as their primary objective the provision of information and the development of a vocational self concept. They will be structured to encourage each participant to make his or her own job goals, to help establish a plan for reaching these goals and to identify vocational needs which must be satisfied in order to reach the goal.

These modules capitalize on group process and peer interaction. They will cover a variety of topics including the following: 1) Prevocational development - Establish mutual understanding about appropriate work behaviors and attitudes which are expected in order to hold a job. This module will be of great importance in working with minority groups who may have totally different value systems toward work concepts. The peer interaction within the group will help develop a broader base peer support system to help change existing attitudes toward work; 2) Vocational exploration - Designed for high school aged individuals. Utilizes vocational exploration packages such as the Arizona VEC program and the Stout University video cassette program. Helps educate persons about kinds of work available; 3) Job Seeking Skills - How to look for employment, how to utilize friends and family members; 4) Job Interviewing Practice - How to sell your abilities and how to discuss disabilities; 5) Filling out applications and developing resumes; 6) Resource Library - How to access and use high school and college bulletins, financial aid information scholarships and loans; accessibility of educational institutions; 7) Types of education and how to use them - GED programs, high school special education for the disabled, community college, adult education programs, junior and four year colleges, on the job training; 8) Field Trips - Groups organized to visit training programs, job environments; 9) Guest Speakers - Disabled employees who can share job experiences.

It is anticipated that the vocational specialist will help organize these various modules and may be involved in conducting some of them if time permits. Referral to each module will be based on perceived client need as determined in planning sessions with the peer counselor. Again, emphasis is placed on mutual agreement of need by counselor and client.

The project will make every effort to utilize existing training programs for those clients who could benefit from such training using third party sponsorship. Client goal setting with peer counselors and within the vocational educational modules will determine the types of training which are deemed appropriate. Emphasis will be placed on working with agencies such as CETA (which has been mandated to increase services to the handicapped) in such programs as the Emergency Jobs Program and other training efforts. It is anticipated that identification and referral of clients can go in both directions and participation with such organizations will enhance the outreach program. Other agencies such as the Chicano Training Center, the Association for the Advancement of Mexican Americans and the National Association for Retarded Citizens who have on the job training funds will also be contacted.

The vocational rehabilitation service providers in the Houston community both public and private, have expressed interest in supporting this proposed project. During the planning stages for the grant proposal, private rehabilitation agencies who provide work adjustment training and placement services for disabled people stated a need for advice in dealing with young minority youth who have varied value structures regarding work. It is anticipated that the vocational specialist and peer counselors can facilitate referral to these training agencies with sponsorship from the TRC as well as provide guidance and counseling to both agency personnel and clients while they are involved in their rehabilitation training programs. The Houston area rehabilitation agencies seem somewhat unique in their willingness and ability to work together. This aspect serves to enhance the possibilities for successful completion of project goals.

The vocational specialist will be involved in community public relations to elicit the support of businessmen for the ultimate placement of the project clients. Contacts will be made with such organizations as the Houston Chamber of Commerce, area Rotary Clubs, Personnel Manager's Organizations, Association of Minority Businessmen and the National Alliance of Businessmen. Particular emphasis will be placed on close alliance with the proposed Houston Organization United Services for Employment (H.O.U.S.E.) project which is presently seeking funding from Houston area businessmen (See attached proposal). This job development and placement service has been proposed to fill gaps in existing services. It is also a community based peer support project with goals of vocational independence. It has been endorsed by consumer groups, state agency personnel and private rehabilitation facilities. The purpose of this project is to provide a coordinated communication link between the business community, rehabilitation specialists and disabled consumers. The goals of the H.O.U.S.E. proposal are highly compatible with those stated within this grant proposal and joint mutual support would

enhance both endeavors and minimize duplication of effort. The Harris County Committee for the Employment of the Handicapped has been particularly helpful in seeking funding and has shown strong interest in the past in working with rehabilitation efforts of a community based nature.

In all areas of vocational planning and goal setting, peer counselors will be alert to identify both supposed and actual disincentives to vocational independence. Many of these disincentives have been categorized in the past. They include such factors as loss of support income and medical coverage when earnings reach a certain level, transportation barriers and low wages. Counselors will aid each client and his family in understanding the nature and restrictions regarding payments such as SSI and SSDI and will help dispell those notions regarding loss of support which may indeed not be true. Data will be gathered on the local level in relation to actual disincentives in order to provide national planners with needed information for policy and regulation reform. The vocational specialist will seek ways to help overcome these disincentives with the goal of enabling clients to maximize their potential independence.

The Houston area is fortunate to have the services of rehabilitation engineering specialists who can help businesses design appropriate work space and modify existing equipment for use by handicapped workers. Case service funds are available for such services through TRC. Counselors will be able to make referrals for such engineering planning services whenever it would be of benefit to the client.

As is evident from the project design described above, the primary emphasis of the vocational component will be the coordination and integration of existing vocational services in the best interest of the client. The design of community based peer oriented service staff has the advantage of being a client advocacy oriented system as opposed to a proprietary interest group which must be to some extent self serving in the provision of services. As the peer counselors will remain outside the actual service delivery system, they will be able to maintain an objective view of client progress in obtaining goals.

In the final stages of the project, the vocational specialist will work in conjunction with the rest of the management staff in identifying possible funding sources for continuance of the project. Several avenues are open for exploration in this regard:

- 1) If the H.O.U.S.E. project is funded and demonstrates successful coordination of placement efforts, they can take over the job development and placement aspects of the project.

2) The Community College system can be approached to continue the educational components in independent living skills and vocational education for the handicapped. There is precedence for this in the Houston area as they are currently involved in attendant training services.

3) The National LULAC has expressed interest in investing funds in local projects with an emphasis on helping Chicano youth.

4) The United Fund has a number of vocationally oriented agencies to which they offer partial or total support and will be approached.

5) Projects with Industry, a Department of Labor project, has shown interest in funding grant monies to groups who have a business advisory council component in developing services for disabled clients.

6) The National Economic Development Association (N.E.D.A.) may be a source of continued funding.

7) C.E.T.A. funding may be possible.

