Supported employment offers opportunities for severely disabled adults to carry out paid work at regular work sites within their communities and provides a path to normalization. Supported employment differs from traditional programs in that the positions are integrated into the community, skills are taught on the job, and support is need-based and ongoing. Service providers find job openings, identify the skills and abilities needed to do and hold each job, evaluate the skills and support needs of the person to be employed, match the person with a job, do on-the-job training, and provide ongoing evaluation and long-term job support. The three most popular kinds of supported employment positions are work enclaves, individual supported jobs, and mobile crews. This guide answers parents' questions about the kinds of supported employment jobs, who pays for the support services, effects on Supplemental Security Income or Social Security Disability Insurance benefits, and necessary preparation for supported employment. An appendix contains directories of state-supported employment projects, state vocational rehabilitation agencies, and other resources, and outlines federal regulations for supported employment services. (JDD)
Opportunity Knocking

The Story of Supported Employment

PACER Center, Inc.
Opportunity

Knocking

The Story of Supported Employment
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Special thanks to the young people who appear in the booklet's photographs:  
Jennifer Eickhoff, Deborah Richardson, and David Shaw

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Preface</td>
<td>1</td>
</tr>
<tr>
<td>An Option for Persons with Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Making Jobs Possible</td>
<td>5</td>
</tr>
<tr>
<td>Moving into the Community</td>
<td>6</td>
</tr>
<tr>
<td>A Path to Normalization</td>
<td>7</td>
</tr>
<tr>
<td>A Comparison with Traditional Programs</td>
<td>9</td>
</tr>
<tr>
<td>Support Available through Service Providers</td>
<td>11</td>
</tr>
<tr>
<td>Form of Support Differs for Individuals</td>
<td>20</td>
</tr>
<tr>
<td>Different Kinds of Supported Employment Positions</td>
<td>21</td>
</tr>
<tr>
<td>Questions Often Asked by Parents, Family Members and Guardians</td>
<td>22</td>
</tr>
<tr>
<td>Appendix - Additional Resources for Young People with Disabilities and their Families</td>
<td>7</td>
</tr>
</tbody>
</table>
Mike is 28 years old and has mental retardation. He used to spend his days sorting colored chips and making macaroni necklaces. Other than his family and supervisor, he hardly ever talked with a non-disabled person. Just about all of his living needs were taken care of by his family. He never really had any money of his own.

Today, Mike still has mental retardation, but it's also pay day for him at the large corporation where he works in the duplicating room. His co-workers include both people with and without disabilities. His work has brought him into his community and given him the chance to grow and learn. After work this afternoon, he'll deposit his check at the credit union. He'll keep out some money though since he plans to go shopping for a new shirt to wear at the company picnic next week.
What has made this change possible for Mike is a new and exciting employment option called "supported employment." Mike is an example of the thousands of adults with severe disabilities now working within their communities as a result of supported employment programs.

This booklet has been written as a guide for parents, guardians and family members to familiarize them with this new and exciting employment option.

Supported employment offers new opportunities.

However, like other system improvements during the last two decades, the full potential of supported employment programs will only come about if and when parents and families learn about this option and request that it be made available for their family member.
Supported Employment: An Option for Persons with Severe Disabilities

Supported employment is an exciting program for adults with severe disabilities. It involves:

- paid work at regular work sites
- ongoing support to help persons remain employed

The adults for whom supported employment possibilities are designed are people with severe disabilities who have traditionally been excluded from regular work settings because of:

- their inability to perform competitive work and
- their need for life-long support.

Supported employment is meant to increase the community integration, independence, and productivity of persons with disabilities.
Supported employment programs are for persons who need long-term support to hold a job in the community. Programs serve persons with many different kinds of disabilities including:

- multiple handicaps
- severe mental retardation
- autism
- severe physical disabilities
- serious and persistent mental illness
- traumatic brain injury.

People with the disabilities listed above may also have serious behavior problems that would interfere with traditional employment opportunities. However, they can be included in supported employment.
**Supported Employment:** Making Jobs Possible

<table>
<thead>
<tr>
<th>WORK WEEK LENGTH</th>
<th>WORK RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person does not have to be able to work 40 hours a week to be in a supported employment position.</td>
<td>A supported employee also does not have to work as fast as a non-disabled person in order to hold a supported employment position.</td>
</tr>
<tr>
<td>In supported employment programs that strictly follow federal definitions, however, he or she must be able to work an average of 20 hours a week. Other programs though do not require that persons must be able to work the 20 hour minimum.</td>
<td>In some cases, a person working much more slowly than a non-disabled worker doing the same job is paid less than the minimum wage. This is allowed by law only if there are careful and frequent records kept on the work rate of the person with a disability. The person's sub-minimum wage goes up as his/her work rate goes up.</td>
</tr>
<tr>
<td>The key to remember is that supported employees do not have to be able to work full time.</td>
<td></td>
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</tbody>
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14 15
Supported employment was begun because traditional programs for adults with severe disabilities have usually not offered the opportunity or support needed to live and work in the community.

People with disabilities, their families, and professionals serving them have more and more come to believe that it is the right of everyone to have the opportunity to be part of the general community.

Going to work and being part of a workplace is an important way of being part of the community as a whole. Supported employment programs are designed to provide this work opportunity.
When part of their communities, people with severe disabilities:

- use the same services,
- take part in the same activities, and
- have the same chance to meet people and make friends as people without disabilities do.

Leading lives like those of people without disabilities is known as normalization, and supported employment is one very important aspect of this process.

Supported employment provides an essential opportunity to lead lives of the same richness of experience and rhythm or pattern as others do.
Everyone needs a variety of experiences to:

- build skills,
- increase independence,
- define likes and dislikes, and
- develop a sense of self.

The personal growth, community involvement, and social opportunities made possible by supported employment give people a chance to do all of the above.
Differences between supported employment and traditional programs for persons with severe disabilities include:

The location of the program

Many traditional programs for persons with severe disabilities are in settings or buildings separate from those used by the general public. These are called segregated programs.

Supported employment positions are at regular workplaces in the community. A person in a supported employment position has the opportunity to interact with non-disabled persons other than paid caregivers.
The skills that are taught

Many traditional programs teach skills it is thought people must know before applying for any job. These are called prevocational skills.

