The monograph describes "Boatworks," a subsidiary of Stepping Stones Growth Center in Oakland, California, which trains developmentally disabled adults to clean and maintain pleasure boats, and "Cleansweep," a janitorial and grounds maintenance training program for the same population. A brief history of the programs is followed by client profiles and information on client productivity and business procedures. Training outlines specify steps for teaching clients skills involved in both programs. Funding information is followed by a sample budget and a discussion of job opportunities, placement, and disincentives for employers. Extensive appended information includes sample forms and skills assessments along with a worker handbook. (CL)
BOATWORKS AND CLEANSweep
MOBILE WORK CREWS
For Adults With Developmental Disabilities

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Client
Business
Safety and Production
Worker Handbook
Publicity
BOATWORKS AND CLEANSWEEP

I. INTRODUCTION AND OVERVIEW

Boatworks, a subsidiary of Stepping Stones Growth Center in Oakland, California, trains developmentally disabled adults, ages 18 to 50, to clean and maintain pleasure boats in the San Francisco Bay Area. CleanSweep is a janitorial and grounds maintenance training program for the same population.

Individuals in training are mentally retarded, emotionally disturbed, or have mild cerebral palsy. The primary disability of those served is mental retardation. Since the founding of Boatworks in November, 1981, 29 clients have been trained. CleanSweep began training in November, 1982 and has trained 29 workers. About half of the trainees live in small group homes; the other half live with their families or in foster homes. A few live independently.

PROGRAM DEVELOPMENT:

Stepping Stones began as a nonprofit after-school day care facility in 1975. Founded by parents of retarded children, the program began with fifteen children and a volunteer staff. Eventually, as the clients reached their teens, the Executive Director, Maria Distler, began to see a need for vocational training. The segregated school which most of them attended offered little in the way of independent living training and vocational skills.

Through CETA funds, Stepping Stones was able to place some of the older clients in on-the-job training positions in the private sector. Jobs included groundskeepers, janitors, bakery assistants, boat cleaners and sail loft workers. Of all the training opportunities, boat cleaning and janitorial and grounds maintenance proved to be the most successful for the developmentally disabled.

In 1981, when it became evident federal support for community-based organizations would be diminished and CETA was drawing to a close, the agency saw a need to become partially self-supporting by operating a nonprofit business
enterprise. About the same time the administration team was urged by professionals in the field of Rehabilitation and the parents of our youth about to leave school, to add adult services, thereby changing program focus to meet community needs. In December, 1984, the facility was awarded three year accreditation for work adjustment and work services by the Accredidation of Rehabilitation Facilities, CARF.

Marge Watson, Program Developer at Stepping Stones, sails for a hobby. She was aware of the routine work of boat cleaning and thought the work suitable for the developmentally disabled youth. She approached the largest yacht brokers in the East Bay to assess the viability of establishing a boat cleaning business employing the handicapped. When she received a positive response from yacht brokers, sailboat charter outfits and individual owners, she approached State CETA with a proposal.

FUNDING SOURCES:

Initially, Boatworks was funded by the State of California CETA for one year at $100,000, but funding was cut to nine months, with a reduction of funding by one-third. CleanSweep began with a grant from local Oakland CETA one year later. The six-month grant supplied $30,000 seed money to hire staff and recruit and train ten clients. The program is presently funded by California Department of Rehabilitation for work adjustment and work services (30% of agency budget), business income (20% of revenues), a Rehabilitation grant for employment services, and corporation and foundation support.

PROGRAM GOALS:

The goal of the program is to provide relevant training in a real work setting on state-of-the-art equipment. The long range goal for most clients is competitive employment.

The objectives of our two businesses are:

- to perform quality work for customers;
- to operate competitively, with sound business practices;
- to employ developmentally disabled workers in steady and satisfying jobs;
- to expose the community to the capabilities of the handicapped worker.
STAFFING:

Currently there are three CleanSweep crews and one Boatworks crew. Supervision of trainees is done by vocational supervisors, hired and supervised by Stepping Stones. These supervisors are required to have strong vocational skills in the boating or janitorial trade as well as experience working with handicapped persons.

Each supervisor is in charge of a crew of six trainees. A course outline for the vocational skills taught is included in sections IV and V. The supervisors also teach the clients good work habits and the social skills needed to interact with the public.

TRANSPORTATION:

In order to enter either program, workers must be able to get to Stepping Stones via public transportation, bicycle, or carpool. The Bay Area has an exceptionally good bus and rapid transit system. It is the parent's, care provider's or case worker's responsibility to site train the potential client to the doors. Transportation to the various work sites is provided by company vans driven by the supervisors.

REFERRALS:

Most referrals to the program come from Regional Centers (a branch of the State Department of Developmental Services), the Department of Rehabilitation, the public schools, Board and Care operators and families. A small percentage are self-referrals who hear about the program and want to learn the trade.
SKILLS TAUGHT:

Boatworks: Workers learn a variety of skills in both cleaning and detailing boats. Tasks are broken down into small, easy to understand progressive steps. In the boat cleaning area, trainees learn safety rules, use of special materials and equipment, how to follow directions, do interior and exterior cleaning tasks, and work as a team. Workers learn boat detailing skills such as scraping off old paint, refinishing wood and fiberglass, polishing metal parts, and waxing and buffing out hulls.

CleanSweep: Workers learn a variety of skills in both janitorial and grounds maintenance. In janitorial, they learn sweeping, mopping, dusting, window washing; floor stripping, waxing, and buffing; and cleaning and maintenance routines for bathrooms, kitchens, offices and other special areas. In grounds maintenance, they do a variety of outdoor tasks including: mowing lawns, raking, weeding, trimming hedges, pruning trees, bagging trash, and watering plants, while using a variety of tools and equipment.

WAGES PAID:

The initial CETA grants paid the workers minimum wage. Now the workers are paid on the basis of their rate of productivity, according to Rehabilitation standards. On an average, a worker makes approximately $1.50 an hour. The prevailing wage in the Bay Area for an entry level boat cleaner is about $3.75 an hour; for a janitor, $4.66 an hour. These figures are updated yearly, and productivity rates adjusted, as needed. Productivity is evaluated quarterly, in order to more accurately compensate workers whose skills have improved or regressed. The method for figuring productivity rates can be found in the Client section. Forms and standards are included in the appendix.
WORK SCHEDULES:

Crew members report to Stepping Stones each day at 9:00 a.m. and go home at 3:00 p.m., with a 30-minute lunch break and two 15-minute breaks. The work adjustment instructor conducts a half hour session each morning, while supervisors receive the day's orders and load up equipment. The usual work day for trainees is six hours, Monday through Friday. Within their 5-6 hour day, an average of four hours is actually spent working for customers. They work every day, weather permitting. Workers must call in if they will be absent or late. Appointments with case workers, doctors, etc., are encouraged to be scheduled after working hours.

BENEFITS:

Liability Insurance, Worker's Compensation, and Social Security are paid by Stepping Stones for all workers. Trainees who have been in the program for a year or more receive 5 paid vacation days, 5 paid holidays, and 5 paid sick days each year. Trainees are on regular payroll; a deduction for FICA is calculated, but they are exempt from SUI or DIS.

MARKETING:

Stepping Stones has hired a Job Developer who also devotes 30% of his time to marketing the businesses. High quality flyers, brochures and business cards are produced to advertise the services of Boatworks and CleanSweep. Flyers of Boatworks are distributed to yacht brokers, sailboat charter outfits, marine stores, yacht clubs, and marinas on a regular basis. An advertisement appears each month in a popular Northern California boating magazine called "Latitude 38". When working at a boat show or other large marine gathering, flyers are placed on cars or displayed aboard boats being maintained. Human interest articles and television coverage have made the program very visible in the Bay Area.

Some of the best advertisement for Boatworks comes from boat owners who have utilized the program's services and are
impressed with the quality and efficiency of the crews. In addition, crews are seen working in marinas daily by boat owners who inquire about their services. Signs have been made to hang on the life-lines of a boat to advertise that Boatworks is maintaining it. Trainees themselves have been known to comment to a boat owner on an adjacent yacht that his yacht could use a bit of attention.

CleanSweep has advertised services in several local newspapers that are widely distributed free in the Bay Area. They also subscribe to a State Contracts newsletter announcing all contracts throughout the State open for bid. Through this system five grounds maintenance contracts for the Department of Motor Vehicles have been secured. The National Industries for the Severely Handicapped (NISH) occasionally contacts the contract procurement person about Federal contracts of interest. To date, several NISH contracts have been considered.

PROGRAM MANAGEMENT, ENTRANCE CRITERIA:

All potential workers must be 18 years old, have a social security card, and have travel skills to enter the adult program. A prime consideration for acceptance in the program, is the motivation to work. Initial contact is made by a case worker, teacher, or family member. Each person must participate in a formal interview and have a tryout and skills assessment. Boatworks candidates must participate in a water safety test both in a swimming pool and at the dock.

Clients must be sponsored by Department of Rehabilitation (Vocational Rehabilitation or Habilitation) or JTPA. Parents could also pay for training costs if no sponsorship can be obtained. Case workers send collateral, including medical information, psychological evaluation, work history and other pertinent data to Stepping Stones' case manager prior to the interview. We are especially careful to screen out consumers who have a current history of violence or inappropriate sexual behavior.

TRYOUT, PROBATION:

A potential trainee is taken to see a crew at a worksite. Family members and/or case workers must accompany him. If, after collateral is reviewed and the trainee seems interested in either program, he or she is scheduled for a
tryout. This usually consists of 1-3 days, until the supervisors have completed an appraisal to determine whether or not the individual meets the minimum requirements to enter the program. The client is then enrolled in Boatworks or CleanSweep.

After a 90-day probation period, a staffing is held to determine the consumer's adjustment and growth in the program. If the client passes probation, an Individual Habilitation Plan (IHC) is developed for each client with long and short range goals outlined. See form in appendix. The IHC is completed yearly, with updates every three months. Monthly progress reports are completed and sent to counselors of Rehabilitation clients.

BUSINESS OPERATIONS:

Boatworks and CleanSweep are both licensed to do business in the County of Alameda. Stepping Stones belongs to the Oakland Chamber of Commerce to promote both contracts for crews and jobs for graduates. The business manager sets up Standard Operating Procedures for bidding, customer relations, billings and collections. Rates are kept competitive with the local marketplace. Rates are currently $18 an hour for a crew in Boatworks and CleanSweep. Rates are adjusted in January, if warranted. The Finance Committee of the Board of Directors and a business advisory group lend business expertise usually lacking in a social service organization. Business income amounted to 20% of the total agency revenues during 1984. The goal is to increase this share each year.
II. THE CLIENT

CLIENT PROFILE:

Boatworks began in October, 1981. Since that time, 29 clients have been trained in the skills of boat cleaning and detailing. Ten were trained in the first nine months of the program in sewing skills related to sail lofts. Due to a lack of employment opportunities, this program was dropped in July, 1982.

CleanSweep began in October, 1982. As of October 1984, 29 clients have been trained in the skills of janitorial and grounds maintenance work. Five clients have been in both programs. All have transferred from Boatworks into CleanSweep.

Disability:

- mentally retarded - 69%
- learning disabled - 9%
- emotional problems - 6%
- dual diagnosis - 6%
- cerebral palsy - 5%
- other physical - 5%

Type of Residence:

- living with family - 46%
- board and care - 33%
- semi-independent - 13%
- independent - 8%

Ethnic background:

- White - 57%
- Black - 32%
- Hispanic - 6%
- Asian - 5%

County of Residence:

- Alameda - 89%
- Contra Costa - 10%
- San Francisco - 1%
Sponsorship:

Habilitation - 52%
CETA, JTPA - 39%
Rehabilitation - 9%

Age:

under 20 - 13%
21 - 30 - 62%
31 - 40 - 9%
41 - 50 - 13%
over 50 - 3%

Length of Training - Based on 40 clients no longer in the program:

A client is only counted after passing 90-day probation.

3 to 6 months - 42.5%
7 to 12 months - 42.5%
13 to 18 months - 10%
more than 18 months - 5%

Status upon leaving:

competitive employment - 25%
sheltered employment - 25%
status unknown - 25%
moved, no program - 25%

- This information is updated at the end of each calendar year and compared to past years.
# A Day in the Life of a Boatworker

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>Arise, fix lunch, prepare for work.</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Arrive at Stepping Stones by bus and rapid transit. Sign in on timesheet.</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Work adjustment class. Today's topic; getting along with the boss.</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Travel to a marina to work. Today we're in Alameda Marina.</td>
</tr>
<tr>
<td>10:00-12:30</td>
<td>Supervisor Kathan directs the crew of six to redo the teak wood on a 40-foot yacht. Estimated hours of work to be thirty. That will take all week.</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch break. Crew members pack their own lunch each morning. Time to take a break and enjoy the scenery.</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Back to work. Finish the handrails, move on to the stern trim. Crew members have to be coaxed to keep up the pace as the day draws to a close.</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Travel back to Stepping Stones. Sign out, commute back home. Sunburned and tired, but content with a job well done.</td>
</tr>
</tbody>
</table>
PRODUCTIVITY

Since the beginning of Boatworks, the question of figuring production rates has been raised. The client wants to understand why he earns $1.00 an hour, and the guy next to him makes $2.25. The case worker wants to understand why the client has reached a plateau. Department of Rehabilitation and CARF want to see records to determine clients are paid fairly. Department of Labor wants to see the actual tests administered.

The Problem: In operating Boatworks and CleanSweep as mobile work crews doing a variety of tasks everyday, several difficulties arose in obtaining accurate and consistent performance ratings.

1. Lack of industrial standards, that is the time required for a non-handicapped worker to perform a particular task in boat detailing services, for example.

2. Extreme variability in the condition of wood, fiberglass or metal on each boat maintained.

3. Frequent shifting of worksites in yard maintenance, custodial and boat maintenance, representing varying degrees of difficulty experienced by the workers in a given day or week.

The Goal: To develop a quantitative/qualitative rating form that would take into consideration the constant fluctuation of tasks/skills presented to a worker in any given day/week and the variability of the condition of each work setting.

The Solution: A format was designed to accommodate both quantitative (traditional time study method utilizing a stop watch) and qualitative (assessment by observation and knowledge of the worker). Thus the performance rating takes into consideration both speed and accuracy of the handicapped worker compared to a non-handicapped worker's rate on the same job.

You will find in the appendix the forms currently in use and an explanation on how to use them. These forms are probably not the final word. We would appreciate comments from other mobile crew operators on this problem.
III. THE BUSINESS

Boatworks and CleanSweep operate as business subsidiaries of Stepping Stones, under our nonprofit umbrella. Paperwork was filed with the county for a fictitious name statement or "Doing Business As" Boatworks/CleanSweep. A business license was obtained through City Hall. Notify the officials of your nonprofit status when making application to avoid taxes on income. You will probably have to pay a small yearly fee.