Throughout the eighteen month project, emphasis will be placed on developing old resources and identifying new sources of vocational programming for disabled minority clients with the aim of building a solid base for continuance through demonstrated success and expertise in community based programming.

#### ● CBFL Independent Living Program - Outreach Component

The fourth major component of this project involves community relations and participant recruitment. This component will have the goal of acquainting the community with the program, involving them as consultants and participants, and accessing existing community resources. Raising the level of awareness of participants and their families, while actively involving the community, are essential to project success.

Since this component of the project is primarily intended to assure that disabled Chicano youth are served by the project, a more detailed description of this component is included in Section 9 of the proposal dealing with Needs of Special Populations Served.

## 2. Exemplary Features

This project incorporates several exemplary features which may serve as models of practice in program design and implementation. The following annotated list covers those features which are already evident in the project. Other exemplary features may be added as the program evolves in practice.

- 1) Program operated by consumer advocacy group - Unlike most service delivery programs which are designed to meet the needs of handicapped people, this one will be operated by a group of potential consumers who belong to a local advocacy organization. Since no one knows the needs nor understands the feelings of handicapped people better than the people themselves, it is hypothesized that these people will be able to serve other handicapped people more effectively than traditional service delivery agencies staffed by non-handicapped individuals. This project should demonstrate the efficacy of that logic.
- 2) Program involves participants in exceptional ways- Whereas most service delivery programs take a paternalistic, directive approach to helping handicapped people, this project will offer participants the opportunity to make choices for themselves, to assume the responsibility for directing their own lives, and to become involved as staff members and advisors. It is anticipated that by being more involved in the project, participants will become more committed to the goals of the project and will thus reap more benefits from participation in the project.
- 3) Program includes a major outreach component - Special efforts are seldom made by any program to recruit participants by having staff people "stalk" the community looking for potential participants. This project will do just that by employing a full-time staff person who will be responsible for participant recruitment and community relations. This aspect of the project should insure that the population for which the project was intended to serve is in fact served by the project.
- 4) Program target population is Chicano youth - Disabled Chicano youth are seldom served by traditional rehabilitation programs. There are no doubt legitimate reasons why this is so, but this project intends to seek solutions to the problems involved in serving this population as opposed to ignoring them.
- 5) Program utilizes existing resources to the maximum extent possible - The human service delivery network is characteristically inefficient. While some services are provided by many agencies, others are omitted from them all.

This project intends to avoid duplicating services by using those available to the maximum extent possible. This will require an extraordinary amount of coordination, but it should lead to more efficient use of existing community resources.

6) Program encourages integration of disabled people - Disabled people are often served by special programs in special places. This project intends to provide service in integrated settings as much as possible. By advocating for access to existing programs and by establishing new programs in normalized settings, this can be accomplished.

7) Program recognizes that independent living skills are learned skills - Although some educational and training programs operate on the premise that disabled people are naturally awkward, both physically and socially, this project recognizes the fact that social skills and other independent living skills can be learned. Thus, the project will emphasize social adjustment and the acquisition of learned skills for daily living, in addition to helping participants acquire needed work related skills.

8) Program recognizes that independent living needs must be met before vocational goals can be reached - Traditional vocational rehabilitation programs frequently fail with several disabled clients because they try to establish vocational goals before independent living needs are met. Clients often fail to reach these goals because they are more concerned about needs for housing, transportation, and attendant care than they are about school or work. This project will help participants satisfy independent living needs at the same time as they set career objectives and become involved in vocational programs or work. This will increase the likelihood that participants will eventually become productive and self supporting.

9) Program monitored by unique advisory committee - Whereas many programs have advisory committees of one sort or another, this project will be monitored by an advisory committee of unique composition. The project advisory committee will be made up of representatives of program participants, the business community, local school systems, minority organizations, public and private human service agencies, youth groups, and others. This broad advisory group composition insures that the project will have input representative of those groups with which the project will deal as well as those which it will serve. This will insure coordination of project activities with those of other groups in addition to making certain that all interests of the affected community are considered by the project.

10) Program features disabled role models - Although participants in most educational and training programs may view instructors or program administrators as role models, disabled

students and trainees seldom have that opportunity. In this project, the use of disabled people as counselors, educators, and administrators will give participants who are disabled that opportunity. This will help participants to raise their image of handicapped people, generally, and consequently raise their own self images and goals.

11) Program stresses self advocacy - Most programs serving handicapped individuals take a "do for" approach to advocacy as opposed to a more progressive approach stressing self advocacy. This project will not only encourage self advocacy; it will teach participants advocacy skills and it will provide them with opportunities to practice those skills. In this way, participants will gain confidence necessary for them to advocate in their own behalf on an on-going basis.

### 3. Management and Administration

This project will be operated by the Coalition for Barrier Free Living, a private, non-profit, tax-exempt organization chartered by and incorporated under the laws of the State of Texas. Organized in 1975 by a group of about twenty people in wheelchairs, the CBFL was originally conceived to be a federation or organizations of handicapped people. However, it soon became apparent that there were not enough active organizations in the Houston area to justify and support such an umbrella organization. As a result, the organization was structured to be a broad-based, cross-disability group with provisions for both individual and group membership. The formally stated purpose of the organization was "to minimize the barriers that obstruct the handicapped individual from achieving the equality of opportunity and respect due every human being."

Early meetings of the CBFL were held monthly and attended by a committed core of ten to twenty-five people. Most of these people were wheelchair users, and most of them knew each other from previous acquaintance. Using funds obtained from nominal membership dues, contributions, and an annual festival/picnic, the Coalition worked on several significant projects during its first two years of existence. It helped to plan and organize a yearly job fair for the handicapped. It produced two films illustrating the effectiveness of the Coalition in overcoming various barriers confronting handicapped people in the Houston area. It began publishing a monthly newsletter. It compiled data and printed "A Guide to Houston for the Handicapped," and it participated in the organization of the American Coalition of Citizens with Disabilities.