Prevocational skills are often taught only in a certain order so that a person cannot try to learn a particular skill unless she or he has learned the skill before it. To the greatest degree possible, all persons are taught the same skills. Too often, persons with severe handicaps find themselves caught in the "pre" stage and never acquire skills needed for a community job.

In supported employment, skills are taught on the actual job site. The skills taught are the skills needed to do and keep the job. Each person learns only the skills needed for his/her job.

The support available to workers

Traditional programs that put persons on jobs in the community teach them skills needed to do specific job tasks. Support on the job is given only for a fixed and limited length of time. The period of support may be inadequate for people with severe disabilities.

Supported employment teaches skills to do specific job tasks and also teaches job-related skills necessary to keep a job. The length of support is based on a person's needs and is ongoing, not fixed in length. The support is intended to help a person remain in the labor force, not just to hold a particular job.
Supported Employment: Support Available through Service Providers

The services needed for people to be supportively employed are available through agencies and individuals who serve adults with severe disabilities free of charge. In this booklet, these agencies and individuals are called service providers.

Several types of support are available through service providers for people with severe disabilities so they can get and keep jobs. Service providers:

1. find job openings
2. identify the skills and abilities needed to do and hold each job
3. evaluate the skills and support needs of the person to be employed
4. match the person with a job
5. do on-the-job training
6. provide on-going evaluation and long-term job support.

Exactly how and what support is given depends on the particular needs of the individual in the supported employment position.
In many traditional programs, the role of the service provider is to teach prevocational skills and/or to provide employment in segregated programs and settings.

In supported employment, the role of the service provider is to find a job opening in the community for a person, regardless of the severity of his or her disability.
2. Analyzing Job Requirements

Once a job opening is found, the service provider figures out what skills are needed to do the specific job task. These could be things like:

- being able to follow directions,
- knowing right from left, or
- being able to work at a task for several hours.

The service provider also finds out what job-related activities are needed to successfully keep a job. These could be things like:

- tolerance for noise,
- calmness under pressure, or
- good grooming habits.
3. Developing a Personal Work Profile

ALL the features of a person and his/her living situation that relate to holding a job are to be included in an evaluation. Supported employment changes the focus of an evaluation from those things a person cannot do to all those things the person can do.

In addition to looking at a person's skills and abilities, an evaluation looks at a person's likes and dislikes about kinds of work and work situations.

A person's living situation is also examined. For example, can the time of the person's evening meal change to allow him or her to work a night job? Do the person's parents feel certain kinds of jobs are unacceptable?

The types of support a person is likely to need in a workplace are also evaluated. Support might include a co-worker who is willing to accept responsibility for assisting a supported employee with a physical disability in case of an emergency. Another type of support might be a training program from the service provider to help a worker learn to express anger in an acceptable way.
4. Matching the Person with a Job

MANY TRADITIONAL PROGRAMS teach people skills to match the needs of some future job.

SUPPORTED EMPLOYMENT PROGRAMS:

- find jobs that match the person as she or he is now.

  and – in the event that a person isn't able to use public transportation –

- arrange transportation for the supported employee to and from work.
OPPORTUNITIES for EVERYONE

ZERO REJECTION

SERVICE PROVIDERS

JOBS
5. Doing On-the-Job Training

Many traditional programs teach a person general job skills in segregated sites.

In supported employment, a person is taught
- at the actual work site -
the skills needed to do a specific job.

The person from the agency providing support services who does the on-the-job training is usually called a job coach.

The job coach:

- teaches the skills needed to DO specific job tasks. Part of this teaching can include developing job aids to help a person do a task. For example, a peg board can help a person who cannot count keep track, or a glass shield can protect the work area of a person who drools.

- helps the person develop abilities needed to successfully HOLD a particular job. This could include helping a person learn how to behave during a coffee break or how to accept correction.
works with the employer to develop job accommodations needed by a person because of his or her disability. These might be to divide one job between two persons with disabilities. That way one would be available to do the whole job if the other was in the hospital or temporarily emotionally unable to cope with the job's requirements. Another accommodation could be to agree that performance would be rated on getting a job done and not on always arriving at work on time.

does things that are needed to help the person be meaningfully included in the day-to-day interactions at the workplace. This can include teaching co-workers basic sign language or doing a group training for employees on general disability issues.

Finally, during the supported employee's intensive initial training period, if the worker is unable to finish the job, the job coach him or herself completes the work.
6. Providing Ongoing Evaluation and Long-Term Support

In supported employment, the service provider also makes available the kind of ongoing evaluation and long-term support a person needs to STAY employed.

The service provider helps the person in many situations:

- if a person's performance begins to decline on a task she or he already knows,
- if a person needs to learn new tasks on the job,
- if a person needs continuing help in developing needed social skills,
- if a person gets a new manager or co-worker and needs to develop new abilities to get along with him or her.

Other responsibilities of the job coach are:

- monitoring the work rate of a person receiving less than minimum wage to report any increase in work rate that should get a pay increase,
- arranging new transportation if there is a change in transportation that interferes with a person's getting to and from work,
- taking steps to improve the situation if a person isn't being included in day-to-day interactions in the workplace,
- finding the person a new job opportunity if he or she is laid off, is fired, or quits, and
- watching for chances for a person to get a better job.
Supported Employment: Form of Support Differs for Individuals

The six areas of support available through agencies that provide supported employment services are the same regardless of the disability of the person being served.

However, the forms of support in each of the six areas may be different according to a supported employee's disability.

For instance, a worker with mental retardation may need the support of an on-the-spot job coach to learn a skill needed for his or her job. The support needed by an employee with mental illness might be ongoing access to off-site counseling services to help develop ways of dealing with job stresses.

In any case, the purpose of support services is to enable a person to get a job and stay employed. What is important is that the methods of support successfully meet the particular needs of the individual, regardless of his or her disability.
Supported Employment:

Different Kinds of Supported Employment Positions

The three most popular kinds of supported employment positions are:

**WORK ENCLAVES**

An enclave is one job coach and up to eight persons with disabilities who work alongside one another and are employed at one company.

**INDIVIDUAL SUPPORTED JOB**

An individual supported placement is an individual job in a company for a person with disabilities.