The business operations must be managed by staff with knowledge of the service industry. They should understand bidding, quality control, marketing, and all around business management. Get to know your competition. Join the Chamber of Commerce or local business or trade association. Develop a business advisory board or find members of your Board of Directors with business experience (successful, of course).

GETTING AND KEEPING CONTRACTS: Bid competitively. In the beginning our bids were too low, hours estimated were too few to do the job, and money was lost. The person doing the bidding must have a knowledge of the capabilities of the work force, the work load, and what the market will bear. Department of Rehabilitation offers workshops on bidding which can be useful. Keep records in the beginning to see how accurate your estimates are compared to the amount of time and money it actually took to do the job.

Estimates and getting the job done for the customer should be done as promptly as possible. This way the customer does not lose faith in you. Don't promise more than you can deliver. Do not be tempted to take on jobs beyond the skills of your trainees. If you do, the supervisor ends up doing most of the work himself, and the clients learn little. Training can take place when jobs are steady, and of a reasonable duration. At least 3-5 hours of work at one location saves time and money spent in travel and related costs.

Billing should also be done as soon as the job is completed. This helps cash flow. The business manager has an hourly rate for work to quote to customers, but most monthly contracts are bid on a flat rate. This takes into consideration variables such as client productivity, absenteeism, and new trainees which may slow down the crew. Setting monthly contracts also helps business income remain constant.
It is important to develop Standard Operating Procedures (SOP) for all aspects of bidding, executing contracts, and invoicing customers. The SOP for customer invoices follows this section. Having procedures and analyzing them at least annually will help in a smooth transition in case of staff changes or covering for vacation periods.

Quality control is vital to the success of the business. The business manager drops by worksites unannounced several times a month to talk to customers, note the quality of work being done, and do on-the-spot problem solving. Monitoring customer satisfaction with a customer feedback form (see appendix) puts forth a positive attitude to the customer that his business is important to you. It is far better to correct action while you still have the contract than find out the problems after the contract is cancelled.

NISH, located throughout the country, offers assistance in bidding and securing government contracts. Many are janitorial and grounds maintenance contracts, both large and small. Large contracts may seem complicated and overwhelming at first, but securing several substantial contracts that are long term and offer good training experiences in an integrated setting are an asset to business operations.

State Contracts are also available. Most States publish a monthly contract listing. Many States have "set aside" categories for minority businesses, such as those employing the handicapped. This means once the contract is awarded, the Rehabilitation facility does not have to bid competitively time after time; as long as the State entity is satisfied with the work.

SCHEDULING: The business manager makes up a monthly schedule about two weeks prior to the beginning of the next month. He schedules regular customers and notifies them if their regular day must be altered due to holidays. Otherwise customers are served on designated days, such as the "second Wednesday of the month". Because of the rainy winter climate in Northern California, we do not book solidly for grounds maintenance work during that season. For this reason indoor work is sought during the winter.

For Boatworks' regular customers, scheduling does not have to be as rigidly as CleanSweep since most boat owners do not make daily trips down to their boats. However, the rainy weather does curtail most detailing work as wood must be dry in order to work on it. Most boat work is more seasonable, as Spring through Fall brings most of the good
s: ing and outdoor work weather. However, we have been quite busy some mild winters.

Trainees are divided into work crews that are assigned to a supervisor. Earlier in the program the clients switched supervisors quite often, depending on the scope of the job, attendance, and productivity. The present business manager has established more or less permanent crews. Thus far, this has proved popular with supervisor and client alike. The supervisor has a better opportunity to teach and note progress towards training goals. The client has stability in developing a relationship with his supervisor, and working as a team with a set group of co-workers. Crews will be rotated so clients can learn both janitorial and grounds maintenance skills.

EQUIPMENT: It is important to purchase equipment that is durable and of industrial quality. Shop around and ask small businesses what brand of lawn mower, power sander or weed eater works for them. Then make sure your supervisors are proficient in the correct use, maintenance, and storage of the supplies and equipment. Then make sure they pass on correct instructions to the trainees.

The business manager keeps track of equipment by recording all materials purchased, amount spent, and date of purchase. Liquid cleaning supplies and boat detailing supplies can be bought in bulk for savings, and broken down to smaller containers for daily use. He also keeps track of repairs performed on equipment. Supervisors use a "daily inventory checklist" to mark off types and amount of equipment they take out to the job site and return to the storeroom each day. This has helped control the casual mislaying of gloves, clippers, etc., that can creep up on you. Supervisors report losses or breakages to the manager as they are noted.

The workers themselves are involved in the day to day maintenance and inventory of equipment. They are responsible for loading and unloading equipment each day, making sure everything is brought back at the end of the day. Monthly the business manager gives them a report on equipment losses, and asks for their input and cooperation. The month's income and expenses are also discussed. We believe the workers have more pride and ownership of the day to day operation of the business that employs them if they are kept informed and their opinion asked.

Visibility is very important. Signs are placed on all vehicles, giving a brief description of the services, and a phone number to call. Uniforms with the company name are also planned for 1985. Donations of uniforms or bulk discounts are being explored.
VEHICLES: Vehicles must be of good quality, durable, safe, and reasonably maintenance free. A number of vans and station wagons have been used in the three years the program has operated. One used one was donated. Others were purchased at auctions, from want ads, and dealers. Money has come from Department of Rehabilitation and several small foundations to purchase and maintain vehicles.

Other facilities have been successful in having dealerships donate vehicles. We have not yet had this good fortune. The present fleet includes a '75 Chevy van, a '72 Pontiac station wagon, a '78 Dodge mini school bus, and an '81 Ford van. We are shopping for a new 3/4-ton passenger van with a long wheel base and an extra bench seat to accommodate 8 passengers, equipment, and bags of debris. Be sure to install seatbelts and seats that meet recommended safety standards of your insurance company or American Automobile Association. The ideal van will have heavy duty shocks, large side mirrors, power steering, power brakes, and automatic transmission. There is a shortage in California of stripped out, basic passenger utility vans. Most are converted for camping. Therefore most used utility vans have been run into the ground and require a lot of maintenance.

A maintenance checklist is kept in the files on each vehicle. Each supervisor is responsible for checking water, tire pressure, oil, and battery, when he/she fills up at a gas station. They report any problems to the business manager who takes the vehicle to a reliable garage for major work. Regular lubrication, tune-ups and repairs are noted in the files. A check is done on all supervisors with the Department of Motor Vehicles to determine if they have a safe driving record and valid license.
Customer Invoices:

Customers who are serviced by Boatworks or CleanSweep on an on-going basis (weekly, monthly, etc.) will enter into a contract agreement signed by both customer and business manager. Customers' signatures will be required on all invoices except for those customers who have previously entered into contracts calling for regular servicing.

Fees will be estimated on all orders, either on-site or by phone. Customers will be required to advance 25% of estimated fees for all jobs, except for those estimated to require 3 hours or less. If a customer requests that more work than originally requested be done, a separate invoice will be completed. (If estimate is over $150, 25% must be paid in advance.

Customers with jobs estimated to take less than four hours and are located outside the Oakland-Richmond-Alameda-San Francisco area will be charged a transportation fee of $.25 a mile.

A job order form will be completed by the crew supervisor on a daily basis. A description of work completed, the number of hours worked, and special materials used will be included on the daily job order form. Customers will be charged for the cost of special materials used — waxes, teak, oil, varnish, etc. There will be no charge for equipment or regular materials such as soap or cleansers.

Collection Procedures:

1. Invoice is sent upon completion of the job, unless the job extends over a one month period. In this case, customers will be billed for work done during the first thirty days and payment must be received before work will continue. Customers who are serviced weekly or monthly will be billed on a monthly schedule.

2. If payment is not received after 30 days from the date invoice was sent, a notice with a "past due" stamp will be mailed and the customer phoned by staff.

3. If payment is not received after 45 days from date of original invoice, account will be referred to collection.
IV. BOATWORKS TRAINING OUTLINE

The following is an outline of the actual work done by the Boatworks crew. It is not a curriculum, or a task analysis. We learned on the job, and then taught the trainees. Our first supervisors were a sailing instructor and a mature woman with a hobby of woodworking. They learned by doing, and asking experienced boat workers they met on the docks. Sailing terminology has no easy translation. Get a copy of Royce's Sailing Illustrated available at marine stores almost everywhere.

We began training with boat washing, both topsides and interior cleaning. After a few months customer demand led us to include detailing; working on the wood trim, varnishing or oiling, and waxing and buffing the hull of the boat. The skills taught depend on the clients' abilities and the marketplace.

When we recommend a product, we name the brand. Feel free to ask around your marine store for advice on local products. Familiarity with car washing and waxing, and furniture refinishing routines are transferable entry level skills valuable for both supervisor and trainees.

BOAT WASHING

Materials    - Hose, nozzle, bucket, soap, brush, sponge hand scrubs, fiberglass cleaner, 1/2 bucket water to cap full soap (bilge cleaner), depending on the concentration.

Steps:

1. Prepare materials, check all port holes and hatches to make sure all are closed.

2. Hose down boat, starting with the bow (front); most of the dirt will wash off with hosing.

3. Scrub the decks with soapy water and deck brush.
   a. If there is more than one level of deck, start at the highest point.
4. On all smooth fiberglass, use hand scrubs to remove most dirt streaks and stains. Do not rub hard; could damage fiberglass.
   a. When washing a very dirty boat, use fiberglass cleaner. This is applied like Ajax or Comet, rubbed in and rinsed well.

5. After the boat is washed, it must be rinsed thoroughly and drainage watched; clean out drains if needed. Don't let soap dry at any time.

6. Sponge ports (windows) and wood; don't let soap dry.

**Interior Cleaning** - Very similar to house cleaning.

1. All heads (toilet) are enclosed in fiberglass; these are washed down as the outside of boat with soapy water. Use fiberglass cleaner as needed. To rinse, use a wrung out sponge.
   a. Clean all mirrors with Windex.
   b. If there is wood, clean as you would other interior wood. Use lemon oil or Pledge.

2. Scrub toilet with Ajax; spray with Lysol.

3. Cabin is mostly teak; wipe down with mild soapy water with wrung out sponge; don't leave streaks. Leave interior surfaces as dry as possible. Use lemon oil or Pledge.

4. Check all interior surfaces, door jambs, rails, handles, mast, and around ports for fingerprints.

5. Remove all seat cushions, dust or wash all seats and floors. Dust can go down bilge. Use vacuum cleaner.

6. Wash all sinks with Ajax and wipe dry. Don't use boat water supply.

7. Clean and dry all refrigerators and wet storage units; leave open for airing.

8. Oil teak with lemon oil (or Pledge) with clean rag.

9. Leave all doors latched (not swinging free).
10. Break down materials; return to van/car or the next worksite.

WOOD TRIM

Striping

Materials - Teak or Teak Wonder solution A & B, scrubbies, hose, oil, rags, brushes, sandpaper - or teak. bleach and cleaner.

Steps:

1. Wet all teak thoroughly. Keep wet as needed.

2. Apply solution A.

3. Scrub hard and thoroughly over, under, sides with scrubbies.
   a. Keep water nearby, dirty solution can stain fiberglass.
   b. Rinse often, especially drips from the fiberglass.
   c. If needed, repeat steps 2 & 3.

4. Rinse well, add solution B; this bleaches the wood back to its natural color.
   a. Scrub into wood all over, sides, underneath.
   b. Rinse again.
   c. If needed, repeat Step 4.

5. After wood is dried, sand down all the weathered ridges to a smooth and clean surface.
   a. If wood has very deep weather ridges, start sanding with 60-grit paper.
   b. Work your way down to 100 or 120 grit.
   c. Wipe away sanding dust with tack rag.

Teak Brite - Teak bleach and cleaner

1. For horizontal surfaces -
   a. Wet wood. Teak Brite is a powder (bleach). It is sprinkled on the wood and spread evenly over the entire surface with a brush and/or hand scrub.

2. For vertical and underneath details -
a. Sprinkle powder onto a hand scrub or sponge (wet) and rub into the wood.

3. Let it set for at least 5 minutes. Must remain wet.

4. Rinse thoroughly with hose, brush or sponge.

5. Let dry thoroughly; repeat if necessary.

6. Continue with Step 5 under Striping.

7. Apply oil or varnish.

OILING

1. Prepare surface.
   a. Use a good teak oil (Sem is recommended).
   b. To apply, use a small clean rag, dip it into oil and rub into the wood evenly. Don't be skimpy with the oil, but don't use too much or it will drip onto the fiberglass.
   c. If drips occur, wipe up immediately with a clean rag with paint thinner on it.

2. You can also apply oil with a 1" bristle brush. Be very careful of oil drips. Repeat oiling 2 or 3 times. Follow directions on label.

VARNISH

Materials - Exterior varnish, bristle brushes, stripper (Jasco paint or varnish strippers), scrapers, containers to hold stripper (small wide-mouth jars are best), Acetone or paint thinner, rags, newspaper.

Steps:

1. Paint the stripper onto surface to be stripped.

2. Let stand until varnish begins to bubble.

3. Place newspapers under the work area. Scrape stripper and loose varnish or paint from surfaces. Be careful, stripper will damage other surfaces.
4. Repeat Steps 1, 2 and 3, until surface is clean.

5. Prepare wood for varnish as you would for oil, except the wood must be smoother for varnish. Use 120-grit sandpaper or finer for preparation of finished wood.

6. To apply varnish, use long, even strokes. Varnish should not be dabbed on. Long, smooth strokes are required for a smooth finish.

7. Any drips or spills should be cleaned immediately with paint thinner.

8. There should be at least 3 or 4 coats of varnish applied. Follow directions on the label. Usually 24 hours between coats is recommended. Avoid applying in extremes of temperature.

   a. Between coats of varnish, sand with 220-grit sandpaper.
   b. Remove all loose dust before re-varnishing.
   c. Final varnish coat should be applied with a sponge brush for a smooth finish.

METAL TREATMENT

Materials - Metal polish, clean rags - use Brasso or Sea Power wax.

Steps:

1. Put small amount on rag.

2. Rub entire surface with polish. This removes rust and dirt from the surface and polishes at the same time. Continue rubbing until surface is bright and shining.

Amway Metal Cleaner -

1. Dampen cloth, apply small amount of cleaner to rag and rub over surface; must be rubbed in to remove dirt and grease.

2. Remove cleaner with another rag and wipe dry. This should leave a clean, shining surface.

   a. If surface is not shiny and bright, apply Brasso polish.
Soft Scrub Cleanser

1. Apply with damp rag.
2. Rub evenly and thoroughly over entire surface (must be rubbed harder on rust and grease).
3. Wipe off with another rag.
   a. If surface needs polish, apply Brasso.