Although most of the organization's early accomplishments were of a service oriented or educational nature, the CBFL also began to assert itself publicly as an advocate for disabled people in the community. Speaking cautiously at first, the leadership of the CBFL met with public officials to ask for accommodations such as curb ramps and accessible transportation. After polite but generally ineffective meetings with city fathers and program administrators, and with increasing support from both the disabled and non-disabled community, the group became more outspoken and more adamant about its positions.

By 1977, the organization had become fairly well organized. With a membership of about 200 individuals and several groups including the local Paralyzed Veterans of America and Indoor Sports Club chapters, the CBFL was recognized by policy makers as the "voice of the disabled" in Houston. Two full time VISTAS (Volunteers in Service to America) were assigned to the Coalition to help with organizational matters, a CETA grant was obtained to hire a full time newspaper editor, and an office was set up at a local

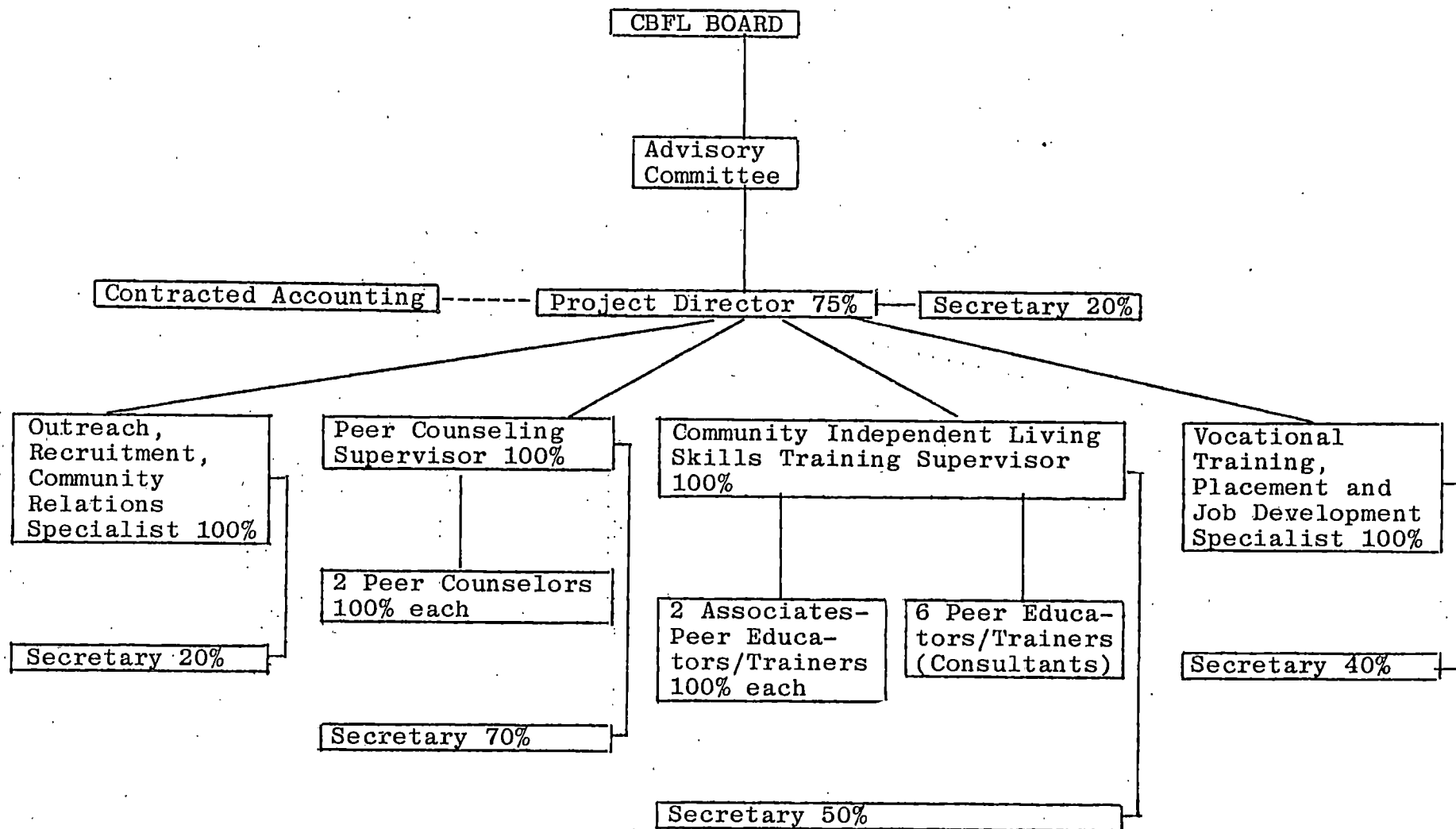
rehabilitation center. By the end of the year, the organization had lobbied successfully to have the City of Houston initiate a multi-million dollar public access campaign which included plans for remodeling public buildings and parks, for constructing hundreds of curb ramps, and for starting a barrier free public transportation service.

With membership approaching 300, the CBFL is about to take another big step by securing substantial funding to support several service projects and a major building project. Beginning this summer, the CBFL will receive CETA funds to operate a program for attendant recruitment, training, certification, and placement. This project will employ three full-time people and thirty-six attendants during its first year. Another activity awaiting funding is a city-wide employment/placement coordination project designed to organize and consolidate the efforts of various employment agencies as they relate to disabled people. Finally, the Coalition expects to receive three to five million dollars from the City of Houston to build a multi-purpose center for the disabled. This facility will include meeting space, offices, and classrooms for the Coalition.

With respect to advocacy-related activities, the Coalition continues to be aggressive and outspoken. Other community organizations such as the United Fund, the Cultural Arts Council, and the American Civil Liberties Union have included representatives of the CBFL on their boards and advisory committees. A local television station produces a biweekly program in association with the CBFL entitled "Coalition Circuit." The City of Houston is engaged in implementing a proposal by the Coalition to do a comprehensive demographic study of the estimated 300,000 disabled people in the Houston area.