**MOBILE CREWS**

A mobile crew is a crew with one job coach and up to five persons with disabilities that moves from one job site in a community to another as a group. Mobile crews often do maintenance jobs that need to be done out of doors or outside of regular working hours. Because of the kind of work they tend to do, persons in mobile crews often have limited chances to interact with non-disabled persons other than the job coach.

These are not the only kinds of supported employment positions. How a service provider structures a supported employment position depends on the particular needs of the person.
Supported
Employment

Questions Often Asked
by Parents, Family Members
and Guardians
Supported Employment:

What kinds of supported employment jobs can be found for people with severe disabilities?

The range of jobs in supported employment is as varied as local business communities. Small family businesses and large corporations provide both white and blue collar positions. Manufacturing and service industries provide entry level and highly skilled jobs.

Frequently, entry level jobs in the service industry make up a large number of supported employment positions. Common jobs are in fast food restaurants, in hotels and motels, in lawn maintenance operations, and in janitorial businesses.

The range of jobs being found for supported employment positions is increasing. There is also a growing awareness that persons starting an entry level job should be given opportunities for advancing in a job or for changing jobs.
Supported employment programs sound expensive. Where are support services coming from? Who pays for them?

Supported employment services do cost money, of course, although not to the person receiving them.

But the cost is not new. We as public taxpayers have traditionally paid for employment services and programs for persons with disabilities.

Through supported employment services, however, we have seen persons with severe disabilities become able to earn "real" wages and, in turn, become taxpayers themselves.

Also, with supported employment we are talking about "real" work or productivity, not "make" work. Supported employment programs are designed so that what the employee does on the job is of measurable value to the employer and to the work force as a whole. In the beginning, intensive training phase of supported employment, the job coaches themselves will step in and ensure completion of the job tasks. The wages the employer is paying are for value he or she can count on receiving.

Then, too, there are the ripple effects to supported employees themselves and to society in general when people who would otherwise be in segregated programs and highly dependent upon caregivers become more self sufficient and develop skills in the workplace that help them function more independently in other areas of their lives.

Supported employment first began as pilot models in different areas of the United States several years ago with backing from many states' human service departments and developmental disability councils.

In 1985, the Office of Special Education and Rehabilitative Services within the U.S. Department of Education began an initiative to further this type of employment opportunity. Grants are now in place in 27 states to develop statewide supported employment programs.

The move toward supported employment today has become an endeavor involving state agencies, the corporate community, foundations, universities, people with disabilities and their advocates.

A combination of state, federal and local funds is being used to develop supported employment programs and to ensure that supported employment services are available, through service providers, to the people with severe disabilities who need them to find and maintain employment. Tax incentives may also be available to firms and businesses who participate in supported employment programs.
Supported Employment:  

Whom can I contact for information about getting my son or daughter into a supported employment program?

There are many potential sources for information about supported employment. These include:

- your son or daughter's case manager or social worker
- a local vocational rehabilitation counselor
- someone in your state's vocational rehabilitation department
- directors of adult service programs like sheltered workshops, rehabilitation facilities or day activity centers
- organizations for persons with disabilities like the Association for Retarded Citizens, the United Cerebral Palsy Association, the National Alliance for the Mentally Ill, the National Head Injury Foundation, or the National Mental Health Association
- organizations of parents of children and young people with disabilities
- your state's official protection and advocacy agency for persons with disabilities
- your state's Supported Employment Project
- your state's Developmental Disability Council
- someone in your state's department for persons with mental retardation (usually these departments are within a state's human services or welfare department)

The appendix section at the end of this booklet includes resource directories for many of the above categories.

Also, PACER'S SEPT/TA (Supported Employment Parent Training/Technical Assistance) project can be contacted at 612-827-2966, voice & TDD, for information about supported employment.
Supported Employment:

How will my son or daughter's holding a job affect his or her SSI or SSDI payments?

A person's monthly Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefit payments are reduced by 50 cents for each dollar he or she earns. This occurs, of course, whenever a person is earning income, whether it's through a supported employment position or another type of job.

A person receiving SSI benefits can earn quite a bit of money, however, before his or her monthly benefit check drops to zero. This is because two work incentives, known as 1619 (a) and 1619 (b), were recently added to the federal law governing SSI.

The first incentive, 1619 (a) allows a person to earn more than $300 a month before his or her SSI benefits drop to zero.

Here's how to figure out the approximate amount of how much someone can earn before SSI benefits would stop altogether:

1. Take the amount a person would receive in SSI benefits if he or she were not working.
2. Multiply that amount by two (2).
3. Add an amount from $65 to $85.

Should a person's countable wages reach the approximate amount you just calculated and his or her SSI payment drop to zero, the second work incentive, 1619 (b), allows a person to still be eligible for Medical Assistance benefits.

Unlike persons on SSI, once a person on SSDI earns more than $300 a month in countable wages, his or her SSDI payments are reduced to zero. Work incentives similar to 1619 (a) and 1619 (b) are currently being considered for inclusion in the federal law governing SSDI.
My daughter or son is going to be involved in a supported employment program very soon. How can we as parents deal with questions we might have?

- Meet with your case manager, social worker, or vocational rehabilitation counselor along with a program director from the agency that provides support services. Discuss your questions with them before your son or daughter starts in a supported employment position.

- Any specific actions or procedures that are agreed upon in response to your questions should be put into writing. Also, put into writing the type of data to be collected and the frequency with which you'll receive reports on the data.

- Visit the site where your son or daughter will be working. Talk with other parents who have sons or daughters in supported employment positions.

- Once your son or daughter starts work, stay in close touch with the job coach or program director from the agency that provides supported employment services.
Supported Employment:

My son or daughter isn't ready for a supported employment job right away. Is there anything we as parents can be doing now to help him or her prepare?

Yes, even young children can begin to learn skills and develop attitudes that will help them years later in supported employment jobs.

For instance, parents can pick out tasks they feel their youngsters can complete and then work with them on doing the tasks at an appointed time and to a certain level of satisfaction.

Also, to help children develop the sense of responsibility they'll need as adult employees, parents should let their children experience the rewards of completing a task for which they're being held accountable. For instance, a child might be given responsibility for preparing his or her own simple bedtime snack. The reward for completing this is clearly built into the task itself.