Sea Power:

1. Use Sea Power to clean and polish chrome.

WAXING BOAT

Materials - Wax for fiberglass (Sea Power), clean rags.

Steps:

1. After boat is washed, apply wax. Dry off excess water.
   a. Fold a clean rag into a pad, put wax into a clean rag using a small amount about the size of a quarter.
   b. Rub wax onto the surface using a circular motion, overlapping each circle until wax is rubbed in thoroughly. Surface will almost be polished.
   c. Let it dry to a light powdered film, then wipe it off with a clean cloth.
   d. Continue these steps until the entire surface is polished.

BOTTOM SCRAPING AND PAINTING

Materials - Hose, nozzle, scrapers (putty knives), 3M dust mask, deck brush, grill stones, sandpaper (dry or wet), face mask.

Steps - (dry sanding)

1. Hose down bottom, brush off beard (algae).
2. Use scrapers to remove barnacles; most will come off while wet.
a. Hold the putty knife as you would a scoop; this will shovel them off.

3. For dry sanding, wear a face mask, use 80-grit sandpaper.
   a. Remove any barnacles that wouldn't scrap off.
   b. Smooth the bottom surface for painting.

4. When bottom is clean and smooth, hose down to remove all loose dust.

Materials - Bucket, water, and 80-grit sandpaper for wet sanding or grill stone.

Steps - (wet sanding) There are two methods of wet sanding. One uses sandpaper, the other a grill stone, used in cleaning ovens. The grill stone method is messy and smelly but takes less time and effort to use. Always use a face mask or respirator when using the grill stone.

1. Follow Steps 1 & 2 above.

2. While hull is still wet, use the sandpaper with water.
   a. Keep bucket of water nearby to soak and clean sandpaper while you use it.
   b. Keep hull and sandpaper wet at all times.

3. Grill stone is used similar to wet sandpaper, be sure to take precautions listed above.

Bottom Painting -

Materials - Paint, brushes or rollers, rolling pan and paint, masking tape, thinner, plastic gloves, face mask.

Steps

1. Tape off boot stripes, (painted strip above the water line).

2. To apply bottom paint with a roller, pour paint into a roller pan, dip roller in paint and roll over bottom of boat.

3. To apply paint with a brush, dip brush into bucket and paint on readied surface.
4. You should always wear a mask to paint - BOTTOM PAINT IS TOXIC.

5. After the surface is painted, all materials except excess paint are thrown away.
   a. Clean all paint from your skin with paint thinner.
   b. Take a cool shower. This removes toxic fumes.
The following is a list of supplies and equipment used by a Boatworks crew. We began with buckets, soap, deck brushes, hoses, and a few rags and sponges. As detail work was added, the additional tools and supplies for woodwork and waxing were needed. Wax, varnish, and oil are added to the customer's bill. This is an ideal list, not everything is needed to start the program.

Deck brushes - long handled
Hand scrubs - 3M Scotch brite
Mild soap or bilge cleaner
Buckets - 3 or 5 gallon, plastic
Metal polish - Brasso
Cleanser - for metal
Fiberglass cleaner
Sponges - sturdy, large
Hoses - 50, 100 foot
Rubbing, waxing compound - 3M
Wax - Sea Power
Sandpaper - sleeves of 60, 80, 100, 120
Scrapers - for varnish and paint removal
Teak oil - Sem, blue label
Varnish - Captains
Acetone
Paint stripper - Jasco
Paint thinner
Paint brushes - disposable
Boatworks supplies and equipment

Sanders - square, electric
Extension cords - 50, 100 foot
Adaptor cords ("pigtails") 30A, 20A, down to 15A depending on site.
Vacuum cleaner - small, portable
Furniture polish
Lysol spray
Window cleaner
Rags, paper towels
Buffer - for hull waxing
First aide kit - each vehicle
Fire extinguisher - each vehicle
SAFETY

PRELIMINARIES:

Safety is a major issue with Boatworks. It begins with the in-water safety test all potential trainees must do prior to an actual tryout. After the person visits the worksite, and states an interest in completing the official tryout, a pool test is set up. A lifeguard instructs the client to jump into the pool, fully clothed, keep his head out of water, remain calm, reach the edge of the pool and get out. If the person has difficulty with any portion of the pool test, he may be retested with a life jacket to see if this helps. If he passes with the life jacket and is accepted into the program, he must wear the jacket while working on boats kept in the water.

Upon completing the test a form is filled out and kept in the client's file.

COAST GUARD AUXILIARY:

The next step is the water safety instruction given by our local Coast Guard Auxiliary. They have supported and advised Boatworks from the beginning. In addition to the on-the-water instruction, they have a wealth of films, slideshows, brochures, and years of experience in boating safety to share with staff and clients.

The half hour class is conducted at a Marina and on a boat owned by one of our customers. The Coast Guard Officer wears his full uniform and makes an impressive sight as he teaches the new client and reviews procedures for all crew members.

Activities include:

Safety on the docks and walkways
Boarding and disembarking a boat
Safety while on the boat
How to use a life jacket
Watching out for co-workers
How to get help if you fall in
Safety do's and don'ts
The trainee signs off on a form when instruction is over and it is placed in his file.

THE BUDDY SYSTEM:

When a new client joins the Boatworks crew, he is assigned a Buddy. The purpose of the Buddy system is to insure maximum water safety at the worksite.

At the beginning of each workday, crew members are assigned their buddy for the day. In case of an odd number of workers, the supervisor will be a buddy also. At all times each crew member is responsible for remaining within sight or hearing distance of his buddy. Each buddy is responsible for knowing his partner’s whereabouts.

No one will ever be left alone on the worksite.

Anyone leaving the worksite must report his destination to his buddy and the supervisor. Return to the worksite is reported also. Supervisors will remain within seeing and hearing distance of crew. Phone calls, and restroom breaks will be taken at break times when crew is away from the water.

All crew members and potential clients on a try-out will be informed of this system. They sign off on a form that becomes part of their file. A disregard of the buddy system rules is grounds for dismissal.
V. CLEANSWEEP TRAINING OUTLINE:

As mentioned under Boatworks training outline, the following is not intended to serve as a complete curriculum for Janitorial or Grounds Maintenance training. Nor is it a task analysis. Since the custodial skills have been dealt with extensively for years in training programs for the developmentally disabled and other handicapped populations, we have given only an outline of the skills we currently teach.

JANITORIAL SKILLS

BATHROOM CARE

Materials - Toilet bowl cleaner, bowl brush, 3 plastic spray bottles (disinfectant, all-purpose cleaner, window cleaner are color coded for those who can not read), mop bucket with wringer, dustpan, rubber gloves, push broom, supplies (toilet tissue, soap, etc.) Wet Floor sign.

Steps:

1. Select appropriate equipment.

2. Check to see if lavatory is empty. Place sign outside door. Note appearance of room. Check paper supplies.

3. Mirrors - remove all dust. Spray with proper cleaner, dry quickly to avoid streaks.


5. Clean toilet bowls and seats. Select proper cleaner, use bowl brush to clean inside and out. Wear gloves. Wash several times, if needed. Wipe and flush.

6. Clean urinal same as steps 1-3.

7. Wall partitions - wipe walls clean of dust. Remove all marks.
8. Remove hair from clogged drains - try to locate obstruction. If you cannot, report to supervisor.

9. Trash disposal - put all trash in one container. Wash and dry all containers, replace in proper place.


12. Check to see that all work is completed. Put all supplies and equipment on cart. Remove Wet Floor sign when floor is dry.

13. Proceed to next work station.

OFFICE CARE

Materials - Clean, dry cloths, dust mop, vacuum cleaner, cleaning solutions in spray bottles, hand duster, trash bag liners, dustpan, and janitorial cart.

Steps:

1. Wastebaskets - empty, replace liners. Empty, clean ash trays.

2. Dusting - dust furniture with hand duster or clean cloth. Work clockwise. Remove soil from duster as needed. Dust high and low areas. Be careful of articles on desks; if you move them to dust, replace as found.

3. Sweep or dust mop floor surfaces (non carpeted) - See Floor Care. Pick up dirt in dustpan and dispose - be sure to move furniture and replace it after cleaning.

4. Vacuum carpets - make sure canister or bag is empty - vacuum carpet thoroughly, including the edges. Empty canister or bag when finished.

5. Clean walls - spot clean walls as needed. Dust and remove stubborn stains first. Go over walls with degreaser and dry cloth.

6. Check room to see if it is completely clean.
Collect materials on cart, proceed to next station.

FLOOR CARE

Materials: Brooms (push and sweep), dust mop, dustpan, mop, mop bucket with wringer, cleaning solutions in plastic bottles, nutty knife, clean rags.

Sweeping:

1. Use push broom for large areas, hallways, open spaces. The straw room is best for small, obstructed areas and stairways.

2. Sweeping stairways - start at the top, and from corners to the middle as you sweep your way down.

3. Use the dustpan to clean up.

4. Pick up supplies and equipment and move to next station. Put away all equipment when finished.

Damp Mop:

1. Dust mop and sweep area before mopping. Remove obstructions.

2. Fill mop bucket not over 3/4 full. Add cleaning solution as directed.

3. Proceed to area with tools and equipment.

4. Begin with one section, approximately 9 x 12 feet, use a figure 8 motion. Turn mop over occasionally. Avoid hitting baseboard, furniture.

5. Remove deep scuff marks with heel of mop or nutty knife.

6. Proceed with other sections using above steps.

7. Empty bucket when finished. Rinse mop thoroughly and hang to dry. Put away all supplies.
Materials - 5 gallon bucket, warm water, ammonia, sponge, squeegee, dry cloth.

Steps:

1. Fill bucket 3/4 full of warm water. Add ammonia, 1 to 100 ratio.

2. Go around edges with sponge. Wash center with an "O" motion.

3. Squeegee glass using a down motion, while still wet.

4. Wipe blade frequently to prevent streaking.

5. Use dry cloth to dry window sills and frames.

6. Move supplies to the next window, and proceed.

7. Empty dirty water, clean squeegee and sponge when finished. Put away supplies.
GROUNDS MAINTENANCE

LAWN CARE

Materials - Lawn mower, edger, rakes, brooms (push and sweep), trash bags, work gloves, goggles, gas and oil, dustpan.

Steps -

1. Select appropriate equipment.
2. Check lawn mower for gas and oil. Check goggles.
3. Mow lawn - begin at one corner and proceed in a straight line to opposite corner. Go back and forth until lawn is finished.
4. Edging - use hand edger, begin at one corner, proceed around all four corners, as needed.
5. Raking - use grass rakes to put all the grass cuttings in a pile.
6. Bagging - fill trash bags with grass cuttings, leaves, and other debris.
7. Sweeping - use brooms to clean driveways, sidewalks and other surfaces. Put in trash bags.
8. Watering - if requested, water lawn.
9. Place all supplies and equipment near the van. Check inventory.
10. Supervisor evaluates the job, discusses with trainees.
11. Load up, move to next worksite.

PRUNING

Materials - Loppers (long handled pruners), shears, rakes, brooms, (push and sweep), hoe, trash bags, gloves, goggles, safety cones, hand bow saw, power saw, gas and oil, protective mask, gas and oil, protective mask, dustpan, tree
sealer, paint brush, weed chemicals, small hand trowels or shovels.

Steps -

1. Select appropriate equipment.

2. Trim shrubs - depending on season - use shears to maintain a round or oval shape to scrub or bush. Take care not to cut holes in plant.

3. Weeding - weed around the roots of the plant using hand tools. Take care to remove weeds only, not other ground cover.

4. Clean up - rake, sweep up and bag debris.

5. Apply weed chemicals around shrub, follow directions carefully. Wear face mask, gloves when applying chemicals.

6. Trim trees - supervisor will determine branches to be removed. Remove dead limbs. Remove limbs that are diseased. Mark off work area with safety cones so trainees and pedestrians will be safe.

7. Topping trees - mark off area for safety. Select proper saw according to thickness of tree. Begin at top of tree, and work down. Remove dead parts. Remove hanging branches that are obstructions. Shape tree. In winter prune more thoroughly to prepare for spring growing season.

8. Cut up large branches into uniform sections. Dispose of as per client order. Bundle branches.

9. Sweep, clean up and bag debris.

10. Apply tree seal to all freshly cut branches with a cut larger than your thumb. Use paint brush.

11. Hedges - same steps as bushes and scrubs above.

12. Water plants, if needed.
GENERAL MAINTENANCE

Materials - Same as pruning, with addition of power blower to collect leaves.

Steps -

1. Begin in one corner, use blower to push leaves into piles. Sweep into trash bags.

2. Flower beds - weed all flower beds, take care not to pull out flowers. Apply weed killer chemicals. Follow directions carefully.

3. Cultivating - break up ground around plants with hand tools and shovel. Take care not to injure roots. Apply fertilizer, follow directions.

4. Planting - dig hole larger than root ball. Add fertilizer, wet earth. Make sure root is not tightly compacted when placing it in hole. Cover, tamp ground around trunk, water well.

5. Mow lawn, prune bushes or trees as mentioned above.


7. Collect equipment, inventory, evaluate work.

MAINTENANCE OF EQUIPMENT

Objective: To teach the trainee the importance of maintaining all equipment in good condition.

Frequent classroom sessions deal with all aspects of equipment care. The cost of replacing damaged equipment is a concern to all facilities. Letting the trainees know how added costs affect the agency makes them more diligent in maintenance. Each trainee has an opportunity for storage and routine maintenance of janitorial and grounds maintenance equipment. The storage room is kept orderly, with a specific spot for each piece of equipment.

It is recommended to purchase industrial quality equipment and supplies, not the cheaper, household variety. You will end up spending more in the long run with replacement and service cost. Buy from a reputable dealer. Check the warranty.
CLEANSWEEP SUPPLIES AND EQUIPMENT

The following list is an ideal one. It would equip a crew to do both janitorial and grounds maintenance work. Note suggestions on purchasing equipment and supplies mentioned in the Business section. Talk to your local hardware store about a bulk discount, or donation.