The CBFL Board will be ultimately responsible for the operation and management of this proposed project. To assist them in this task the CBFL Board of Directors will establish an Advisory Committee to directly monitor project activities and advise the project director and other project staff. This committee will be made up of consumers, representatives of local businesses and educational institutions, representatives of the Mexican American and Black communities, representatives of the 16 to 21 year old population, and representatives of other cooperating agencies and organizations. This management oversight and advisory group technique has proven to be extremely beneficial in other Coalition projects.

Staffing for this project will be according to the organizational chart pictured on the following page (Figure B). The staff will be made up of full time and part time employees. Preference will be given to hiring qualified disabled people, Spanish speaking



Organizational Chart

people, Mexican Americans, in-school youth, and members of other minority groups to fill positions on the project staff. The resumes of several prospective project staff members are attached as Appendix 1. These are representative of the type of exceptionally well qualified people who will be recruited to work on this project.

As indicated on Figure B, the CBFL will contract with a qualified bookkeeping and accounting firm to maintain fiscal records and produce periodic financial reports and statements. Similar arrangements have been made by the CBFL for work on other projects funded by CETA.

In order to insure that an effective and committed service delivery team is brought together to work on this project, a three month staff recruitment and staff development start-up phase is being planned. During this phase, key staff including the director and community relations specialist, will be hired. These individuals will develop a staff orientation and in-service training program designed to familiarize other staff with the special needs of the target population and the existing community resources which may be used by the project.

The proposed staff development program will include classes in basic Spanish, Mexican American culture, manual interpretation (sign language for deaf people), disability awareness, etc. Selected staff will be sent to other exemplary projects in the United States for training, and consultants who specialize in peer counseling strategies, job development strategies, and resource utilization will be employed to supplement training for project staff in those areas.

A proposed operational budget for this project is included in this proposal as Section 10. By examining this portion of the proposal one may get an idea of the relative amount of project effort associated with each project component. Although limited time has prevented the CBFL from obtaining confirmed commitments by other organizations to provide additional funding or in-kind contributions to this project, it is anticipated that such commitments will be forthcoming. General offers of support for this project have already been obtained from a number of organizations including the National Alliance of Businessmen, the Family Service Center, Ripley House Community Center, and Casa de Amigos Community Center.

Additional non-Youthwork funds or contributions obtained for this project will be used to expand the service staff in order to provide services to more people. With additional funds, the project focus will be broadened to include members of other disability and minority groups. These groups might include mentally retarded individuals, handicapped children or older disabled people.

#### 4. Likely Adaptation to Other Projects

The CBFL has had good success at transferring organizational and service delivery models and materials to other groups and organizations. This has been done through the effective utilization of the mass media including radio, television and the press, through the independent production of educational aids and materials such as videotapes, films, and brochures, and through the direct provision of technical assistance and consultation. As mentioned in Section 3 of the proposal, coalition projects have been featured on national and local television and in national and local publications. The CBFL has itself produced and distributed nationally videotapes, films, and reports. The organization presently publishes a monthly newspaper which is distributed nationally, and future plans call for the development of an on-going television series for PBS.

In addition to this experience, the Coalition can tap into the utilization and dissemination resources of member organizations and cooperating groups. For example, the Coalition has produced motion pictures in cooperation with the Rice University Media Center, a local chapter of the Advertising Council of America has helped produce CBFL brochures, local television stations have helped produce Public Service Announcements, and so forth.

Work on transferring the conceptual model and materials produced and used in this project has in a sense already begun. CBFL members will speak about this project at upcoming local, regional, and national meetings to which they have been invited. An article for the CBFL newspaper, Freewheeling, is being written. Curriculum and educational materials to be used in the independent living skills training component of the project are already being distributed nationally by the member organization which sponsored their development.

During the operational phase of the project itself, the project director will be personally responsible for the transfer of information and methodologies to other organizations. It is expected that this effort will focus on organizations of the handicapped or groups which serve that population. However, the possibility that other human service providers, employers, educators, and the public at large will not be overlooked.

It is anticipated that the tasks of knowledge dissemination will be shared by all project staff, by project participants and by cooperating organizations. In addition to the use of more routine methods of dissemination already mentioned, present plans include having the project sponsor disability awareness seminars throughout the community. These awareness seminars may take the form of plays or performances in which the project participants act out experiences associated with their own adaptation and adjustment to severe disability.

The organization of the project into discrete, yet interwoven components increases the adaptability of the project to other settings and to related uses. This feature makes it easier for potential users of the project methods and materials and discoveries to take part of the package without having to replicate the whole thing.

## 5. Conceptualization of Knowledge Development

The complete knowledge development plan for this project will be constructed jointly by the project operators, the third party evaluators, and Youthwork staff. Having been a part of several research and demonstration projects sponsored by other agencies in the past, the CBFL is aware of the importance and potential usefulness of knowledge development activities.

At this point, it appears that several significant knowledge development issues may be addressed by this project. One of these issues relates to the most effective utilization of existing community resources. This is a key aspect of the proposed project. As described elsewhere in this proposal, several means will be utilized in an effort to effect better coordination and use of employment, educational, and social service programs in the community. Through careful observation and systematic research it may be possible to make some judgements about the relative effectiveness of these means. Additionally, it should be important to systematically analyze the various program components in order to determine which particular aspects contribute most to the expected enhanced coordination of community resources.

Another important issue which lends itself to evaluation in this project relates to the use of various strategies for increasing independent living opportunities by increasing public awareness of the abilities of severely disabled people. It will be interesting to see how effective the project community relations specialist can be in this regard. It should also be interesting to measure the impact of publicity relating to the project on the attitudes and opinions of the general public.

Another issue which may be addressed by this project relates to the relative effectiveness of various methods for improving self advocacy skills. The project will teach self advocacy in training modules and give participants opportunities to practice it on planned field trips, in practice exercises, and during peer counseling. It will be important to get some ideas about how self advocacy skills are actually acquired by project participants and what support, if any, is needed to maintain them.

Another key knowledge development issue which relates to this project is the difference in emphasis placed on programs operated by advocacy groups as opposed to those operated by traditional service providers. It will be useful to learn how emphases might differ between these organizations and how these differences might effect the outcome of the program. It will be important to find out if organizational preoccupation with advocacy related affairs interferes with effective service delivery. Finally, it will be enlightening to see what positive effects, if any, the operation of a service delivery project by people who are consumer/advocates has on the self images of the program participants.