The other side of a child's developing a sense of responsibility and accountability is that parents will need to develop their own ability to take "reasoned risks" - that is, to let their children experience the natural consequences of not completing an agreed upon task. To return to the previous example, parents may have to stick to a resolve to let their youngster go to bed moderately hungry should the child not fix the bedtime snack himself or herself.

Look at your child with eyes that see, not only the limitations of his or her disability, but what she or he can do. Develop and reinforce the child's sense of capability.

As the youngster grows and matures, seek out "generic" community groups or services from which all children and young people can benefit and learn. Look for volunteer work opportunities. Help him or her become accustomed to taking part in the world outside your home and to being around people - other than family members or classmates - who are nonhandicapped.

Start to look at the jobs that exist in your community and observe how their requirements match with your youngster's abilities, likes and dislikes, and the skills she or he can be taught on the job.

Talk with the parents of sons and daughters older than your own, with members of disability organizations, and with parent centers to learn about the service providers who serve adults with disabilities.

Request that representatives from agencies in your area that are involved in or knowledgeable about supported employment take part in transition planning for your son or daughter. This could include their participation in school meetings when your son's or daughter's IEP (individualized education program) is being developed. In the IEP, include the skills that people need to know to live as independently as possible after high school.

Talk with your child's lead teacher or the school's vocational educator or work experience coordinator about including community-based work experience as part of his or her education.

All of these steps can be taken long before a young adult enters an actual supported employment program.
Supported Employment: Part of a Larger Picture

Participating in new activities and gaining new experiences adds richness and quality to people's lives.

More opportunities are now available for individuals with severe disabilities. Choices in places to live, work, socialize and spend leisure hours are finally becoming a reality.

Persons with disabilities have a basic right to participate in the mainstream of life. They are not the only ones who can gain from these experiences – society will benefit from their participation.
APPENDIX

DIRECTORIES:

STATE SUPPORTED EMPLOYMENT PROJECTS A-1
STATE VOCATIONAL REHABILITATION AGENCIES A-3
DEVELOPMENTAL DISABILITY COUNCILS A-7
CLIENT ASSISTANCE PROGRAM AGENCIES A-11
PROTECTION AND ADVOCACY AGENCIES MENTAL ILLNESS A-15
PARENT TRAINING AND INFORMATION CENTERS A-19
NATIONAL ORGANIZATIONS OF HELP TO PERSONS WITH DISABILITIES A-23

REGULATIONS:

FEDERAL REGULATIONS FOR SUPPORTED EMPLOYMENT SERVICES A-26
STATE SUPPORTED EMPLOYMENT PROJECTS

Alaska
Millie Ryan
Alaska Division of Vocational Rehabilitation
P.O. Box F
Mail Stop 0581
Juneau, AK 99811-0500
(907) 465-2814

Arizona
Lenore Drake
Arizona Supported Employment Project
Rehabilitation Services Administration
1300 W. Washington Avenue
Room 105
Phoenix, AZ 85007
(602) 255-3332

Arkansas
Susan Philpott
Division of Rehabilitation Services
720 West Third
Little Rock, AR 72201
(501) 371-1685

California
Margaret Lamb
Department of Rehabilitation
830 "K" Street
Room 320
Sacramento, CA 95814
(916) 323-0319

Colorado
Don St. Louis
Rocky Mountain Resource & Training Institute
3805 Marshall Street
Suite 202
Wheat Ridge, CO 80033
(303) 420-2942

Connecticut
Tom Calo
Division of Rehabilitation Services
600 Asylum Avenue
Hartford, CT 06105
(203) 566-2788

Delaware
Barbara Bennett
Division of Vocational Rehabilitation
Delaware–Elwyn Building
321 E. 11th Street
4th Floor
Wilmington, DE 19801
(302) 571-3916

Florida
Deena Frankel
Florida Association of Rehabilitation Facilities
1605 Plaza Drive
Suite 8
Tallahassee, FL 32308
(904) 877-4816

Illinois
Noelle Schofield
Department of Rehabilitation Services
Post Box 19429
623 E. Adams
Springfield, IL 62794-9429
(217) 524-6100

Kansas
Stephen Schifferlein
Kansas Rehabilitation Services
2700 West 6th
2nd Floor Biddle Building
Topeka, KS 66606
(913) 296-3911

Kentucky
Joan Barker
Kentucky Office of Vocational Rehabilitation
Capitol Plaza Tower
9th Floor
Frankfort, KY 40601
(502) 564-3673

Maryland
Gary Donaldson
Kennedy Institute – Supported Employment
2911 E. Biddle Street
Baltimore, MD 21213
(301) 522-7500 x 121

Michigan
Pete Griswold
Rehabilitation Services
Supported Employment Project
Post Office Box 30010
Lansing, MI 48909
(517) 373-8597

Minnesota
Ed Boeve
Division of Vocational Rehabilitation
Department of Economic Security
390 N. Robert Street
5th Floor
St. Paul, MN 55101
(612) 297-1873

Montana
Mike Kelly
Montana Supported Employment Demonstration Project
25 South Ewing, Room 503
Helena, MT 59620
(406) 443-1006
New Hampshire
Rick McAllister
Division of Vocational Rehabilitation
101 Pleasant Street
Concord, NH 03301
(603) 271-3121

New York
Joseph Piccolino
Office of Vocational Rehabilitation
99 Washington Avenue
Room 1936
Albany, NY 12234
(518) 473-4824

North Carolina
Ricki Cook
Division of Vocational Rehabilitation
Post Office Box 26053
Raleigh, NC 27611
(919) 733-3364

North Dakota
Kenneth Van Beck
Supported Employment Program
1605 E. Capitol Avenue
Bismarck ND 58501
(701) 224-3491

Oklahoma
Rebecca Cook
Oklahoma Supported Employment Project
RS #24
2409 N. Kelley
5th Floor Annex
Oklahoma City, OK 73125
(405) 424-4311 x 2322

Oregon
Barbara Fagan
Oregon Supported Employment Project
Mental Health Division
2575 Bittern Street, NE
Salem, OR 97310-0520
(503) 370-2004

Pennsylvania
Vance Coover
Supported Employment Program
1320 Labor & Industry Building
7th and Forster Streets
Harrisburg, PA 17120
(717) 783-2314