First aid kit - in each vehicle
Fire extinguisher - each vehicle
Tool box - each vehicle
Red safety cones
Safety glasses
Wheelbarrow
Vacuum cleaners
Lawn mowers
Sprayer - for chemicals
Chain saws
Bow saws
Hedge shears
Funnel - for pouring solutions
Edger - power, nonpower
Lopping shears
Weed eater
Rakes - lawn, bow
Pitchfork
Shovels - square, narrow, regular
Post digger
Brooms - push, sweep
CleanSweep supplies and equipment

Mop bucket and wringer
Mops - dust, wet
Janitor cart
Hose - 50, 100 ft.
Plunger
Dustpans
Sponges, rags
Squeegee
Electric hedge trimmers
Pruning shears
Hammer
Cultivator
Wall scraper - putty knife
Grinding stone
Hand truck
Hand grass cutter
Hoe - variety
Axe - long, short handled
SAFETY

Objective: To teach the trainees safety in using all equipment and chemicals used in the program.

Safety can never be emphasized too much. The initial weeks on the job are most important in starting the trainee in the proper use of supplies and equipment. The instructor must demand close attention to safety regulations from all trainees in all aspects of work performed. The agency must provide safety goggles, and insist all trainees are dressed appropriately for the work to be performed. The safety orientation at Stepping Stones includes:

1. Identity cards: home address and phone number, agency phone number and address.

2. Fire extinguishers and alarms - location and use in the facility and in vehicles.

3. Fire drills - and earthquake drills are held frequently.

4. Safety drills in vehicles are held to make trainees aware of procedures for flat tires, vehicle failure, or other emergencies.

5. Medical emergencies - first aid kits are in the facility and all vehicles. Instructors must have a current Red Cross certificate. Many have taken CPR.

6. Traffic and street safety - use of crosswalks and traffic signals are emphasized. In the vehicles seat belts and composed behavior are required.

7. Safety equipment on the job - Boatworks has special safety requirements - see appendix. Trainees are required to use goggles, gloves, masks, wear proper shoes as required by the work to be done.

8. A form containing this outline is signed by the supervisor and client when orientation is done. Reviews are conducted periodically as new clients enter the program.
DOWN-TIME PLANS

Down time is defined as no paid contract work scheduled, usually because of weather, vehicle breakdown, or cancellation of a contract. Attendance is required. Activities are scheduled to increase the client's vocational knowledge and work adjustment skills. Clients are expected to participate in un-paid classroom training, field trips, or work adjustment and job preparation activities.

Clients are requested to schedule meetings with doctors, and counselors after work hours. Clients may schedule job interviews during work hours. In all cases, clients should notify the office of such appointments prior to the actual day.

Classroom training topics include:

1. Job seeking skills: interviews, applications, using the want ads.
2. Safety procedures.
3. Work adjustment: attitude, hygiene, attendance, getting along with others.
4. Work related field trips.
5. Vocational training: reinforcement in a controlled environment in janitorial, grounds maintenance, or woodworking skills.
6. Demonstration of new equipment by salesmen, supervisors.
7. Individual or small group counseling.

Alternatives to regular custodial or boat work are many. Crews are called upon to perform a wide variety of odd jobs, such as warehouse or truck unloading, house painting, floor refinishing, and moving furnishings.

Boatworks has developed a side business during the wet, winter months called "Woodworks". To keep up their skills in wood striping and refinishing, staff and friends of Stepping Stones donate furniture for the crew to fix up and resell. We then were called upon to do contract work for customers who wanted furniture stripped and refinished for a fee. Because of the noise and sawdust created by the work, a shed was built on the property as a woodworking studio and storage facility. Small repairs to the furniture are also done, increasing the trainees' knowledge of tools.
VI. FUNDING THE PROGRAM

So, you want to start a mobile work crew. You are convinced the training opportunities would be more relevant and the environment more normalizing for the consumer, your staff is bored with supervising benchwork, and your Board of Directors is sold on the idea and asked you to draw up a year's projected budget.

During the past year we gave technical assistance to several agencies beginning mobile work crews. Funding opportunities differ from community to community, and from state to state. For that reason, only general suggestions for funding will be given.

FEDERAL:

Department of Health and Human Services, Administration on Developmental Disabilities funded Stepping Stones for 15 months to demonstrate and replicate our work with the Transition population, and Boatworks and CleanSweep. Check with the Federal Register, H.H.S. or your local Federal office for information on discretionary funds.

U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS) issues a variety of grant applications year round. Funds may be available for staff and equipment to start a mobile work crew.

OSERS has planned for Fiscal 1985 to fund States who develop supported work plans. The goal is to prod Day Activity Programs to change their program direction to supported work activities. Write to OSERS for more information. Mobile crews are considered a supported work program, as defined by OSERS.

STATE:

State Jobs Training and Partnership Act - In most states the State JTPA still has some discretionary funds available for special target populations, including the handicapped. We began Boatworks and CleanSweep with State and local CETA dollars. JTPA, also known as "Son of CETA" has not proven to be the best program for long term training for persons with developmental disabilities because of extremely high performance based qualifications. However, some agencies have managed to partially fund training programs for hard to serve populations using State JTPA
funds, which did not demand the 80% job placement standards that most local JTPA's require.

State Department of Vocational Rehabilitation - Some states issue RFP's for innovative programs, staff training, equipment, and so on. State Department of Developmental Services or Office on Mental Retardation offer other opportunities.

LOCAL:

FOUNDATIONS -

Foundations have funded various program areas of Boatworks and CleanSweep over the past three years. Foundations in general are useful for "seed money" for new, innovative ventures. Local family and community foundations should be approached. Take care to research thoroughly before devoting a lot of time to fundraising. Consult the Foundation Center Library or a large public or university library to track down Foundations who have a history of giving to your cause. Follow the guidelines for application closely. A phone call to briefly explain your project is recommended.

CORPORATIONS -

The private sector has been called on to fill in the gap caused by a decline in Federal funding. Many of the corporations have responded, but the goal of The Committee for Responsible Philanthropy to have corporations donate 2% of their pre-tax earnings to non-profits is far from being realized. Corporations have responded to Stepping Stones' appeals with more frequency and with larger donations since we began operating our small businesses. The business world understands and responds to other businesses. Corporations have donated money to fund the Business Manager, Job Developer, as well as vans, equipment and supplies needed to run the businesses.

For agencies just beginning to target the Corporate Sector, the National Directory of Corporate Charity by Sam Sternberg of the Regional Young Adult Project is highly recommended. For information contact the Regional Young Adult Project 330 Ellis Street, San Francisco, CA 94102.

BUSINESSES -

Ask the businesses you trade with on a regular basis for a discount or donation. Make sure they give you a credit line. Try auto dealerships or rental car agencies for a vehicle. You may strike it lucky. Offer to paint a "Donated by John Smith" sign on it.
SERVICE CLUBS -

Get on the agenda to present your program at their weekly breakfast or luncheon meeting. They are always looking for speakers. You also get a free meal. Many have a charitable donations program. After they know of your good work, you are on their list.

UNITED WAY -

Stepping Stones applied to United Way for five years, unsuccessfully. This year they sent out a needs survey for agencies to respond to. From the most frequently mentioned needs, they developed a "special needs RFP." We responded with our Boatworks and CleanSweep business operations and received a one-year grant to fund the business manager and a part-time case manager. No traditional sheltered workshops were funded.

INDIVIDUALS -

When we began business operations our first customers were staff, parents, neighbors. Because we are a training program, the fees for house cleaning or lawn mowing are considered a tax deduction. The owner of the house is "donating" his home or yard for the trainees to learn on. This was a useful incentive in the beginning for individuals. Once a customer is on your list, include them on your regular fundraising list during your annual drive.
The following budget is offered as an example of operating a mobile work crew. As more clients are enrolled and production income increases, overhead costs decrease. We have found 4 crews and about 25 clients are needed to maintain the program in a cost effective manner.

Wages are based on the San Francisco Bay Area prevailing wages for experienced personnel. Client wages are based on an average rate of production, (approximately 30%).

Other costs, such as Administration and Overhead depend on the overall size of the agency, policies on the size of the caseload assigned, what percent of the Director, Fiscal and Secretarial support, and Development staff are assigned to the program, and so on.

**EXPENSES:**

**Personnel:**

Vocational Supervisor - one per crew of 6

\[ \$7 \text{ an hour} \times 40 \text{ hours} \times 52 \text{ weeks} = \$14,560 \]

Trainees - 6 to a crew

\[ \$1.50 \text{ average} \times 30 \text{ hours} \times 48 \text{ weeks} = 12,960 \]

Case manager - (for 4 crews)

\[ \$8.50 \text{ an hour} \times 20 \text{ hours} \times 52 \text{ = } 8,840 \]

Production manager - (for 4 crews)

\[ \$8.50 \text{ an hour} \times 30 \text{ hours} \times 52 \text{ = } 13,260 \]

Job developer - contract procurement

\[ \$8.50 \text{ an hour} \times 40 \text{ hours} \times 52 = 17,860 \]

(Special Rehabilitation Project grant)

**Fringe Benefits:**

FICA, SUI, SDI, Federal, State, Local taxes
Medical, insurance, retirement, as applicable

Equipment, supplies:
Vehicle(s) for transportation - from free to $13,000
Janitorial, grounds, and boat cleaning equipment, as needed. Varies greatly.

Overhead:
Figure a % for rent, utilities, supplies, postage,
Administrative staff - % of Secretary, Bookkeeper,
Executive Director, Development personnel.

Salaries will vary depending on prevailing wage, production rate, and availability of skilled labor. Other variables are overhead expenses, direct and indirect categories, and size of overall agency. As our agency has two programs, each covers about 50% of the overhead costs.

INCOME:
Department of Rehabilitation Fees:
Fees began three years ago at $17 a day per client. They are now $29 a day. The fee for service should cover the supervisor, direct program staff, and part of the overhead.

Business Income:
The hourly rate we charge customers began at $12 an hour. The rate is now $18 an hour for all services. Approximately half the $18 goes for client wages. The other half covers transportation costs and expendable supplies (soap, sponges, rags, etc.).
"Meet our son, the Custodian"

(Adapted from a column by Donald K. White, financial writer for the San Francisco Chronicle, January 20, 1934. Copywrite San Francisco Chronicle, 1984. Reprinted by permission.) Although Mr. White's column was for the general public, his message is significant for those training persons with developmental disabilities.

Until a few years ago the Department of Labor's computer printouts of hundreds of job classifications listed "Janitors and Sextons." Today, the department's computer programmers are more sophisticated.

In the new workplace there are no janitors and sextons, according to the government's statistics. They are "building custodians."

As parents you might not want to raise your children to be janitors or sextons. But if they become building custodians upon leaving school you can hold your head high.

The plain truth is that the job opportunities for people entering the labor market in the next 10 years will be best for those willing to take on what are still considered to be menial jobs.

The job market today is overloaded with professionals. By 1995 we will be living in an over-educated society in relation to the jobs available for graduates. What this means is that millions of young Americans will have to adopt an attitude that is not defeatist but realistic: Minimum expectations, minimum disappointment.

When it comes to jobs, the largest number available in the years ahead, according to Department of Labor projections, will be for building custodians, cashiers in supermarkets and fast food outlets, secretaries, general office clerks and sales clerks. None of these jobs requires anything more than a high school diploma. Or less.

But when it comes to the high technology industries - touted as the wave of the future in the U.S. economy - no high-tech occupations are among the top 18 in the department's job growth projections.

In the years ahead, mothers and fathers may no longer be able to brag about "our son the lawyer, or our daughter
Instead they'll talk about "our son, the cashier at McDonald's, our daughter the building custodian at Bank of America".

PLACEMENT PREPARATION:

The long range goal for all of our trainees is competitive employment. The work adjustment instructor and supervisors work with trainees to get them ready to seek competitive work. As a client reaches 50% or higher in his production rate, and other factors such as motivation, independent travel, and desire to work are also present, he is "graduated" into the first phase of our pilot project "Employability".

A client is usually in a training program an average of a year before being judged "job ready". Help is then given in the areas of preparing a resume, getting references, filling out the application, going for an interview, and using community resources in finding a job. The job development component became formalized through the Employability program funded by the State Department of Rehabilitation.

LOCATING EMPLOYERS:

The job developer works closely with Department of Rehabilitation counselors, the East Bay job developers consortium, the Employment Development Department, and the local business community, to seek jobs for our trainees. Some consumers have secured part-time jobs, and continue to work with the crew the rest of the time. In some ways this has not proved successful. The trainees resent being paid a lower wage at Stepping Stones, their attendance has slackened, and behavior disruptions increased. Staff is evaluating the viability of allowing trainees with part-time outside jobs to remain in the program at this time.

The job developer seeks jobs that are permanent, full-time positions with a decent salary and benefit package. A good benefit package is especially important to the disabled person if S.S.I. benefits are reduced or cut and they are no longer Medicaid eligible.
DISINCENTIVES:

The job developer is aware of all the disincentives created by the Social Security Disability system. The Section 1619 Demonstration Program has been extended through June, 1987. The program attempts to allow an SSI disability recipient to retain SSI benefits and Medicaid eligibility while earning above the $300 a month limit. The other disincentives it attempts to address include:

* treating remuneration in sheltered workshops as earned income.

* termination of the deeming of parent's income and resources when a disabled recipient attains age 18.

* continued payment of benefits to certain individuals under vocational rehabilitation plans.

Section 1619 is considered the most beneficial to clients in rehabilitation facilities. It allows higher earnings for recipients, therefore encouraging them to work or to accept placement. The job developer often spends hours promoting a client, only to have him turn the job down because of the fear of losing SSI. The continued eligibility for Medicaid even after their earnings exceed the level allowed for continued SSI payments is especially helpful in placing severely handicapped persons into supported or competitive work situations.

For further information on Section 1619, contact NARF, National Association of Rehabilitation Facilities, P.O. Box 17575, Washington, D.C. 20041. Ask for Brief No. 20A.

FOLLOW-UP AFTER PLACEMENT:

The job developer follows the client along for up to 96 days or more. He is available to meet with the employer, staff, and the new employee to settle problems as they arise. He will accompany the client to the worksite, and remain with him for a few hours to assist him in overcoming the nervousness he might feel in the new situation. The program does not include "job coaching", a more intensive on-the-job training program where staff accompany the client to the job for a few days to a few weeks for transitional support. This type of program requires 1 to 1 staffing,
which we cannot afford. For this reason, clients must be job ready, requiring only minor support from staff to adjust to the new job.

Through a new establishment grant from California Department of Rehabilitation, the job development component has been expanded to include Rehabilitation clients referred specifically for placement services on a fee-for-service basis. A data base of employers in service and industrial occupations has been assembled.

The Employability Project offers 120 hours of job preparation, job seeking skills training, career counseling, individual job placement, and most importantly, follow-along services. Up to 20 hours of follow-up is included during the first 60 days the client is employed. The fee to the Department of Rehabilitation for the total package of 120 hours is $500. Counselors may purchase partial programs for those with a work history who may only need a refresher course in interview skills or some career counseling.