Other research oriented knowledge development questions which may be addressed by this project relate to the involvement of family members in programs for disabled youth, the effects of non-residential vs. residential training programs on disabled people, the relative merits of integrated vs. segregated counseling and training programs, and so forth.

Further issues and questions will no doubt be raised during the course of the project. Efforts will be made to keep the knowledge development plan flexible enough to seek answers to important new questions which may become apparent.

Overall, this project appears to be an extremely rich source of data for the investigation of issues related to human service delivery, to independent living by severely disabled people, and to progress in career development. Knowledge development activities associated with this project may aid in the further development of programs designed to help disabled people, particularly Chicano youth, to become productive members of society.

## 6. Implementation of the Knowledge Development Plan

Three competent third part evaluators capable of implementing the Knowledge Development Plan for this project have been identified by the CBFL. They are:

James Alexander, Ph.D.  
The Institute for Rehabilitation and Research  
Box 20095  
Houston, Texas 77025

David M. Bailey, Ph.D.  
4006 Silverwood  
Houston, Texas 77025

Marcus Fuhrer, Ph.D.  
Baylor College of Medicine  
1300 Moursund  
Houston, Texas 77030

Each of these individuals is familiar with the objectives of the proposed project, and each of them is aware of the need to include disabled youth in evaluation activities. Resumes for these individuals will be forwarded to Youthwork by the CBFL under separate cover.

It should be noted here that Dr. Alexander has suggested the possibility of collaboration with one or more of the other evaluators for the purpose of enhancing the quality of work done on the project. In addition, he has suggested that additional funding to support a more comprehensive evaluation than would otherwise be possible might be available through his organization.

Besides the third party evaluation to be done on the project, the CBFL will conduct its own in-house evaluation and prepare a program Start-up Report and several Unique Features Reports. These will be useful in systematically improving the quality of the program, in documenting knowledge development, and in enhancing the project adaptability. The in-house evaluation will involve on-going program assessment by both project participants and staff. Project reports will describe innovative features of the project and relate subjective impressions of staff members and participants. Together, these efforts should help to maximize the implementation of knowledge development in this project.

## 7. Special Considerations

The following special considerations will be made in the proposed project:

1) As evidenced throughout this proposal, the entire project has been conceived and planned to be a model of participant involvement. Consumers have and will continue to be involved in planning the project. They will be involved in staff selection, they will be employed to work in the project, and they will be involved as advisory committee members.

Participant involvement is a fundamental tenet of the peer counseling model to be used in this project. The project's commitment to participant involvement is further reflected by the use of peer educators and trainers in the Independent Living skills training component of the project.

2) The independent living skills training component of this project will help to improve basic skills needed by disabled people who want to live independently and who want to have a productive and rewarding career. By incorporating this project component into an existing educational institution focusing on basic job related skills such as the community college, project participants will be able to benefit from an array of on-going courses. By involving disabled people as instructors in some of these courses, participants will be exposed to role models working in non-stereotyped jobs.

The peer counseling aspect of this project may also help participants to understand the consequences of failure to develop basic skills. Additionally, counseling by peers in a facilitative, non-directive style may prove to be more effective than traditional methods of helping participants establish reasonable vocational and independent living goals for themselves. Through the process of establishing goals, participants should realize the value of basic skills development and thus become motivated to improve themselves in these areas.

3) It is anticipated that this project will employ women in a variety of non-stereotyped ways. The CBFL has always been a model for other organizations in this respect. The organization President is currently a disabled woman. (It should be noted here that a man presently fills the role of secretary for the organization.) Several Board members are women, and all present Coalition employees, volunteers, and office staff persons are women. In addition to employing women to work as staff persons on the proposed project, women will be actively recruited to be project participants, advisory committee members, and staff associates.

Another effort by the project to eliminate sex role stereotyping will involve the recruitment of men to fill some roles ordinarily reserved for women. This will make the lack of stereotyping by the project even more apparent.

Finally work will be done during the project to develop a training module dealing with the particular disadvantages of disabled women. This module will help disabled women to cope with such issues as double or even triple discrimination.

4) In order to avoid unnecessary labeling of project participants which might lead to segregation or stigmatization, no label other than participant will be used for those people served by the project. This intent has already been reflected during the early stages of project planning as is evident by the systematic use of the word "participant" throughout this proposal. Furthermore, project activities have been planned to occur in the most natural, integrated setting available. This should foster the integration of disabled people into the community, generally. In particular, it will help disabled participants learn ways of relating to their non-disabled peers in a normalized environment.

5) Steps will be taken during the early stages of the project to investigate the possibility of hiring in school youth to work on some project activities and to receive academic credit for that experience. Efforts will also be made to insure that academic credit is given to participants who successfully complete the independent living skills training program. This should be facilitated by the use of an existing educational institution as a base for the independent living skills training component of the project.

6) Private employers will be involved in the project as advisory committee members and as guest instructors in training modules. They will also be used as ad hoc project consultants and they may be asked to contribute equipment or supplies to the project.

The possibility of acquiring "executives on loan" from major private sector employers will be investigated. These individuals would be used to augment project staff and would provide natural on site opportunities for project participants to become acquainted with private sector employers.

7) As described in Section 3 of this proposal, the project will take extraordinary steps to employ individuals who are representative of the population to be served as full and part time staff, as staff associates, and as project consultants.

8) Self advocacy is an underlying theme of the project itself. Self advocacy will be taught in training modules related to consumer affairs, assertiveness, and communications skills. It will be practiced and reinforced through non-directive peer counseling, and it will be supplemented by appropriate referrals to legal aid and consumer rights organizations.

9) In addition to the fact that the project will be operated by a coalition of consumers and consumer groups, provisions will

be made to secure the cooperation and input of other consumer and advocacy groups not represented by the CBFL. These groups, like the Association of Mexican Americans, the NAACP, and the National Student Association, will be asked to delegate representatives to serve on the project advisory committee, to recommend possible staff persons, and to send representatives to serve as guest instructors for some training modules. On-going liason with these groups will be maintained by the project community relations specialist.