Utah
Cathy Chambless
Division of Rehabilitation Services
660 South 200 East
Suite 440
Salt Lake City, UT 84111
(801) 533-6999

Vermont
Bob Phillips
Supported Employment Project
Department of Mental Health
103 S. Main Street
Waterbury, VT 05676
(802) 241-2721

Virginia
Grant Revell
Department of Rehabilitation Services
4901 Fitzhugh Avenue
Richmond, VA 23230
(804) 257-0279

Washington
Lee Valenta
Washington Supported Employment Initiative
14900 Interurban Avenue S
Suite 265
Seattle, WA 98168
(206) 872-6348

Wisconsin
Susan Kidder
Division of Vocational Rehabilitation
Post Office Box 7852
Madison, WI 53707
(608) 267-7840
VOCATIONAL REHABILITATION AGENCIES

Alabama
Director, Division of Rehabilitation
P.O. Box 11586
Montgomery, AL 36111
(205) 218-8780

Alaska
Director, Division of Rehabilitation
Pouch F. MS 0581
Juneau, AK 99811
(907) 465-2814

American Samoa
Director, Division of Rehabilitation
P.O. Box 3492
American Samoa Government
Pago Pago, American Samoa 96799
(011684) 633-1805

Arizona
Director, Division of Rehabilitation
Department of Economic Security
1300 W. Washington Street
Phoenix, AZ 85007
(602) 255-3332

Arkansas
Director, Div. Of Rehabilitation
PO Box 3781, 1401 Brookwood Dr.
Little Rock, AR 72203
(501) 371-2571

[B] Division of Services for the Blind
P.O. Box 3237, 411 Victory Street
Little Rock, AR 72203
(501) 371-2587

California
Director, Division of Rehabilitation
830 K Street Mall
Sacramento, CA 95814
(916) 445-3971

Colorado
Director, Division of Rehabilitation
717 17th Street, P.O. Box 181000
Denver, CO 80218-0899
(303) 294-2804

Connecticut
Director, Division of Rehabilitation
600 Asylum Avenue
Hartford, CT 06105
(203) 566-4440

[B] Director, Board of Education and Services for the Blind
170 Ridge Road
Wethersfield, CT 06109
(203) 566-5800

Delaware
Director, Division of Rehabilitation
Delaware Elwyn Institutes, 4th Floor
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<td></td>
<td>[B] Commissioner, Department for the Visually Handicapped</td>
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<td>[B] Director, Dept. of Services for the Blind</td>
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<tr>
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<td>VR Coordinator, P.O. Box 189, Koror, Palau, Western Caroline Island 96940</td>
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</tr>
</tbody>
</table>
## DEVELOPMENTAL DISABILITY COUNCILS

<table>
<thead>
<tr>
<th>State</th>
<th>Director Name</th>
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<th>Phone</th>
<th>E-Mail</th>
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<tbody>
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<td>DD.AL</td>
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<tr>
<td>Alaska</td>
<td>Dorothy Truran</td>
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<tr>
<td>Arizona</td>
<td>Delores C. Elliot</td>
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<td>Arkansas</td>
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<tr>
<td>California</td>
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<tbody>
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Page A-13
## PROTECTION AND ADVOCACY AGENCIES
### MENTAL ILLNESS

<table>
<thead>
<tr>
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<th>Director Name</th>
<th>Agency Name</th>
<th>Address (City, State)</th>
<th>Phone Numbers</th>
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PACER Center, the parent training and information center in Minnesota, is the national office for the SEPT/TA (Supported Employment Parent Training Technical Assistance) Project.

The SEPT/TA project provides assistance to groups who are training parents about supported employment. PACER has itself provided parent training about supported employment in workshops given throughout the state of Minnesota during the last two years.

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34 CFR Part 363
The State Supported Employment Services Program

AGENCY Department of Education
ACTION Final regulations

SUMMARY The Secretary aids a new part to provide for the new formula grant program for State supported employment services. The regulations in this new part would implement amendments to the Rehabilitation Act of 1973 made by Pub L 99-506, the Rehabilitation Act Amendments of 1986.

EFFECTIVE DATE These regulations take effect either 45 days after publication in the Federal Register or later if the Congress takes certain adjudicatory acts. If you wish to take the effective date of these regulations, call the Department of Education contact person.

FOR FURTHER INFORMATION CONTACT Delores Watkins, Rehabilitation Services Administration, Department of Education, Switzer Building, Room 3222, Washington, DC 20202, (202) 722-1349

SUPPLEMENTARY INFORMATION

Supported Employment Formula Grant Program

The Rehabilitation Act Amendments of 1986 authorize a new formula grant State Supported Employment Services Program. This program provides grants to assist States in developing and implementing collaborative programs with appropriate public agencies and private nonprofit organizations for training and providing traditional time-limited post-employment services leading to supported employment for individuals with severe disabilities who are eligible for supported employment services. To provide for the new formula grant program, the Secretary has requested that the regulations be revised to include the following:

1. The final regulations clarify the definition of "supported employment" that is provided for in the regulations since publication of the notice of proposed rulemaking (NPRM) for this program in the Federal Register (52 FR 18962). A summary of the major provisions included in the NPRM is provided in the preamble to the NPRM. The final regulations clarify in implementing collaborative programs that require each individualized written rehabilitation plan for individuals with severe disabilities who are eligible for supported employment services by adding language to §363.3(a) that provides that States may serve individuals with severe disabilities who have not traditionally been employed competitively or for whom competitive employment has been interrupted or intermittent.

2. The proposed eligibility standard in §363.3(e)(1) of the proposed regulations that individuals be expected to be receiving ongoing support services from other State, Federal, or private programs has been removed. The Secretary's concern that the funding sources for extended services be identified earlier in the rehabilitation process as now reflected in §363.3(e)(1) that requires each individualized written rehabilitation plan for individuals with severe disabilities to be developed by State, Federal, or private programs is still reflected in §363.3(e)(1) that requires each State's basis for determining that continuing support is available.

3. The final regulations clarify in §363.3(a)(3) the congressional intent that Title I 1 supported employment funds be spent only for individual evaluations that are supplementary to those provided under the Title I basic vocational rehabilitation program. This change is reflected also in §363.3(a)(3) that provides that a provider of support services for individuals with severe disabilities that requires that the evaluation be conducted by a State, Federal, or private program be required to provide an individualized written rehabilitation plan for the State, Federal, or private program.