We are encouraged by the work of Paul Weyman, and others showing the cost effectiveness of follow-up. The State of California Department of Rehabilitation has made several moves in this direction. First, they funded Stepping Stones for the demonstration program that is underway. They will be monitoring our work closely, with the possibilities of funding more employment programs statewide.

Additionally, the State in February of 1985 initiated a program for follow-up services for Habilitation (lower functioning) clients. Up until now, there was no compensation to the Rehabilitation facility for hours spent in follow-up services. The new program is for clients placed in the competitive job market, and covers services the facility provides at the employment site. Clients must need the services to overcome adjustment problems. A formal plan must be approved, and a report completed monthly. Facilities are reimbursed at their regular work activity daily rate. This program should prove to be an incentive to sheltered workshops to move clients out to competitive jobs.

IN CONCLUSION:

It is our finding that the most important skills we teach are in the work adjustment area. Vocational skills are secondary. Many of the skills learned are transferable to other service industries. For example, boat detailing skills are transferable to woodworking, housecleaning, house
painting, and hotel custodial work. Hours spent in teaching work skills are wasted if the client can't get to work on time, is lazy, dirty, or argumentative.

Over 25% of our trainees have been placed in full or part time jobs in the private sector. During the current pilot project we will follow their progress as workers and begin to compile statistics on job retention. Some of the jobs in which we have successfully placed persons with developmental disabilities include:

- Yacht brokers: boat cleaners, boat detailers
- Federal jobs: building custodian, shelf stocking
- Hotel, motel industry: housecleaning department
- Hospital, medical: building custodian
- School districts: custodian, grounds, food service
- Local businesses: warehouseman, custodian, food service, grounds maintenance.

The job developer uses the Association for Retarded Citizens on-the-job training tax benefits as well as the Federal targeted tax credit plan as incentives to hire the handicapped. He finds the small businessman is more apt to take advantage of these incentives than the major corporation who consider the incentives not worth the paperwork involved.

For additional information on Stepping Stone's work in job placement, send for Employment Project, a monograph on the employment of persons with developmental disabilities.

* * * * * * * * * * * * * * * * * * *

Stepping Stones is eager for comments about this manual. Please let us know if it has been useful to you. We would be pleased to answer questions about any specific operation of our agency. Let us hear from you.
APPENDIX

TABLE OF CONTENTS

I.  Client Information
    Intake
    Skills assessment
    I.H.C. forms
    Work adjustment
    Trainee interview
    Closure

II. Business information
    Estimating
    Contract
    Daily work order
    Invoice
    Customer feedback
    Worksite inspection

III. Safety and Production
    Safety forms
    Performance rating form
    Boatworks - CleanSweep evaluation
    Rating form
    Production guideline
    Timesheet

IV. Worker Handbook

V.  Publicity, marketing
    Flyers - brochures
I. General Identification

Full Name ________________________________
Address ____________________________ Phone ____________
Birthdate ___________ Birthplace ________________________
Marital Status _____ Sex ____ Soc. Sec. No. ________________________
With whom does applicant reside? ______________________________
Relationship __________________ Phone ________________

II. Emergency Information

Name and telephone number of at least two responsible persons to contact in case of emergency:

1) Name ________________________________
   Phone (Home) __________________ (Work) ________________
2) Name ________________________________
   Phone (Home) __________________ (Work) ________________

Physician ____________________________
Address ____________________________ Phone ________________
Hospital Preference ____________________________
Address ____________________________ Phone ________________

III. Medical Information

Date of last physical ____________________ Copy submitted: Yes ____ No ____
Type of disability ________________________________

Any congenital birth defects? Yes ____ No ____ What? ____________ __
Any chronic illnesses (i.e., diabetes, heart, etc.)? Yes ____ No ____
    What? ____________________________________________
III. Medical Information (cont'd)

Seizure disorder? Yes ___ No ___ If yes, type ____________________________

Frequency __________________ Emergency treatment if necessary?

______________________________________________________________

Allergies? Yes ___ No ___ If yes, what type? ____________________________

Any secondary handicaps? (i.e., hearing, speech, vision) ________________

______________________________________________________________

Special diet? ____________________________________________________

IV. Medication

Presently taking medication? Yes ___ No ___

If yes:

<table>
<thead>
<tr>
<th>Name</th>
<th>Dosage</th>
<th>When</th>
<th>Prescribing Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you need assistance with Rx administering? Yes ___ No ___

What? ____________________________________________________________

V. Sources of Support

AFDC? Yes ___ No ___

SSI? Yes ___ No ___ Amount ___________ MediCal No. ________________

Insurance? Yes ___ No ___ Carrier _________________________________

Policy No. _____________________________

Social Security? Yes ___ No ___

Veteran's Benefits? Yes ___ No ___

VI. Educational Information

Schools or training programs attended:

_________________________________________________________________

_________________________________________________________________
VII. Work Experience and Goals

Any previous competitive employment? Yes __ No __ If yes, explain:

__________________________

What are your work goals? ________________________________

What services do you want to receive from Stepping Stones?

__________________________

What type of jobs do you like? ________________________________

What type of jobs do you dislike? ________________________________

VIII. Training Sponsorship

Agencies: Habitat, Rehabilitation, JTPA, Private, Other

Dates Effective

IX. Releases

I hereby authorize a representative of Stepping Stones Growth Center, in case of accident or sudden illness, to refer me to any available hospital or physician if my physician is not available.

Signature ____________________________ Date ____________

I understand all due care will be exercised at all times to prevent occurrence of accidents and that any emergency action deemed necessary will be taken. I hereby release and hold harmless the Board of Directors and individual staff members of Stepping Stones from responsibility for any accident that may occur during the work day or while participating in an agency sponsored program.

Signature ____________________________ Date ____________
FOR OFFICE USE:

Date Referred:

Referral Source:

Date Admitted:

Program Assignment:

Date Transferred or Terminated:

Interviewer:

Comments: 

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
BOATWORKS SKILLS ASSESSMENT

Name of Student: __________________  Entry Date: __________________

Instructor: __________________  Rating Scale:  3 = Meets Standards
Filled out by: __________________  2 = Approaching Standards
0 . N/A
1 = Below Standards

1. Identifying Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soap</td>
<td></td>
</tr>
<tr>
<td>Bucket</td>
<td></td>
</tr>
<tr>
<td>Sponge</td>
<td></td>
</tr>
<tr>
<td>Handscrub</td>
<td></td>
</tr>
<tr>
<td>Longhandle brush</td>
<td></td>
</tr>
<tr>
<td>Scraper (paint)</td>
<td></td>
</tr>
<tr>
<td>Bristle brush (paint)</td>
<td></td>
</tr>
<tr>
<td>Sponge brush (paint)</td>
<td></td>
</tr>
<tr>
<td>Wax</td>
<td></td>
</tr>
<tr>
<td>Paint stripper</td>
<td></td>
</tr>
<tr>
<td>Acetone</td>
<td></td>
</tr>
<tr>
<td>Paint thinner</td>
<td></td>
</tr>
<tr>
<td>Oil (Teak)</td>
<td></td>
</tr>
<tr>
<td>Sandpaper (grit)</td>
<td></td>
</tr>
<tr>
<td>Teak cleaner</td>
<td></td>
</tr>
<tr>
<td>Fiberglass cleaner</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: Average Rating

Explain:

 comments
### 2. CLEANING BOAT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects proper starting point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleans fiberglass thoroughly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleans around ports (windows)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moves &amp; cleans under equipment stored on deck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponges off ports &amp; hatches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponge dry run-off water from deck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoses all soap from boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal: Average Rating</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. CARE OF EQUIPMENT/USE OF MATERIALS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rinses sponge, scrubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stores equipment safely &amp; neatly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replaces tops, lids &amp; caps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returns equipment to proper place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal: Average Rating</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explain:**
4. CARE AND SANDING OF TEAK (wood)

Proper selection of grit (sandpaper)

Determine direction of grain of wood

Sand an area to the quality of final preparation

Apply oil or varnish w/o excess or spillage

Cleans properly any drips or spills

Ask for assistance if needed

Other

Subtotal: Average Rating

Explain:

5. JOB READINESS SKILLS

Dresses appropriately for job

Cooperates with instructors and accepts suggestions

Is courteous & friendly to staff and peers

Controls emotions

Looks for ways to improve self

Is dependable, enthusiastic and sincere

Shows or strives for acceptable work habits
5. JOB READINESS SKILLS (cont'd)

<table>
<thead>
<tr>
<th>Skill</th>
<th>DATE</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranges for time off in advance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs office of absence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observes safety rules &amp; regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts with public appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays on task assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for assistance when needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: Average Rating: 4

Explain: ________________________________________________________________
# JANITORIAL - SKILLS ASSESSMENT

Name of Student: ____________________ Entry Date: ____________________

Instructor: ____________________ Rating Scale: 3 = Meets Standards
Filled out by: ____________________ 2 = Approaching Standards

1 = Below Standards 0 = N/A

<table>
<thead>
<tr>
<th>DATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 1. IDENTIFYING EQUIPMENT

<table>
<thead>
<tr>
<th>Equipment</th>
<th>DATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Straw Broom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push Broom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dust Pan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic Rags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wet Mop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dust Mop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mop Bucket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mop Wringer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacuum-Upright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Window Cleaner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Purpose Cleaner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germidical Cleaner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacuum-Canister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abrasive Cleaner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubber Gloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ladder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putty knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counter Brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowl Brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowl Swab</td>
<td></td>
<td></td>
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</table>
1. IDENTIFYING EQUIPMENT (cont'd)

<table>
<thead>
<tr>
<th>Equipment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deodorant Blocks</td>
<td></td>
</tr>
<tr>
<td>Floor Wax</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: Average Rating

Explain:

2. JANITORIAL SKILLS

2. JANITORIAL SKILLS

A. Solutions

<table>
<thead>
<tr>
<th>Task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Selection</td>
<td></td>
</tr>
</tbody>
</table>

B. Bathroom Care

<table>
<thead>
<tr>
<th>Task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilet Bowl</td>
<td></td>
</tr>
<tr>
<td>Toilet Seat</td>
<td></td>
</tr>
<tr>
<td>Urinal</td>
<td></td>
</tr>
<tr>
<td>Mop Floor</td>
<td></td>
</tr>
<tr>
<td>Sweep Floor</td>
<td></td>
</tr>
<tr>
<td>Empty Trash</td>
<td></td>
</tr>
<tr>
<td>Sinks</td>
<td></td>
</tr>
<tr>
<td>Wall/Partitions</td>
<td></td>
</tr>
<tr>
<td>Mirrors</td>
<td></td>
</tr>
<tr>
<td>Replenish Supplies</td>
<td></td>
</tr>
<tr>
<td>Selects equipment</td>
<td></td>
</tr>
<tr>
<td>Selects chemicals</td>
<td></td>
</tr>
</tbody>
</table>
2. JANITORIAL SKILLS (cont'd)

C. Sweeping - Floors, Stairways
   - Push Broom
   - Straw Broom
   - Dust Mop
   - Putty Knife
   - Change Dustmop head

D. Damp Mop Floors
   - Selects equipment
   - Selects chemicals
   - Mix solution
   - Proper procedure
   - Safety

E. Drinking Fountains
   - Select equipment
   - Select chemical

F. Dusting - Shelves, ledges
   - Select equipment
   - Proper pattern
   - High areas
   - Low areas

G. Window Washing
   - Select equipment
   - Select chemicals
   - Mix solution
   - Proper procedure
2. JANITORIAL SKILLS (cont'd)

H. Carpet Care

Select equipment
Proper procedure
Use upright vacuum
Use canister vacuum
Spot clean

SUBTOTAL OF ALL JANITORIAL SKILLS

Average Rating

SUBTOTAL OF ALL JANITORIAL SKILLS

Explain:

DATE

COMMENTS
<table>
<thead>
<tr>
<th>Job Readiness Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranges for time off in advance</td>
<td></td>
</tr>
<tr>
<td>Arrives in time</td>
<td></td>
</tr>
<tr>
<td>Asks for assistance when needed</td>
<td></td>
</tr>
<tr>
<td>Controls emotions</td>
<td></td>
</tr>
<tr>
<td>Cooperates with instructor(s) and accepts suggestions</td>
<td></td>
</tr>
<tr>
<td>Dresses appropriately for job</td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
</tr>
<tr>
<td>Is courteous &amp; friendly to staff &amp; peers</td>
<td></td>
</tr>
<tr>
<td>Interacts with public appropriately</td>
<td></td>
</tr>
<tr>
<td>Informs office of absence</td>
<td></td>
</tr>
<tr>
<td>Is dependable, enthusiastic &amp; sincere</td>
<td></td>
</tr>
<tr>
<td>Looks for ways to improve self</td>
<td></td>
</tr>
<tr>
<td>Maintains personal hygiene</td>
<td></td>
</tr>
<tr>
<td>Observes safety rules &amp; regulations</td>
<td></td>
</tr>
<tr>
<td>Shows or strives towards acceptable work habits</td>
<td></td>
</tr>
<tr>
<td>Stays on task assigned</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal: Average Rating**

**Explain:**
ADULT PROGRAM

LANDSCAPING - SKILLS ASSESSMENT

Name of Student: ___________________ Entry Date: ________________

Instructor: _________________________ Rating Scale: 3 = Meets Standards
Filled out by: ______________________ 2 = Approaching Standards

1 = Below Standards 0 = N/A

1. IDENTIFYING EQUIPMENT

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Axes</td>
<td></td>
</tr>
<tr>
<td>Bow Saw</td>
<td></td>
</tr>
<tr>
<td>Chain Saw</td>
<td></td>
</tr>
<tr>
<td>Clipper Shears</td>
<td></td>
</tr>
<tr>
<td>Cones</td>
<td></td>
</tr>
<tr>
<td>Dust Pan</td>
<td></td>
</tr>
<tr>
<td>Face Shield</td>
<td></td>
</tr>
<tr>
<td>Gas Can</td>
<td></td>
</tr>
<tr>
<td>Hand Cultivators</td>
<td></td>
</tr>
<tr>
<td>Hand Weeders</td>
<td></td>
</tr>
<tr>
<td>Hand Shovel</td>
<td></td>
</tr>
<tr>
<td>Hedge Shears</td>
<td></td>
</tr>
<tr>
<td>Hose</td>
<td></td>
</tr>
<tr>
<td>Loppers</td>
<td></td>
</tr>
<tr>
<td>Pitch Forks</td>
<td></td>
</tr>
<tr>
<td>Power Blower</td>
<td></td>
</tr>
<tr>
<td>Power Edger</td>
<td></td>
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<tr>
<td>Power Hedge Trimmer</td>
<td></td>
</tr>
<tr>
<td>Power Lawn Mower</td>
<td></td>
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<tr>
<td>Push Broom</td>
<td></td>
</tr>
<tr>
<td>Rake</td>
<td></td>
</tr>
<tr>
<td>Respirator</td>
<td></td>
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COMMENTS
1. **IDENTIFYING EQUIPMENT** (cont'd)

<table>
<thead>
<tr>
<th>Equipment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Rototiller</td>
<td></td>
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<tr>
<td>Safety Glasses</td>
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<tr>
<td>Shovel</td>
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<tr>
<td>Spades</td>
<td></td>
</tr>
<tr>
<td>Weed Eater</td>
<td></td>
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<tr>
<td>Weed Sprayer</td>
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</tr>
<tr>
<td>Other:</td>
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</tbody>
</table>

Subtotal: Average Rating

Explain:

2. **LANDSCAPING SKILLS**

   a. Mowing Lawns

<table>
<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Avoids rocks, etc., while mowing</td>
<td></td>
</tr>
<tr>
<td>Covers total area</td>
<td></td>
</tr>
<tr>
<td>Does not leave ridges</td>
<td></td>
</tr>
<tr>
<td>Handles equipment in safe manner</td>
<td></td>
</tr>
<tr>
<td>Pours gasoline without spillage</td>
<td></td>
</tr>
<tr>
<td>Properly disposes of clippings</td>
<td></td>
</tr>
<tr>
<td>Removes bag from mower</td>
<td></td>
</tr>
<tr>
<td>Replaces top, lids &amp; covers</td>
<td></td>
</tr>
<tr>
<td>Selects proper equipment</td>
<td></td>
</tr>
<tr>
<td>Shows &amp; follows sequence for mowing</td>
<td></td>
</tr>
<tr>
<td>Stores gas cans correctly</td>
<td></td>
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<tr>
<td>(safely)</td>
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<tr>
<td>Trims edges of lawn</td>
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</tbody>
</table>
2. LANDSCAPING SKILLS (cont'd).