## 8. Coordination Between Employment and Educational Institutions

As noted in Section 2 of the proposal (Exemplary Features), a major goal of the project itself is to effect the coordination of existing community resources to meet the needs of disabled people. In order to accomplish this goal, it is imperative that employment systems function in concert with educational systems, and that these in turn function in concert with independent living support systems according to the needs and desires of disabled consumers.

Several means of linking employment and education institutions more closely for the benefit of participants will be undertaken by the project. These include using representatives of both groups to serve on advisory committees, to serve as guest instructors for training modules, and to serve as ad hoc consultants to project participants and staff. These linkages will be further reinforced by the project design which includes both an educational component--independent living skills training, and an employment component--vocational development. These two components will be closely interwoven as described earlier in the proposal.

In summary, the project will depend on both employment and educational institutions to contribute to the overall effectiveness of its programs, with both benefiting from their efforts. Educational institutions will through these methods, be producing persons with marketable skills from a segment of the population before relatively untapped. Efforts made by the business community to educate this population in not only the variety of opportunities, but the demands of competitive employment will aid in this population's ability to contribute to those businesses more effectively in the near future. The proposed project will demonstrate to both communities that continued cooperation is in their best self interest.

## 9. Understanding the Needs of the Special Populations Served

As outlined in the proposal introduction, this project is designed to serve that population of disabled people or consumers generally represented by the CBFL. This group includes mostly severely physically disabled individuals - persons with mobility impairments (wheelchair or crutch users), persons with visual impairments (blind) and persons with hearing impairments (deaf). Of this population, the project will focus on school age (16-21) Chicano youth.

It should be apparent from the preceding section of this proposal that the CBFL is intimately familiar with the special needs of the disabled population in Houston. However, those needs may be complicated by other factors such as language, age, race, cultural background, and socio-economic status. In order to insure that persons who might be served by this project are aware of the opportunity to take part in it as participants, peer counselors, associates, or otherwise, a major component dealing with outreach has been planned into the program. Just as a primary focus of the project as a whole is intended to be on disabled Chicano youth, the project outreach component will focus on this population.

The Chicano community in Houston represents a significant percentage of Houston's overall population. Estimates of the state department of vocational rehabilitation indicate that there are at least 2,239 identified handicapped Mexican Americans between the ages of 16 and 21 in the Houston area at the present time. The lower socio-economic status and language barrier tends to restrict and confine the Chicano to a small number of well defined areas, generally found close to the center of the city. The overwhelming importance of the family unit in the Mexican American culture keeps them unified both geographically and emotionally.

Once in the "barrio" there are innumerable activities which could be implemented with the objective of identifying handicapped Mexican American youth. With an undying devotion to God and Catholicism the Mexican American finds strength, hope, and a strong sense of belonging in his church. It is our contention that "barrio" priests will be of inestimable assistance in locating the population, who because of language barriers and a machistic attitude which condemns crying out for help, have long gone unnoticed by the rehabilitation community.

The community center serves as a focal point for many in the barrio. Because of their wide range of available services, and the limited capacity for mobility of many barrio residents, the community center has often become a part of the day to day life of many in the barrio. Many centers house clinics whose personnel are overloaded with clients rendering them unable to effectively deal with some of the daily living skills. The

community centers offer programs such as vision clinics, drug abuse programs, and nutrition programs. It is evident that they touch the lives of many in the Mexican American community, and they will be an excellent source of client referrals.

The CBFL has already been offered support by the three largest community centers in Houston (Casa de Amigos, Association for the Advancement of Mexican Americans, and Ripley House), all of which are located in the heart of the barrio.

Another potential source of referrals is the school system. The schools located in the barrio have special education programs. The teachers and counselors who deal with these students on a daily basis are once again an excellent source of referrals. The Coalition has already solicited support from two "barrio" schools whose assistance appears to be forthcoming.

An important outreach goal would be the inclusion of the various organizations and service providers who service a large Hispanic population. With a myriad of available services, these agencies come into contact with large numbers of Hispanics. Included in the long list of agencies whose support and cooperation will be solicited are Catholic Council on Human Relations, Chicano Training Center, Educational Advancement for Mexican Americans, Hispanic International University, League of United Latin American Citizens (LULAC), Magnolia Business Center, Minority Women Employment Program, Jobs for Progress Inc. of Houston, and Operation SER-CETA. Hopefully, by making these programs and agencies aware of this project, they will be able to actively assist in the identification process.

The primary objective of the Outreach, Recruitment, and Community Relations Component is the actual recruitment of participants. The activities developed to accomplish this objective will be directly related to the activities involved in identification. This project intends to directly involve family members, the clergy, community center personnel, educators, and service providers in the recruitment process. Workshops and seminars providing information about the project will be offered in the homes, schools, community centers, and churches located in the barrio. Personnel directly involved with the local clientele will be asked to assist in the planning, presentation, and implementation of these workshops and seminars.

Another outreach goal might be the inclusion of local community leaders in project presentations. People who the community believe in and trust may be most helpful in the recruitment of volunteers. As community leaders they should be well aware of the special needs of the population they represent.

Other activities which might help in accomplishing the stated objective would be use of the media. With special consideration given to newspapers, magazines, radio and television programs that reach the Hispanic population, the project may be able to access the homebound, who otherwise might not be reached. Disabled youth themselves are another excellent tool for recruitment. The concept of peer interaction should yield positive results in efforts to involve new participants.

Another objective of the outreach component of the project is good community relations. Essential to good community relations is ample community involvement. The first step here is the inclusion of the community in the outreach and recruitment process. Interagency cooperation is another step toward good community relations. Assistance in the planning, design, content and implementation of the project has been requested and offered from several agencies and organizations with substantial contact in the Hispanic community. Other activities for good community relations would be inviting members of the Hispanic community to be on the advisory board thus effecting all policy. A newsletter written in part by involved participants might serve as a liason between the project and the community. This would provide an opportunity to spread the word throughout the community.