4. The change in §363.3(a)(3) that provides that the evaluation must be conducted by a State, Federal, or private program is still reflected in §363.3(a)(3) that provides that the evaluation must be conducted by a State, Federal, or private program.

5. The definition of "transitional employment" that is provided for in the regulations includes individuals with chronic mental illness has been revised to clarify that individuals with chronic mental illness served under this program are not required to spend any time working at least twice a month if they do not need these services and may receive other needed services at or away from the job.

6. A new State plan assurance has been added to §363.11(e)(1) that requires States that require the provision of services to comply with the provisions of section 101(a)(23) of the Act, which requires participation in the development of the State plan.

7. Language has been added to the definition of "competitive work" in §363.3(e) to clarify that the number of hours of work required is averaged over the course of each individual's normal pay period. For example, individuals who are paid monthly for 100 hours of work per week would be considered to be employed for 20 hours per week during the month rather than 20 hours each week of the month.

8. To track the statute more accurately, specific references to the information collection and reporting requirements of section 13 of the Act have been added to §363.52(a).

9. For purposes of consistency, the final regulations only the terms "extended services" in referring to services provided by State, Federal, or private programs after the 18-month period of Title I 1 supported employment services. The Secretary's change in the regulation has been made to §§363.11(e), 363.11(b)(2), and §363.50(b)(2).

Analysis of Comments and Changes

In response to the Secretary's invitation in the notice of proposed rulemaking, 677 parties submitted letters of comment on the proposed regulations. The letters include comments from the Congress, public and private agencies, universities, and parents of individuals with disabilities. An analysis of the comments and of the changes in the regulations since publication of the notice of proposed rulemaking follows.

Eligibility, Section 363.3

Comments The Secretary received many letters of comment about §363.3(a) that requested that the regulations more specifically identify the population of individuals with severe disabilities who are eligible for services under this program. The commenters suggested that the eligibility provision be revised to include specific language from the statutory definition of "supported employment" that relates eligibility for services under this program to a history of non-competitive employment or an interrupted or intermittent competitive employment. The commenters believed that the inclusion of this statutory language would ensure that the eligibility provision conforms more closely to congressional intent.

Some commenters asked that §363.3(b)(3) be revised to permit individual programs to be eligible for supported employment services if they have the potential to work in supported employment settings.

Other commenters expressed concern about the §363.3(c) provision that requires individuals to be eligible for services under this program. The commenters suggested that this provision would establish an overly restrictive and unnecessary standard that has no statutory basis. These commenters believed that §363.3(c) has the potential to exclude many otherwise qualified individuals from supported employment. In the comments, the Secretary acknowledged that the provision has been eliminated.

Another commenter suggested that the
term "social services" in §363.3(c) be revised because it is confusing. The
commenter suggested that the term "social services" be substituted for the words "social - services." 

Discussion The Secretary agrees that §363.3(c) does not adequately clarify the population of individuals with severe handicaps who may be included in the program. The Secretary recommended that the term "social services" be substituted for "social services - services." The new definition of "social services" would clearly identify the population of individuals with severe handicaps who may be included in the program.

Section 363.4(b)(4) requires the State plan supplement to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.5(b)(4) requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.6 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.7 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.8 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.9 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.10 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.11 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.12 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.13 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.14 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.

Section 363.15 requires the State plan to include a summary of comments and recommendations from the State vocational rehabilitation program. The Secretary further agrees that public participation in the development of a supported employment plan must be clarified. The Secretary agrees that the requirement for public participation in the development of a supported employment plan must be explicitly stated.
The Secretary agrees that there is a need to clarify the time period on which the 20-hour per-week average is based. However, the Secretary has added language to the definition of “competitive employment” to clarify that the average 20-hour per-week work requirement is averaged over a period no greater than one in which each individual's normal pay period.

“Integrated Work Setting”

Comments. The proposed regulations specifically invited comments on the proposed restriction of an all-handicapped work group to no more than eight individuals. Many diverse comments were received on this issue.

Some commenters supported this particular numerical limitation. Other commenters suggested that the small work group of eight was too large to achieve meaningful contact in a work setting and proposed that the size be “not more than three” or “not more than six.”

Some commenters believed the proposed standard would restrict the ability of States in the development of supported employment opportunities for individuals with severe handicaps and for the lack of contact with handicapped individuals. One commenter suggested that an integrated work setting be defined in terms of a percentage limitation of an employer's total work force rather than by a particular numerical limitation. This commenter suggested that a percentage approach would have the potential to provide greater program flexibility and increase integration opportunities.

Some commenters recommended that the regulations permit a waiver at the State level to allow for work groups of more than eight individuals with handicaps and for the lack of contact with handicapped individuals.

Some commenters stated that the proposed definition of “integrated work setting” precludes the use of the mobile models available in supported employment services delivery because this approach does not conform to the requirement for regular contact with non-handicapped individuals, other than personnel providing support services, in the immediate work setting.

Other commenters suggested that the term “regular contact” be defined and that it include social interaction and integration activities that take place away from the immediate work setting, such as recreational and leisure activities.

Discussion: The Secretary believes strongly that a limit must be placed on the group size with handicaps in a work setting in order to assure that the “integrated work setting” requirement in the statute is meaningful. While it is recognized that in an ideal situation there would be one in which all immediate co-workers are non-handicapped, the Secretary considers some flexibility to be necessary for supported employment models are developed. The Secretary, therefore, agrees with the comments that flexibility is important to allow States in the development of supported employment opportunities. The standard of “not more than eight” is reasonable to achieve this objective.

Although the Secretary believes some flexibility in the number of individuals with handicaps placed together at a work site is necessary, the Secretary recognizes that some models, such as work crews in janitorial night work, have a potential for eliminating meaningful integration. The Secretary believes that the proposed requirement for regular contact in the immediate work setting with non-handicapped individuals imposes a reasonable standard to assure some degree of meaningful integration. Work crews that do not have this regular contact would not meet this definition. It is imperative that job site developers assure the availability of regular contact. The Secretary believes there are work crew models available that demonstrate this regular contact.