Wears proper protective clothing & equipment

Other:

Subtotal: Average Rating

---

b. Trimming & Pruning hedges/bushes/trees

Operates power trimmer

Proper cuts & trimmings in sizes for disposal

Properly disposes of trimmings

Prunes without leaving stubs

Shows system for pruning

Trims bushes

Trims hedges, maintaining proper shape

Selects proper equipment

Handles/operates equipment in safe manner

Other:

Subtotal: Average Rating

---

DATE

COMMENTS

Explain:
### C. Weeding

- Identifies weeds vs. plants
- Properly disposes of weeds
- Pulls weeds correctly - with roots
- Selects proper equipment
- Turn over soil with hand tools

**Other:**

**Subtotal: Average Rating**

### d. Sweeping/bagging leaves, etc.

- Covers total area
- Operates power blower
- Pours gasoline without spillage
- Properly disposes of leaves
- Selects proper equipment
- Shows system for bagging
- Shows system for sweeping
- Stores gas can correctly
- Uses push blower correctly

**Other:**

**Subtotal: Average Rating**

---

**DATE**

**COMMENTS**
HABILITATION SERVICES PROGRAM
WORK ACTIVITY PROGRAM EVALUATION REPORT

Facility: ___________________________ Evaluation Period From: _______ To: _______
Client: ____________________________ SSA# __________________________

<table>
<thead>
<tr>
<th>WORK PERFORMANCE</th>
<th>Job #1</th>
<th>Job #2</th>
<th>Job #3</th>
<th>Job #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description Of Specific Job(s) On Which Client Worked</td>
<td>1.</td>
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<tr>
<td>List of Steps Performed By Client</td>
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Total Hours Worked

Average Prod. Rate

Job Earnings

$ $ $ $

ATTENDANCE

Scheduled Days Per Week: _______. Scheduled Hours Per Day: _______.
Total days attended during evaluation period: _______. Total days absent: _______.
Comments:

OTHER KEY PERFORMANCE AREAS

Behavior:

Safety Practices:

Attention Span:

Understanding Instructions:

Communication Skills:

Date: ____________________________ Signature
INDIVIDUAL HABILITATION COMPONENT - HS-1

CLIENT: 
DATE OF BIRTH: 
SSA #: 
REGIONAL CENTER: 
CASE MANAGER: 
FACILITY: 
CRP: 
IHC COMPLETED BY: 
IHC DUE: 
DATE IHC SUBMITTED: 
IHC TYPE: INITIAL ☐ ANNUAL ☐ OTHER: ☐ Specify: 
PARTICIPANTS IN IHC DEVELOPMENT: CLIENT: ☐ PARENT/GUARDIAN/CONSERVATOR: ☐ CASE MANAGER: ☐ 
LONG RANGE OBJECTIVE: COMPETITIVE EMPLOYMENT ☐ SHELTERED EMPLOYMENT ☐ WORK ACTIVITY ☐ 
REPORT ON RELATIVE ATTAINMENT OF PREVIOUS IHC OBJECTIVES: 

<table>
<thead>
<tr>
<th>BEHAVIOR OBJECTIVE</th>
<th>WORK-RELATED OBJECTIVES</th>
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<tr>
<td>(With target date)</td>
<td>Area</td>
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<tr>
<td>Measurement:</td>
<td>Area</td>
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<tr>
<td>Current Behavior:</td>
<td>Productivity</td>
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<td>Participation in Paid Work</td>
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<td>Attendance</td>
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<td>Total Earnings</td>
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<thead>
<tr>
<th>Services for Objective</th>
<th>Date</th>
<th>Person(s) Responsible</th>
<th>Client Review</th>
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<tbody>
<tr>
<td></td>
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<td>I have reviewed the IHC and agree with the objectives and services outlined.</td>
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<td>Signature of Client</td>
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<td>Signature of Parent/Legal Guardian/Conservator</td>
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<th>Qt.</th>
<th>Quarterly Reports of Progress</th>
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CRP: Date: Approved ☐ Comments Attached ☐

Habilitation Specialist Date: 75
### ADDITIONAL OBJECTIVES

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Target Date</th>
<th>Current Functioning</th>
<th>Measurement</th>
<th>Services for Objective</th>
<th>Date</th>
<th>Person(s) Responsible</th>
<th>1st Quarter Comments</th>
<th>2nd Quarter Comments</th>
<th>3rd Quarter Comments</th>
<th>4th Quarter Comments</th>
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### QUARTERLY REPORTS ON PROGRESS

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<th>Quarter</th>
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<th>Target Date</th>
<th>Current Functioning</th>
<th>Measurement</th>
<th>Services for Objective</th>
<th>Date</th>
<th>Person(s) Responsible</th>
<th>1st Quarter Comments</th>
<th>2nd Quarter Comments</th>
<th>3rd Quarter Comments</th>
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</tbody>
</table>
# BIWEEKLY CLIENT PROGRESS

## TOWARD IHC OR WAPP GOALS

<table>
<thead>
<tr>
<th>CLIENT NAME:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

| GOAL #1: | | | |
| GOAL #2: | | | |
| GOAL #3: | | | |
| GOAL #4: | | | |

<table>
<thead>
<tr>
<th>DATE</th>
<th>IHC</th>
<th>GOAL</th>
<th>COMMENTS</th>
<th>SUPERVISOR NAME</th>
<th>RATING</th>
</tr>
</thead>
</table>

**Directions for use:**

1. to be completed biweekly to coincide with payroll period.
2. to be reviewed monthly by case manager responsible person.
3. to be kept in crew binders to include all clients of crew.
4. upon termination of client, to be transferred to permanent client folder.
5. rating index: 5=good; 4=fair; 3=needs improvement; 2=poor; 1=not applicable.
STEPPING STONES GROWTH CENTER
FACILITY NUMBER 166
WORK ADJUSTMENT PROGRAM PLAN

(To be done within 30 days of enrollment; includes: skills assessment, productivity work adjustment rating.)

Client: ___________________________ Date WAPP Due: ___________________________
CRP: ___________________________ Date WAPP Submitted: ___________________________
Rehab. Counselor: ___________________________ Enrollement in Program: ___________________________
Participated in WAPP: ___________________________ Program: ___________________________

Comments: ___________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Long Range Objectives: ______________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Completed By: ___________________________ Approved By: ___________________________
Client Signature: ___________________________ Date: ___________________________
(Rehab. Counselor)
### Objective 

**Target Date:**

**Measurement:**

**Current Behavior:**

<table>
<thead>
<tr>
<th>Methods &amp; Techniques</th>
<th>Date</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
</table>

### Objective 

**Target Date:**

**Measurement:**

**Current Behavior:**

<table>
<thead>
<tr>
<th>Methods &amp; Techniques</th>
<th>Date</th>
<th>Person(s) Responsible</th>
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</table>
Check off areas that were discussed, demonstrated, observed, and/or instructed.

____ Punctuality  ____ Leaving work area
____ Hygiene  ____ Completing tasks
____ Proper dress  ____ Taking breaks
____ Overall appearance  ____ Attendance
____ Work pace  ____ Appropriate behavior
____ Safety  ____ Group interaction
____ Quality of work  ____ Initiative
____ Quantity of work  ____ Remembering instructions
____ Selection of proper equipment  ____ Dependability
____ Relationship with super.  ____ Equipment maintenance
____ Peer relationship  ____ Attitude
____ Appropriate conversation  ____ Other (specify): ___________

Comments: __________________________________________________________
____________________________________________________________________
____________________________________________________________________

Supervisor Signature: ____________________________  Date: ____________
Trainee:

1. Who is your work site supervisor?
2. What do you think the supervisor's job is?
3. How does your supervisor help you?
4. How does your supervisor not help you?
5. What else would you like your supervisor to do?
6. What is your job here?
7. Do you like your job? Why? Why not?
8. What have you learned on the job?
9. What do you find hard to do?
10. What do you find easy to do?
11. What would you like to change about your job?
12. Would you like counseling or job information from other staff?

Interviewer: ______________________ Date: ________________
STEPPING STONES GROWTH CENTER

CLOSURE FORM

(To be completed for all enrollees on leaving program)

NAME __________________________

STAFF __________________________ SERVICE PROGRAM __________________________

START DATE __________________________ CLOSURE DATE __________________________

REASON FOR CLOSURE __________________________

SERVICES RECEIVED: (Please check; if incomplete, please indicate)

- Vocational Evaluation
- Work Evaluation/
  Situation Assessment
- Work Adjustment
- Work Experience
- Skills Training
- OJT
- Extended Employment Classes:
  - Indep. Living Skills
  - Job Seeking Skills

<table>
<thead>
<tr>
<th>CATEGORY:</th>
<th>RATING:*</th>
<th>SUMMARY</th>
</tr>
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<tbody>
<tr>
<td>Skill Performance</td>
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<tr>
<td>Work Attitude</td>
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<td>Work Habit</td>
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<td>Interpersonal</td>
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<tr>
<td>Relationship Skills</td>
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</table>

*Rating Key:
1) ASSET - Work habits or behavior desirable; will aid in placement or holding a job.
2) ACCEPTABLE - Work habits or behaviors will cause no difficulty in placement or holding a job.
3) NEEDS IMPROVEMENT - Work habits or behaviors need improvement before successful placement will be possible.

Areas of Strength:

Areas Needing Improvement:

RECOMMENDATION:

Staff __________________________ Trainee __________________________ Date __________________________

Placement/Follow-up
## JOB ESTIMATE

**Estimate Number**

**Date of Estimate**

**Prepared By**

**RE:** □ Day Work    □ Contract    □ Extra

**Explanation**

**Job Name/Number**

**Job Location**

**Job Phone**

**Exten.**

**Start Date**

**End Date**

### MATERIAL

<table>
<thead>
<tr>
<th>#</th>
<th>MATERIAL</th>
<th>QTY</th>
<th>PRICE EACH</th>
<th>TOTAL PRICE</th>
<th>#</th>
<th>JOB</th>
<th>RATE</th>
<th>HRS.</th>
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### MISC. OTHER ITEMS

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### TOTAL MATERIALS

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**ESTIMATE APPROVED BY**

**Signature Approval for Quotation Release**
CLEANSWEEP CONTRACT

Customer: ________________________________

Billing Address: ____________________________________________________________

Phone Number: ____________________________________________________________

Location: ________________________________

MAINTENANCE PROGRAM:

Grounds Maintenance —

Lawn Cutting: ______________________________________________________________

Edging: ____________________________________________________________________

Weeding: __________________________________________________________________

Shrubbery Trimming: ________________________________________________________

Planting: __________________________________________________________________

Soil Cultivating: __________________________________________________________

Special Work: _____________________________________________________________

Custodial Maintenance —

Sweeping: __________________________________________________________________

Vacuuming: __________________________________________________________________

Dusting: ___________________________________________________________________

Windows: ___________________________________________________________________

Mopping: ___________________________________________________________________

Lavatory Cleaning: _________________________________________________________

Floor Waxing: __________________________________________________________________

Special Work: __________________________________________________________________

Comments: __________________________________________________________________

1720 Adeline Street, Oakland, California 94607, (415) 834-3900

CleanSweep is a subsidiary of Stepping Stones Growth Center
CLEANSWEEP CONTRACT/page 2

Work will commence on __________________________ (date). We will work for you on __________________________ (preferred days), on a __________________________ (how often) basis.

CleanSweep will provide a work crew, a supervisor, equipment and supplies for cleaning and gardening. All special materials such as __________________________________________________________

__________________________________________________________

will be provided by the customer.

Our fee for services will be __________________________ (amount) for maintenance.

Supervisor will estimate cost for special work. Payment must be received within 15 days from billing date.

CleanSweep is fully insured and bonded. Cancellation or modification of this contract by either party shall be made in writing. Cancellation of this contract by either party requires a two (2) weeks notice in writing, stating reasons for cancellation.

CUSTOMER

Firm Name

Name and Title

Signature

Date

CLEANSWEEP

Signature

Program Director

1720 Adeline Street
Oakland, CA 94607
(415) 834-3990

Date
STEPPING STONES GROWTH CENTER
BOATWORKS/CLEANSWEEP

Daily Job Report

<table>
<thead>
<tr>
<th>Job Order #</th>
<th>Date:</th>
<th>Boat:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location:</th>
<th>Customer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workers</th>
<th>Description</th>
<th>Materials</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Notes:

Is Job Complete?  
Total Hours Billed Today: 89
Dear Customer:

We would appreciate your honest evaluation of work recently completed by our work crews. Your input will help us improve our services, which will in turn better enable us to expand our business.

Thank you for taking a few minutes to respond to this survey.

Which work crew did you hire?  