SUMMARY BUDGET FOR  
DETAILED PROPOSAL ONLY

- o Each cost item must be explained in an attached budget narrative.
- o For those cost items that do not apply, write N.A.
- o Administrative costs (I. below) should not exceed 15 percent of the total budget requested:
  - For cases where a prime sponsor is subcontracting to a program operator, prime sponsor costs are not to exceed 5 percent of the total budget request or one-third of the administrative costs.
  - Knowledge development costs for purposes of this demonstration should not be considered part of administrative costs.
- o Knowledge development costs should be identified in Item VII; these knowledge costs may total up to 10 percent of the total budget.

I. Administrative Costs (Not to exceed 15 percent of total budget request)

|                         | <u>CATEGORY</u>  | <u>SUBTOTAL</u>  | <u>TOTAL</u>     |
|-------------------------|------------------|------------------|------------------|
| A. Personnel            |                  |                  |                  |
| 1. Salaries             |                  | \$ <u>33,000</u> |                  |
| a. Professional         | \$ <u>30,000</u> |                  |                  |
| b. Clerical             | \$ <u>3,000</u>  |                  |                  |
| 2. Fringe Benefits      |                  | \$ <u>6,600</u>  |                  |
| TOTAL PERSONNEL         |                  |                  | \$ <u>39,600</u> |
| B. Other Than Personnel |                  |                  |                  |
| 1. Travel               |                  | \$ <u>1,200</u>  |                  |
| 2. Furniture/Equipment  |                  | \$ <u>400</u>    |                  |
| a. Rental               | \$ <u>NA</u>     |                  |                  |
| b. Purchase             | \$ <u>400</u>    |                  |                  |

|                                                                                                          | <u>CATEGORY</u> | <u>SUBTOTAL</u> | <u>40</u><br><u>TOTAL</u> |
|----------------------------------------------------------------------------------------------------------|-----------------|-----------------|---------------------------|
| 3. Occupancy Cost                                                                                        |                 | \$ <u>1,200</u> |                           |
| a. Office Rental                                                                                         | \$ <u>1,200</u> |                 |                           |
| b. Utilities                                                                                             | \$ <u>NA</u>    |                 |                           |
| c. Maintenance                                                                                           | \$ <u>NA</u>    |                 |                           |
| 4. Office Operating Expense                                                                              |                 | \$ <u>2,000</u> |                           |
| a. Supplies and Materials                                                                                | \$ <u>700</u>   |                 |                           |
| b. Telephone                                                                                             | \$ <u>600</u>   |                 |                           |
| c. Postage                                                                                               | \$ <u>300</u>   |                 |                           |
| d. Printing and Reproduction                                                                             | \$ <u>400</u>   |                 |                           |
| 5. Consultant                                                                                            |                 | \$ <u>600</u>   |                           |
| 6. Other (may include fiscal and<br>participant record keeping, audit)                                   |                 | \$ <u>7,000</u> |                           |
| TOTAL OTHER THAN PERSONAL                                                                                |                 |                 | \$ <u>12,400</u>          |
| TOTAL ADMINISTRATION                                                                                     |                 |                 | \$ <u>52,000</u>          |
| II. <u>Allowances</u> (for participants enrolled<br>in classrooms and other transitional<br>services)    |                 |                 |                           |
| A. Participant Basic Allowances                                                                          |                 | \$ <u>NA</u>    |                           |
| B. Participant Other Allowances                                                                          |                 | \$ <u>NA</u>    |                           |
| TOTAL ALLOWANCES                                                                                         |                 |                 | \$ <u>NA</u>              |
| III. <u>Wages</u> (for work experiences and on-the-<br>job training in career employment<br>experiences) |                 |                 |                           |
| A. Participant Wages                                                                                     |                 | \$ <u>4,000</u> |                           |
| B. Participant Fringe Benefits                                                                           |                 | \$ <u>800</u>   |                           |
| TOTAL WAGES                                                                                              |                 |                 | \$ <u>4,800</u>           |

|                                                                                                                                                                              | CATEGORY  | SUBTOTAL  | 41<br>TOTAL |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------------|
| IV. <u>Work Site Supervision Costs</u> (costs here are related to the direct supervision of participants at work sites)                                                      |           |           |             |
| A. Personnel                                                                                                                                                                 |           |           |             |
| 1. Salaries                                                                                                                                                                  | \$ NA     |           |             |
| 2. Fringe Benefits                                                                                                                                                           | \$ NA     |           |             |
| TOTAL PERSONNEL                                                                                                                                                              |           | \$ NA     |             |
| B. Other Than Personnel                                                                                                                                                      |           |           |             |
| 1. Supplies and Materials                                                                                                                                                    | \$ NA     |           |             |
| 2. Other                                                                                                                                                                     | \$ NA     |           |             |
| TOTAL OTHER THAN PERSONNEL                                                                                                                                                   |           | \$ NA     |             |
| TOTAL WORK SITE SUPERVISION COSTS                                                                                                                                            |           |           | \$ NA       |
| V. <u>Training Costs</u> (Costs here relate to classroom or other training settings including the amounts paid to employers for expenses resulting from on-the-job training) |           |           |             |
| A. Personnel                                                                                                                                                                 |           |           |             |
| 1. Salaries                                                                                                                                                                  |           | \$ 60,000 |             |
| a. Professional                                                                                                                                                              | \$ 54,000 |           |             |
| b. Clerical                                                                                                                                                                  | \$ 6,000  |           |             |
| 2. Fringe Benefits                                                                                                                                                           |           | \$ 12,000 |             |
| TOTAL PERSONNEL                                                                                                                                                              |           |           | \$ 72,000   |
| B. Other Than Personnel                                                                                                                                                      |           |           |             |
| 1. Equipment                                                                                                                                                                 |           | \$ 3,500  |             |
| a. Rental                                                                                                                                                                    | \$ 1,200  |           |             |
| b. Purchase                                                                                                                                                                  | \$ 2,300  |           |             |

|                              | CATEGORY        | SUBTOTAL        | TOTAL <sup>42</sup> |
|------------------------------|-----------------|-----------------|---------------------|
| 2. Occupancy Costs           |                 | \$ <u>1,200</u> |                     |
| a. Space Rental              | \$ <u>1,200</u> |                 |                     |
| b. Utilities                 | \$ <u>NA</u>    |                 |                     |
| c. Maintenance               | \$ <u>NA</u>    |                 |                     |
| 3. Operating Expense         |                 | \$ <u>2,500</u> |                     |
| a. Supplies                  | \$ <u>1,500</u> |                 |                     |
| b. Telephone                 | \$ <u>200</u>   |                 |                     |
| c. Printing and Reproduction | \$ <u>800</u>   |                 |                     |
| 4. Other                     |                 | \$ <u>NA</u>    |                     |
| TOTAL OTHER THAN PERSONNEL   |                 |                 | \$ <u>7,200</u>     |
| TOTAL TRAINING COSTS         |                 |                 | \$ <u>79,200</u>    |