The Secretary further believes that regular contact outside social settings does not provide appropriate reinforcement of the on-the-job skills necessary for an individual with severe handicaps to succeed in supported employment. This reinforcement of job skill training is essential to the success of any supported employment placement.

“Traditionally Time-Limited Post-Employment Services”

Comments. Many comments were received about the proposed definition of “traditionally time-limited post-employment services.”

Some commenters recommended that the regulations permit a waiver of the 18-month limitation on State vocational rehabilitation agency responsibility to provide post-employment services to allow for special circumstances reflected in a client's individualized written rehabilitation program.

Other commenters suggested that there should not be any time limitation on post-employment services financed by Federal monies.

The Secretary believes that the proposed 18-month limitation is a reasonable standard to assure some degree of meaningful integration. Work crews that do not have this regular contact would not meet this definition. It is imperative that job site developers assure the availability of regular contact. The Secretary believes there are work crew models available that demonstrate this regular contact.

The Secretary further believes that regular contact outside social settings does not provide appropriate reinforcement of the on-the-job skills necessary for an individual with severe handicaps to succeed in supported employment. This reinforcement of job skill training is essential to the success of any supported employment placement.

Discussion: The Secretary believes that the proposed definition and requirements for the provision of post-employment services should be expanded to list specifically other types of services that may be provided.

Some commenters requested that the definition of “on-going support services” be revised to permit “on-going support services” for individuals with chronic mental illness to be provided either at or away from the work site, whichever is appropriate for the individual. These commenters suggested that the proposed definition would result in many individuals with chronic mental illness being ineligible because the services they might need could consist only of off-site services.

Other commenters also requested that the definition of “on-going support services” be revised to require that individuals with severe physical handicaps may also not need job skills training provided at least twice monthly at the work site.

Discussion: The intent of supported employment demonstration projects indicate that most current supported employment projects that receive current supported employment funds provide support services beyond the 18-month time limit. The Secretary, therefore, that this limitation is a reasonable one.

Some commenters suggested that under these circumstances the proposed 18-month limitation precluded an individual from receiving services under this program. The Secretary considers the 18-month period to begin at the time of placement when on-the-job training is first provided. By the end of the 18-month period an individual must transition to extended services financed by funds other than Title VI-C monies.

Changes: None.

“On-going Support Services”

Comments. A significant number of comments was received on the proposed definition of “on-going support services.”

Some commenters indicated that the proposed establishment of a requirement that job skill training services be provided at least twice monthly does not have a statutory basis. These commenters suggested that the frequency and type of “on-going support services” should be related only to the specific needs and abilities of each individual with severe handicap.

Other commenters suggested that the proposed requirement for the provision of job skill training be eliminated because many individuals may not specifically need job skill training and would, therefore, be ineligible for the receipt of services under this program.

Some commenters agreed with the twice-monthly standard for the provision of job skill training services and recommended its retention.

Other commenters suggested that the definition of "on-going support services" should be expanded to list specifically other types of services that may be provided.

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Changes: None.

“On-going Support Services”

Comments. A significant number of comments was received on the proposed definition of "on-going support services." Some commenters indicated that the proposed establishment of a requirement that job skill training services be provided at least twice monthly does not have a statutory basis. These commenters suggested that the frequency and type of "on-going support services" should be related only to the specific needs and abilities of each individual with severe handicap.

Other commenters suggested that the proposed requirement for the provision of job skill training be eliminated because many individuals may not specifically need job skill training and would, therefore, be ineligible for the receipt of services under this program.

Some commenters agreed with the twice-monthly standard for the provision of job skill training services and recommended its retention.

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Some commenters suggested that under these circumstances the proposed 18-month limitation precluded an individual from receiving services under this program. The Secretary considers the 18-month period to begin at the time of placement when on-the-job training is first provided. By the end of the 18-month period an individual must transition to extended services financed by funds other than Title VI-C monies.

Changes: None.
and reporting requirements contained in section 13 of the Act.

Discussion: The Secretary agrees that §363.52(a) should track more closely the language by referencing the requirements of section 13.

Changes: The Secretary has revised the language in §363.52(a) to remove the reference to 34 (FR 361.23) (general reporting requirements) and substitute a more specific reference to the collection and reporting requirements of section 13.

Note: Review this new kind of rehabilitation program with which the Department of Education is unfamiliar. The Department will consider the need for further regulatory revisions.

Executive Order 12291

These regulations have been reviewed in accordance with Executive Order 12291. They are not classified as major because they do not meet the criteria for major regulations established in the order.

List of Subjects in 34 CFR Part 363

Education Grant Programs—education Grant Programs (social programs Reporting and recordkeeping requirements).

41 CFR 67 (State Supported Employment Services Program).


William J. Bennett

Secretary of Education

The Secretary amends Chapter III of Title 34 of the Code of Federal Regulations as follows:

PART 363—THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM

Subpart A—General

Sec.

363.1 What is the State Supported Employment Services Program?

363.2 Who is eligible for an award?

363.3 Who is eligible for services?

363.4 What are the authorized activities under a State Supported Employment Services grant?

363.5 What kinds of activities may the Secretary fund under a planning grant?

363.6 What regulations apply?

363.7 What definitions apply to the State Supported Employment Services Program?

Subpart B—How Does a State Apply for a Grant?

363.10 What documents must a State submit to receive a grant?

363.11 What information and assurances must be included in the State plan supplement?

Subpart C—How Does the Secretary Make a Grant?

363.20 How does the Secretary allocate funds?

363.21 How does the Secretary reallocate funds?

Subpart D-E (Reserved)

Subpart F—What Post-Award Conditions Must Be Met by a State?
reinforce and stabilize the job placement.

(3) Regular observations or supervision of individuals with severe handicaps at the work site.

[Authorities 29 U.S.C. 784a(a), 784a(k), and 786c]

§363.5 What kinds of activities may the Secretary support under a planning grant?

(a) For fiscal year 1987 only a State may request a planning grant in place of its allotment under this program.