Boatworks ______  

CleanSweep ______

Timeliness of estimate

Timeliness of completion of work

Courtesy of staff and work crew

Knowledge and understanding of requested work

Overall quality of work

Do you feel our rates are:  reasonable _____; high _____; low _____

Yes  No

Did you experience billing errors?

Would you call us again?

Would you recommend us to others?

Our services are tax deductible. Do you claim them as such?

General comments - ways we can serve you better:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name of customer: _______________________________  Date: __________________

Please return to:  Boatworks/CleanSweep, 1720 Adeline Street, Oakland, CA 94607.
DROP-IN WORK SITE INSPECTIONS

Vocational Supervisor ___________________________ Date _________________

Location ______________________________________

Brief Description of work order: ________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all clients engaged in work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is supervisor providing instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is supervisor doing specific task?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are tools being handled safely?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is crew size appropriate to job order?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all necessary tools/supplies available?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is crew on schedule time-wise?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is customer available for feedback?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any behavior/attitude problems?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions:

Boatworks
CleanSweep
Woodworks
COAST GUARD WATER SAFETY PROGRAM

I, ________________________________ have participated in the Coast Guard Auxiliary water safety program for entry into the Boatworks training program. I agree to follow the rules and regulations concerning safety in or near the water at all times.

Date: ____________________________
Trainee __________________________
Coast Guard staff __________________
Boatworks staff ____________________

BUDDY SYSTEM AGREEMENT

I, ________________________________ have been informed of the Boatworks Buddy System. I agree to follow the rules and procedures as told to me to insure safety of all crew members.

Date: ____________________________
Trainee: __________________________
Staff Witness: ______________________

(4/83)
This is to certify that on____________________
____________________, a client/employee of Boatworks, a subsidiary of Stepping Stones Growth Center, passed a water safety test. In the test, the person named above jumped into a pool of water no less than ten feet deep, fully clothed, and was able to keep his/her head above water. The person was able to get to the side of the pool and was able to get out of the pool either with or without assistance.

Lifeguard Signature:____________________
Name (Print) :____________________
Pool :____________________
Date :____________________
Witness :____________________
Date :____________________
Format/Instructions

The "Rating Form for Measuring Productivity of Handicapped Workers Paid at an Hourly Rate" (90/10 form) used by Goodwill Industries has been adapted by Boatworks and CleanSweep. Time studies of non-handicapped staff members or time studies based on industrial statistics are used as a work measurement technique. In addition, a "Trainee Evaluation" form (Boatworks and CleanSweep forms vary slightly) is completed by one worker's supervisor.

This form is used as a tool to assess the client's work adjustment skills as well as work performance skills. A 3-point rating scale is used, with 69 points being the highest possible rating. The number of points totaled on the evaluation form helps the supervisor to determine the recommended production rate. An "Evaluation/Production Rate Guideline" is used as a tool by which to compare the point system with a percentage production rate, as well as to assess the job-readiness of the worker. However, this is only a guide.

Time studies and observation are also used as a basis for the 90/10 form. The production rate recommended on the evaluation form may or may not be equal to the final rate computed on the 90/10 form, which is the production rate that the worker will be paid.
<table>
<thead>
<tr>
<th>WORK ADJUSTMENT SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
</tr>
<tr>
<td>Professional Appearance</td>
</tr>
<tr>
<td>Ability to Handle Stress</td>
</tr>
<tr>
<td>Complies with Rules</td>
</tr>
<tr>
<td>Behavior Appropriate on Job Site</td>
</tr>
<tr>
<td>Acceptance of Supervision</td>
</tr>
<tr>
<td>Relations with Co-workers</td>
</tr>
<tr>
<td>Communication Skills</td>
</tr>
<tr>
<td>Acceptance of Criticism</td>
</tr>
<tr>
<td>Motivation</td>
</tr>
<tr>
<td>(24-30 Considered Job Ready)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK PERFORMANCE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Performance/Ability to Complete More than One Task at a Time</td>
</tr>
<tr>
<td>Work Output/Quantity</td>
</tr>
<tr>
<td>Work Quality—Average</td>
</tr>
<tr>
<td>Knowledge or Level of Work Skills:</td>
</tr>
<tr>
<td>- Wash/Scrub Boat</td>
</tr>
<tr>
<td>- Hand Wax/Buff</td>
</tr>
<tr>
<td>- Power Sanding</td>
</tr>
<tr>
<td>- Hand Sanding</td>
</tr>
<tr>
<td>- Oil/Varnish/Polish/Paint</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Stamina</td>
</tr>
<tr>
<td>Safety Consciousness</td>
</tr>
<tr>
<td>Care of Materials and Property</td>
</tr>
<tr>
<td>Knowledge of Appropriate Equipment and Materials and Ability to Set Up for Job</td>
</tr>
<tr>
<td>(31-39 Considered Job Ready)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDED PRODUCTION % RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 Points = Highest Possible Rating</td>
</tr>
<tr>
<td>55 Points = Considered Job Ready</td>
</tr>
</tbody>
</table>

Comments: ____________________________

(4/84)
**STEPPING STONES GROWTH CENTER**
**CLEANSWEEP TRAINEE EVALUATION**

**TRAINEE:**

**SUPERVISOR:**

**RATING SCALE:**
1. Poor/High Supervision
2. Fair/Minimal Supervision
3. Good/Independent

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUPERVISOR'S INITIALS</th>
</tr>
</thead>
</table>

**WORK ADJUSTMENT SKILLS**
- Attendance and Punctuality
- Professional Appearance
- Ability to Handle Stress
- Complies with Rules
- Behavior Appropriate on Job Site
- Acceptance of Supervision
- Relations with Co-workers
- Communication Skills
- Acceptance of Criticism
- Motivation

(24-30 Considered Job Ready)

**WORK PERFORMANCE SKILLS**
- Task Performance/Ability to Complete More than One Task at a Time
- Work Output/Quantity
- Work Quality - Average
- Knowledge or Level of Work Skills:
  - Trash Pick-up
  - Sweeping/Raking/Bagging
  - Vacuuming/Mopping
  - Hand Trimming/Weeding
  - Use of Power Tools (Lawn Mower, Weed Eater, Buffer)
- Concentration
- Stamina
- Safety Consciousness
- Care of Materials and Property
- Knowledge of Appropriate Equipment and Materials and Ability to Set Up for Job

(31-79 Considered Job Ready)

**TOTAL POINTS**

**RECOMMENDED PRODUCTION % RATE**

69 Points = Highest Possible Rating
55 Points = Considered Job Ready

Comments: ________________________________

(4/84)
RATING FORM FOR MEASURING PRODUCTIVITY OF HANDICAPPED WORKER PAID AT HOURLY RATE

(Worker is to be rated at least every 6 months)

<table>
<thead>
<tr>
<th>Name of Worker</th>
<th>Job</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Period of Rating</th>
<th>From</th>
<th>Through</th>
<th>Date of Employment</th>
<th>Rater</th>
</tr>
</thead>
</table>

HOW TO DETERMINE RATING

Enter for each factor below the numerical rating which reflects the handicapped worker's performance as compared with the performance that would be expected of an average nonhandicapped worker. The level for nonhandicapped workers should be considered as 100 percent.

<table>
<thead>
<tr>
<th>Performance Rating %</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
<th>110</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors Rated</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of Work</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Work</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

COMPUTATION OF RATED WAGE

\[ \text{(A)} \times 0.90 \times \text{Rating for Quantity of Work} = \ \\
\text{(B)} \times 0.10 \times \text{Rating for Quality of Work} = \ \\
\text{(C)} \times \text{(B) Above} = \ \\
\text{(D) Prevailing Industry Wage** for Job Rated} = \ \\
\text{(E) Product of (C) \times (D) Above} = \ \\
\]

These figures are decimilized expressions of the weights 90% and 10% respectively.

** Prevailing Industry Wage is the hourly wage paid average nonhandicapped workers in industry in the vicinity for essentially the same type of work.

Federal minimum wage: California minimum wage:
STEPPING STONES GROWTH CENTER
ADULT PROGRAM

EVALUATION/PRODUCTION RATE GUIDELINE

<table>
<thead>
<tr>
<th>% RATING</th>
<th>POINTS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>69</td>
<td>Employable</td>
</tr>
<tr>
<td>70%</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>65%</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>63</td>
<td>Almost Job Ready--Refer to Job Developer</td>
</tr>
<tr>
<td>55%</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>45%</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>35%</td>
<td>43</td>
<td>Work Adjustment and Work Services</td>
</tr>
<tr>
<td>30%</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>23</td>
<td>Non-appropriate</td>
</tr>
<tr>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>HOURS</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Total Hours**

**Total Days:**

**Productivity:**

**Employee Signature:**

**Supervisor Signature:**

**Activity Code:**
- UA = Unexcused Absence
- EA = Excused Absence
- ST = Skills Training on Site
- CT = Classroom Training
- J = Job Search or Vocational Planning
- C = Counseling

**Rev. 4/84**
# STEPPING STONES GROWTH CENTER
## WORKER HANDBOOK
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<th>Page</th>
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<td></td>
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<tr>
<td>Staff</td>
<td>22</td>
</tr>
</tbody>
</table>

(rev. 7/84)
Welcome to Stepping Stones Growth Center and congratulations on your enrollment in our Boatworks or CleanSweep job training program. Stepping Stones will provide you with a relevant learning experience through employment in one of our small business subsidiaries that do work in the community. We offer individualized vocational training, coordinated work adjustment classes, and job placement services. Our main purpose is to make you as independent, self-sufficient, and productive as you can become. If you try hard, attend work every day, and improve your work skills and work habits, we may be able to help you find a job in the community.

You were selected for employment and training due to your interest and willingness to learn new skills and become a part of our growing businesses.

This handbook will tell you more information about the job and the rules. It is yours to keep. Share it with your parents or guardians.

If you have any questions that are not covered in this handbook, feel free to ask your supervisor or the Program Director.

(rev. 7/84)
BOATWORKS:

Training Description

Specific skill training in boat cleaning and maintenance. Instruction is designed to provide participants with knowledge and experience enabling them to secure and maintain entry level positions at boatyards, marinas, and yacht brokerages.

Training Goals

1) Knowledge of appropriate work habits: understanding and following instructions, working independently, how to relate to supervisors and fellow workers and maintaining a professional attitude.

2) Perform boat maintenance skills: selection and use of proper materials and equipment; knowledge of techniques and procedures for boat cleaning and upkeep; awareness of quality control standards.

Training Content

1) Orientation - facility, rules and procedures of program, equipment and materials.

2) Safety Procedures

3) Role of worker and worker expectations

4) Exterior boat cleaning

5) Interior boat cleaning

6) Waxing fiberglass

7) Bleaching/cleaning wood surfaces

8) Sanding wood surfaces

9) Stripping wood of varnish, old paint

10) Refinishing wood with oil, paint or varnish

11) Scraping and painting boat bottoms

12) Polishing metal and brass

13) Organizing work
14) Equipment care and maintenance
15) Inventory resupply
16) Work attitudes and behaviors
17) Others added as needed

Training Methods

1) Lecture and classroom discussions
2) Demonstrations
3) Work experience restoring used furniture
4) On the job training at work sites
CLEAN SWEEP:

Training Description

Specific skill training in janitorial and grounds maintenance work. Instruction is designed to provide participants with knowledge and experience enabling them to secure and maintain entry level positions in those job areas.

Training Goals

1) Knowledge of appropriate work habits: understanding and following instructions, working independently, how to relate to workers and supervisors and maintaining a professional attitude.

2) Perform janitorial and grounds maintenance duties: work with current maintenance equipment, tools and solutions utilizing proper techniques and procedures; awareness of quality control standards.

Training Content

1) Orientation - facility, rules and procedures of program, equipment and materials.

2) Safety

3) Role of worker and worker expectations

4) Sweeping

5) Mopping

6) Window washing

7) Restroom and bathroom care

8) Vacuuming

9) Dusting and general cleaning

10) Wall cleaning

11) Cleaning solution selection and mixing

12) Organizing work

13) Equipment care and maintenance

14) Inventory resupply
15) Repair of electrical plugs and cords
16) Changing light bulbs, fuses, circuit breakers
17) Temperature control gauges
18) Work attitudes and behaviors
19) Lawn maintenance: mow, rake, trim, reseeding, fertilizing
20) Trim shrubs and hedges, planting techniques, use of electrical clippers and edgers
21) Weed removal
22) Pest control
23) Others added as needed

Training Methods
1) Lecture and classroom discussion
2) Demonstrations
3) Work experience within facility
4) On the job training at work sites
THE BUSINESSES

Boatworks and CleanSweep are both licensed, bonded businesses. We advertise our services in newspapers, magazines, phone books and flyers. Our customers expect quality service and that's what we give them. Without our customers, we don't have jobs because the money they pay goes to pay the workers. We expect everyone to be polite and courteous to customers at all times.

If we make a mistake on a job, we have to fix that mistake, and we lose money and time. It is very important to follow instructions given by your supervisor so mistakes are not made.

The way we get more business is to keep customers happy and satisfied with our work. Then they tell other people to call us.

If you know people who might want to hire us, have them call the office or talk to the Program Director.

From time to time there will be meetings with Boatworks and CleanSweep workers to discuss business growth, problems and compliments from customers.
WORKER RESPONSIBILITIES

1. Case manager makes referral to Program Director. The client must schedule interview and site visit with Program Director.

2. Medically fit to work. This includes seizures controlled, ability to lift 30 pounds or more, agility to climb on, off and around boats and docks, stamina to stand on feet for up to 6 hours.

3. The desire to receive and benefit from training.

4. Clean and neat personal appearance.

5. Punctual and infrequent absences.

6. Honest and reliable.

7. Willingness to work as team member and develop positive relationships with supervisors and co-workers.

8. Travel trained to agency facility.

9. Ability and willingness to follow simple instructions.

10. Ability to communicate personal needs and emergency information. Must carry personal identification at all times.

11. Willingness to learn new skills and improve existing ones.

12. Demonstrate appropriate habits and personal mannerisms that comply with public standards of behavior.

13. Client guardians must understand training program and realize competitive job placement is a goal of the program.

14. Every attempt must be made to schedule personal appointments after work hours. If not possible, discuss with Program Director.

15. Worker must complete payroll, permission, and medical forms within first 2 weeks of training.

16. Clients assigned to Boatworks must attend Water Safety class as scheduled by Program Director.
RESPONSIBILITIES OF STEPPING STONES

1. We will provide qualified instructors/supervisors to teach you about the jobs.

2. We will provide a safe work environment.

3. We will pay you for your work, according to your own productivity rate which will be determined by testing and observing your work skills level.

4. We will not discriminate against you because of your sex, any health problems you may have, the church you go to, the color of your skin, where you were born, how old you are, or how you voted.