VI. Service Costs (costs here include all services to applicants and employment and training supportive services to participants)

A. Personnel

|                    |                   |                   |  |
|--------------------|-------------------|-------------------|--|
| 1. Salaries        |                   | \$ <u>135,000</u> |  |
| a. Professional    | \$ <u>114,000</u> |                   |  |
| b. Clerical        | \$ <u>21,000</u>  |                   |  |
| 2. Fringe Benefits |                   | \$ <u>27,000</u>  |  |

TOTAL PERSONNEL

\$ 162,000

B. Other Than Personnel

|                   |                  |                  |  |
|-------------------|------------------|------------------|--|
| 1. Equipment      |                  | \$ <u>2,100</u>  |  |
| a. Rental         | \$ <u>900</u>    |                  |  |
| b. Purchase       | \$ <u>1,200</u>  |                  |  |
| 2. Occupancy Cost |                  | \$ <u>20,000</u> |  |
| a. Space Rental   | \$ <u>20,000</u> |                  |  |
| b. Utilities      | \$ <u>NA</u>     |                  |  |
| c. Maintenance    | \$ <u>NA</u>     |                  |  |

|                              | <u>CATEGORY</u> | <u>SUBTOTAL</u> | <u>TOTAL</u>      |
|------------------------------|-----------------|-----------------|-------------------|
| 3. Operating Expense         |                 | \$ <u>8,500</u> |                   |
| a. Supplies and Materials    | \$ <u>1,900</u> |                 |                   |
| b. Telephone                 | \$ <u>3,000</u> |                 |                   |
| c. Printing and Reproduction | \$ <u>3,600</u> |                 |                   |
| 4. Travel                    |                 | \$ <u>7,200</u> |                   |
| a. Staff                     | \$ <u>6,000</u> |                 |                   |
| b. Participant               | \$ <u>1,200</u> |                 |                   |
| TOTAL OTHER THAN PERSONNEL   |                 |                 | \$ <u>37,800</u>  |
| TOTAL SERVICE COSTS          |                 |                 | \$ <u>199,800</u> |

VII. Knowledge Development

## A. Personnel (third party evaluators, observers, etc.)

|                    |              |
|--------------------|--------------|
| 1. Salaries        | \$ <u>NA</u> |
| 2. Fringe Benefits | \$ <u>NA</u> |

## TOTAL PERSONNEL

\$ NA

## B. Other Than Personnel

|                              |              |
|------------------------------|--------------|
| 1. Equipment                 | \$ <u>NA</u> |
| a. Rental                    | \$ <u>NA</u> |
| b. Purchase                  | \$ <u>NA</u> |
| 2. Operating Expense         | \$ <u>NA</u> |
| a. Supplies and Materials    | \$ <u>NA</u> |
| b. Telephone                 | \$ <u>NA</u> |
| c. Printing and Reproduction | \$ <u>NA</u> |
| 3. Travel                    | \$ <u>NA</u> |
| 4. Consultants               | \$ <u>NA</u> |

## TOTAL OTHER THAN PERSONNEL

\$ NA

## TOTAL KNOWLEDGE DEVELOPMENT

\$ 33,600

## VIII. Total Project Costs (Sum of Totals I through VII)

\$ 369,400

## BUDGET NOTES

I. Administrative Costs include salaries and fringe benefits for one part-time Director (75%) and one part-time secretary (20%) for the duration of the project. Funds are budgeted for travel to and study of similar projects and for travel to make project related presentations at professional and consumer meetings. Funds are budgeted to pay part of the estimated cost of office equipment/furniture, space, and operating expenses. It is anticipated that additional funds will be needed to cover the cost of these items. That funding will be sought by the operators from private sources in the community. Funds are budgeted to enable the director to contract with consultants from time to time for assistance on certain issues. Other funds are budgeted for contracting professional bookkeeping and accounting services.

II. Allowances - Not applicable.

III. Wages and fringe benefits are budgeted to provide work experiences in the project for participants who will be involved as staff interns and staff associates.

IV. Work Site Supervision - Not applicable.

V. Training costs include salaries and fringe benefits for one full-time training supervisor, two full-time and 6 part-time peer educators, and one part-time secretary for the eighteen month operational period of the project. Funds are budgeted for purchase of certain used equipment and rental of new equipment including videotaping equipment, motion picture and slide projection equipment, office equipment, and so forth. Funds are budgeted to pay part of the estimated costs of office space and operating expenses. In kind donations or funds to cover additional costs in this category will be sought by the operators from other sources.

VI. Service costs include salaries and fringe benefits for one full-time outreach specialist, one full-time vocational supervisor, one full-time counselor supervisor, two full-time peer counselors, one full-time secretary and one part-time secretary for the operational phase of the project. Funds are budgeted for the purchase and rental of needed office equipment including typewriters, photocopying equipment, and TTY machines ( for communicating with deaf participants). Funds are budgeted for office space rental and office operating expenses for five full-time service providers and two secretaries for the duration of the project. Funds are budgeted for travel by service staff to similar projects for study. Additional travel funds are budgeted to reimburse staff and participants for local travel relating to the project.

VII. Knowledge Development Costs equal to 10% of the total of all other project costs are budgeted according to instructions. Additional funds may be sought from other sources to augment the knowledge development effort for this project.