5. We will respect your rights as guaranteed under the U.S. and California Constitutions.

6. Our staff will not subject you to physical or psychological abuse.

7. Your records of progress and past history will not be shared with anyone outside the staff without your permission.
INPUT POLICY

All clients are expected to become involved in their own program at Stepping Stones by attending IHC and progress meetings. In addition, clients are encouraged to make suggestions and evaluations regarding the program. Your ideas can be discussed at work adjustment classes, or you may ask to speak to the Program Director at any time. A suggestion box is available in the facility, and you may write, or ask someone to write down, your suggestions and place them in the box.

You may also be interviewed periodically by staff. In addition, "Worker Involvement Meetings" will be held monthly. At these meetings, the business aspects of the program will be discussed, and a "Worker of the Month" award will be presented to the client who has shown the most initiative, had good attendance, and improved in skill areas.
PAY

Boatworks and CleanSweep workers are paid by how much work you do, how fast you do it and how well it's done. Your rate of work is compared to that of someone who is fully trained to do the job. Your hourly rate is a percentage of what experienced workers are paid in the community for doing the same type of work.

At least once every three to six months, you will be evaluated, and it will be decided whether or not you should get a raise. You are NOT paid for time you spend in classroom training and on your lunch break, or if there is no work to do (downtime). You are paid when Boatworks or CleanSweep is billing the customer, or if you do something that the agency would have to pay someone else to do. You are only paid sick or vacation time, up to 5 days each per year, if you have been employed by Stepping Stones for over 1 year.

You will be paid by check for the work you perform and will be provided with a statement of your earnings. You must sign for your check when you get it. You will be paid every 2 weeks.

During your first month of work, you will be paid 15 percent of the prevailing wage. During that month, we will evaluate your work and determine what your actual rate of pay will be.

6.7% of your wages are deducted for FICA, or Social Security. This money is sent to the government and put into a retirement fund. Stepping Stones also contributes an equal amount towards your retirement.

If you continue to work, when you are 65 you will be able to collect retirement pay from Social Security. Disability and unemployment are not withheld from your paychecks. If you earn enough money, federal and state taxes may also be deducted from your check. You may be able to file a tax return in the Spring, and be repaid this amount, if it turns out that you didn't earn
Pay (cont'd)

...enough during the year to pay taxes. You can talk to Stepping Stones' bookkeeper about this.

We comply with Department of Labor rules and regulations regarding pay rates and schedules.
FRINGE BENEFITS

As an employee of Boatworks or CleanSweep, you are covered by Worker's Compensation Insurance and Social Security. Worker's Compensation Insurance pays for your medical expenses if you are injured on the job.

After 1 year of employment at Boatworks or CleanSweep, we will pay you for 5 vacation days, 5 sick days and 5 holidays at the hourly rate you are earning at the time.
STEPPING STONES GROWTH CENTER
WORK RULES

RULE

1. No fighting, no violence, no weapons.

DISCIPLINARY ACTION

1st Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

2nd Time: Dismissal.

2. No stealing or destruction of property.

1st Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

2nd Time: Dismissal.

3. No use of alcohol or unauthorized drugs during work hours.

1st Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

2nd Time: Dismissal.

4. You must follow all safety rules. This includes on and off site, use of chemicals, use of buddy system, and conduct on agency vehicles.

1st Time: Verbal warning; report filed.

2nd Time: Written warning; report filed.

3rd Time: One day suspension; report filed.

4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

5. Must report absences to the Stepping Stones office by 9:00 A.M. After 3 days, a doctor's note will be required.

1st Time: Verbal warning; report filed.

2nd Time: Written warning; report filed.

3rd Time: One day suspension; report filed.

4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

6. Arrive at work on time.

LATE

1 to 15 min. 15 min.

16 to 30 min. 30 min.

31 to 45 min. 45 min.

46 to 60 min. 60 min.

If late 3 times in one pay period, written warning and report filed.

DOCK

15 min. 15 min.

30 min. 30 min.

45 min. 45 min.

60 min. 60 min.
6. Arrive at work on time. (cont'd) If continues, document and discuss at IHC meeting for resolution.

   1st Time: Verbal warning; report filed.
   2nd Time: Written warning; report filed.
   3rd Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

8. Must follow supervisor's instructions.
   1st Time: Verbal warning; report filed.
   2nd Time: Written warning; report filed; caseworker notified.
   3rd Time: One day suspension.
   4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

9. Inappropriate behavior.
   1st Time: Verbal warning; report filed.
   2nd Time: Written warning; report filed; caseworker notified.
   3rd Time: One day suspension.
   4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.
ABOUT THE RULES

CleanSweep and Boatworks were set up to give handicapped people a chance to show their community that they can work and make a contribution.

All staff and supervisors are here to help you learn and get experience using those skills. The staff can't do it all. You must be willing to learn and to follow the rules.

The rules are set up to help and protect everyone. All jobs have rules. Learning to follow the rules will make you a better worker on any job.

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GRIEVANCE PROCEDURES

Sometimes problems come up on the job. We understand that and want to try to work out these problems. If you have a complaint or problem:

1. Discuss the situation with your immediate supervisor.

If that doesn't work...

2. Talk to the classroom instructor or Business Affairs Manager.

If that doesn't work...

3. Make an appointment to discuss the problem with the Executive Director. She will meet with you within at least ten working days.

If that doesn't work...

4. Ask a friend, guardian, or staff person to help you write an appeal letter to be delivered to your Habilitation Specialist at the Department of Rehabilitation. A Habilitation team meeting will be arranged within thirty days. The purpose of the meeting will be to discuss and resolve your problem. If you don't know who your Habilitation Specialist is, ask the Program Director or your case Manager.
PROGRESS REPORTS

Since Boatworks and CleanSweep are training and work experience programs, we write progress reports to check how well you are learning the job.

From time to time, the Program Director will meet with you and your social worker to discuss your progress. We will also write plans for what you need to improve and how we as a team will do that.

If there is something special you would like to learn, make an appointment with the Program Director to discuss it.

If you don't agree with your plan or want something changed, discuss that with the Program Director and/or your social worker.
JOB PLACEMENT SERVICES

Stepping Stones wants to help you get a full-paying job in the community. We feel many of you are able to do this if you have good work habits and know the skills. We can't get a job for you, but if you show us you are ready, we can help.

How do we know when you are ready?
- When you show us you can do the work we assign to you.
- When you follow the rules, like being on time, following directions, and getting along with co-workers and supervisors.

What we will do:
- Teach you how to act during a job interview.
- Help you write a resume. A resume is a report of what skills you have and past job experience.
- Suggest people you can call for a job interview.
- Talk to employers and tell him/her why you are a good worker.
- If you are hired, we will help you and your new boss if problems come up.
- Suggest classes or counselors who can also help you find a job.

If after working 30 days on a job in the community you are laid off for reasons out of your control, you can return to Boatworks or CleanSweep as soon as an opening occurs.
QUESTIONS WORKERS OFTEN ASK

Q: What should I wear?
A: For Boatworks: Jeans and T-shirt are best. Bring a jacket for cooler days—it gets even colder at the water. You will get dirty, so wear clothes that can be easily washed. You must wear tennis shoes, boat shows, or other shoes with rubber or non-skid soles.

For CleanSweep: Stepping Stones wants you to wear a uniform every day. After you earn some money, you may be able to buy a uniform. On days you cannot wear the uniform, wear clothes you can get dirty—jeans and T-shirts are fine.

Q: How long will I be in the training program?
A: That depends on you. Everyone learns at a different rate. That's why we do progress reports. The average stay is 6 months to 1 year.

Q: Do we come to work if it is raining?
A: Yes. Staff will work with you here on an inside project, or you will work on a janitorial contract.

Q: What do I do if I have an appointment?
A: Tell the Business Affairs Manager when the appointment is. She will discuss if you need to take the whole day off or be dismissed in time for your appointment.

Q: What are my work hours?
A: Work hours are 9:00 A.M. to 3:00 P.M. Monday through Friday. These times may vary depending on where and what your job is for the day.

Q: Will my paycheck change my SSI check?
A: You must report your income to SSI. They will decide if your check will be reduced.

Q: Should I bring a lunch?
A: Yes, every day. We do not have a lunch program and cannot stop at stores or restaurants when you are out on a job. Everyone needs to eat a healthy lunch to do a good job.

Q: What happens if I get hurt while on a job?
A: Emergency first aid will be given immediately. If you need to go to a doctor, the staff will take you and call the person you live with. Medical bills will be paid by Stepping Stones, under Worker's Compensation Insurance.

Q: Can my family or friends visit me at a job site?
A: Visits must be arranged with the Business Affairs Manager.

Q: Can I take a vacation?
A: Everyone needs a vacation. The policy is that after 6 months of working,

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you can take a week off if you want to. You are not paid during your vacation unless you have worked at Stepping Stones for over 1 year--then 5 days may be paid. Please arrange dates with the Business Affairs Manager.

Q: What do I do if I'm sick?
A: Call the Stepping Stones office before 9:00 A.M. that morning to tell your supervisor you will not be there. Please come every day unless you really are too sick to work.
HOLIDAYS

New Year's Day
Martin Luther King Jr.'s Birthday
Lincoln's Birthday
Washington's Birthday
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Christmas

The center will be closed on these days. The center usually closes the day after Thanksgiving and the week after Christmas as well.

It is possible that the center will close on some other days so that the staff can receive training or for other reasons. If this happens, you will be notified in writing at least one week before the day the center is closed.

You are not paid for holidays unless you have worked in Boatworks or CleanSweep for over 1 year. Then you will be paid for 5 holidays: Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas.

(rev. 7/84)
Did you see this Great Article about our Dynamite CLEANSWEEP subsidiary of Stepping Stones?

When can we do a CLEANSWEEP Job for you or your Friends or Customers?

Yard work is more than a job to this crew

By Brenda Lane
Tribune Staff Writer

Oakland's Shelton Grice, 26, likes it because "Outdoors is fun. I enjoy coming to work because we do a good job."

Pearl Shearnado, 46, says "now I get all the fresh air I want."

And 43-year-old Michel Wilson likes taking a deep breath, grabbing a weed by its base and staging a battle between man and nature. (He always wins.)

If these adults sound as though they were starving for air, it's because they and the 12 other people on their crew are former products of "make work" programs. They are developmentally disabled (a term which includes people who are mentally retarded, autistic, epileptic or have cerebral palsy.)

They've made decorations, hung dresses on hangers, stacked boxes. But now they're getting a chance to feel the glory of being paid for labors of love.

They're one of two yard crews from Clean Sweeps, a gardening and landscaping business started last fall by Stepping Stones Growth Center in Oakland, which serves the developmentally disabled.

Charging $15 an hour for their services, a crew of six working under the direction of a trainer-supervisor - splits the fees. Each is paid according to the amount of work contributed. The workers have contracts with individuals, businesses and government agencies.

All have moderate disabilities and are not quite ready to enter a competitive job market.

Rodger Moore, a vice president for First Enterprise Bank, hired the crew to work in the yard of his downtown Oakland home.

"When I left in the morning they were already at work," he says. "One of the men stopped me and said 'We're going to do real good for you.'"

When Moore came home that evening he had to fight back tears.

"They are excellent," Moore says. "I was so proud for them."

"Training instructor Jesse Wallace says "Nine out of 10 of the people who hire us are surprised that we can do the quality work we do. To be honest, I don't know many gardeners who are any better than we are. To our workers, it's not just a way to earn money. It's a challenge to be good at something."

Bonnie Whitcomb, director of the adult program, says "They take pride in what they do because they aren't hidden away someplace. This way they're out in the community and they're able to feel they've made a contribution."

She says the workers also learn a little something about the world they live in.

"Chester, one of the workers, came in the office the other day and said, 'You know Bonnie, we go in there and cut the grass and pull the weeds and it just grows right back.'"

"And I told him, 'Thank God it does, Chester.'"

In addition to the Clean Sweep program, Stepping Stones oversees a crew that cleans yachts. And the center also runs a day care program for developmentally disabled school children.

To Schedule a FREE estimate . . . call Bonnie at: 834-3990
IN THE SHADOW OF PIKE'S PEAK

Tourists who come to the McLaughlin Family Lodge nestled in the mountains near Pike's Peak, Colorado, marvel at how well the place is kept up. Shrubs are trimmed, grass is newly cut, the swimming pool is sparkling clean. What they quickly learn is that the work is done by mentally retarded men and women living at nearby Cheyenne Village.

They mix freely with the guests. They play with the children, babysit, watch the evening movies, wash and iron, take part in games.

As the mother of a retarded daughter said:

"You know, it may not mean much to you--having a daughter with a job as a bus girl. But to me it's like learning she's made it as president of a university."

HELPING HANDS

White seagulls hover above the multi-colored sailboats at Embarcadero Harbor as another workday begins at Sailboats, Inc. A group of tanned shirt-sleeved employees arrive from a nearby bus stop, eager to begin work. They'll spend their day under blue skies, cleaning pleasure boats at this Oakland, California, harbor.

An ideal job? These employees think so. They are retarded young people from Stepping Stones, a growth center for retarded youngsters, and they're working for fun as well as profit.

Using CETA (Comprehensive Employment and Training Act) funds, Stepping Stones trained mentally retarded people to work at Sailboats, Inc., a large boat maintenance firm. First they made sure workers could get to the harbor unaided and on time. Then they instructed them in the finer points of boat cleaning: connecting hoses properly, gathering and loading supplies, and scrubbing and sponging down boats. They've become speedy and efficient. Two people can complete the topside of a 30' by 50' yacht in two hours.

Members of the Stepping Stones group are so satisfied with their active outdoor jobs that they've not missed a day. And Sailboats, Inc., has been so impressed with their work that they've asked for more workers and have offered to underwrite the wages of the supervisor provided to give assignments.
ORDER BLANK

Please complete the following and return to:

Stepping Stones Growth Center
1720 Adeline
Oakland, Ca. 94607

Please send me:

_________ copies of Learning to Work - $10 _________

_________ copies of Boatworks and CleanSweep - $10 _________

_________ copies of Employability Project - $5 _________

_________ copies of Ready, Willing, and Able - $25 _______

25 minute videotape
VHS _____ Beta _______

All orders prepaid, check, money orders only. Includes shipping.

Total $_________

Name ____________________________

Agency __________________________

Address __________________________

City __________________ State ______ Zip ______

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The Videotape "Ready, Willing and Able" tells the story of Stepping Stones' innovative program for children and adults with developmental disabilities. Most of the vocational training takes place in work crews out in the community. Featured is a neighborhood recycling business, and the internationally famous "Boatworks" program. Produced by Sheryl Paton under a grant from Health and Human Services, Administration on Developmental Disabilities. Superfest 1985 entry.