(b) The Secretary shall conduct activities under a planning grant that include the following: unless those activities have already been completed:

(1) Developing the Statewide needs assessment for supported employment services, as specified in §363.11;

(2) Developing and evaluating collaborative agreements with State agencies and private nonprofit organizations;

(3) Developing goals, priorities, policies, and procedures for the provision of supported employment services to individuals with severe handicaps;

(4) Seeking participation in the development of a State plan supplement for supported employment services by individuals with severe handicaps, their parents or guardians, and providers of supported employment services;

(c) The State may also conduct the following activities under a planning grant:

(1) Developing sites to test and evaluate the provision of supported employment services;

(2) Other activities necessary to prepare for the implementation of a system of supported employment services;

(d) The requirements of §§363.11, 363.20, 363.21, and 363.50-363.53 do not apply to planning grants;

(e) The Secretary awards a planning grant of no more than $250,000 for up to 18 months.

[Authorities 29 U.S.C. 785c and 786c]

§363.6 What regulations apply?

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 74 (Administration of Grants), Part 76 (State Administrative Programs), Part 77 (Definitions That Apply to Department Regulations), Part 78 (Education Appeals Board) except for hearings under Subpart G of Part 361, and Part 79 (Intergovernmental Review of Department of Education Programs and Activities);

(b) The regulations in this Part 363.

(c) The following regulations in 34 CFR Part 361 (The State Vocational Rehabilitation Services Program): §361.32, §361.33, §361.34, §361.40, §361.41, §361.48, and §361.49.

[Authorities 29 U.S.C. 784(a), 786, and 786c]

§363.7 What definitions apply to the State Vocational Employment Services Program?

(a) As used in this part—

(i) "Supported employment" means—

(1) Competitive work in an integrated work setting with ongoing support services for individuals with severe handicaps for whom competitive employment—

(A) Has not traditionally occurred, or

(B) Has been interrupted or intermittent as a result of severe handicaps, or

(ii) Transitional employment for individuals with chronic mental illness, and

(2) As used in the definition of "supported employment"—

(i) "Competitive work" means work that is performed on a full-time basis or on a part-time basis, averaging at least 20 hours per week for each pay period, and for which an individual with severe handicaps, or chronic mental illness, or on-going support services is compensated in accordance with the Federal Labor Standards Act.

(ii) "Integrated work setting" means jobs sites where—

(A) Most co-workers are not handicapped, and

(B) Individuals with handicaps are not part of a work group of other individuals with handicaps; or

(C) Most co-workers are not handicapped.

(iii) "On-going support services" means services provided at least twice monthly at the work site throughout the term of employment to enable the individual to perform the work. The term also includes other support services provided at or away from the work site, such as transportation, personal care services, and counseling to family members. Skill training services are also needed by, and provided to, that individual at the work site.

(iv) "Transitional employment for individuals with chronic mental illness" means compensated work in an integrated work setting for individuals with chronic mental illness who may need support services (but not necessarily job training services) provided either at the work site or away from the work site to perform the work. The job placement may not necessarily be a permanent employment outcome for the individual, and

(v) "Traditionally time-limited post-employment services" means services that are—

(A) Needed to support and maintain an individual with severe handicaps in employment,

(B) Based on an assessment by the State of the individual's needs as specified in an individualized written rehabilitation program, and

(C) Provided for a period not to exceed 18 months before transition is made to extended services pursuant to §363.50.

(b) The following terms used in this part are defined in 34 CFR 77.1:

Fiscal Year. Nonprofit, Private, Secretary; and State.

(c) The following terms used in this part are defined in 34 CFR Part 361:


[Authorities 29 U.S.C. 785c(a) and 786c]

Subpart B—How Does a State Apply for a Grant?

§363.10 What documents must a State submit to receive a grant?

(a) Submit to the Secretary, as part of the State plan under 34 CFR Part 361 a State plan supplement that meets the requirements of §§363.11 or

(b) For fiscal year 1987 only submit an application for a planning grant in place of its allotment under this program.

[Authorities 29 U.S.C. 785c(a) and 786c]

§363.11 What information and assurances must be included in the State plan supplement?

Each State plan supplement must—

(a) Designate State agency. Designate the State unit or units for vocational rehabilitation services identified in the State plan submitted under 34 CFR Part 361 as the State agency or agencies to administer this program;

(b) For fiscal year 1987 only, submit an application for a planning grant in place of its allotment under this program.

(c) Submit to the Secretary, as part of the State plan under 34 CFR Part 361 a State plan supplement that meets the requirements of §§363.11 or

(d) Distribution of funds. Describe the State's goals and plans with respect to the distribution of funds received under §363.20.

(e) Assurances. Provide assurances that—

(1) An evaluation of rehabilitation potential, as defined in section 45(b) of the Act, is provided under 34 CFR Part 361, and if necessary a supplementary evaluation under this part, for each individual with severe handicaps who receives services under this program;

(2) An individualized written rehabilitation program as specified in 34 CFR Part 361 and if necessary a cooperative agreement pursuant to §363.50.

[Authorities 29 U.S.C. 785c(a) and 786c]
provide the continuing support, and a description of the basis for determining that continuing support is available;

(3) Services provided to individuals under this program will be coordinated with the individualized written rehabilitation program or education plans required under section 102 of the Act, section 123 of the Developmental Disabilities Act of 1984, and sections 612(4) and 614(6) of the Education of the Handicapped Act;

(4) The State will conduct periodic reviews of the progress of individuals assisted under this program to determine whether services provided to those individuals should be continued, modified, or discontinued;

(5) The designated State agency or agencies will expend no more than five percent of the State’s allotment for administrative costs of carrying out this program;

(6) The State will make maximum use of services from public agencies, private nonprofit organizations, and other appropriate resources in the community to carry out this program;

(7) The public participation requirements of section 101(a)(23) of the Act are met;

(Collaboration) Demonstrate evidence of collaboration by and funding from relevant State agencies and private nonprofit organizations to assist in the provision of on-going supported employment services following the termination of time-limited services under this part and

(g) Other information. Contain such other information and be submitted in the form and in accordance with the procedures that the Secretary may require.

(1) The training and traditionally time-limited post-employment services to be provided by the designated State unit with funds received under this part

(2) The extended services to be provided by the other State agencies and private nonprofit organizations following the termination of time-limited services under this part.

(3) The estimated funds to be expended by the participating party or parties in implementing the agreement or memorandum

(4) The projected number of individuals with severe handicaps who will receive supported employment services under the agreement or memorandum.

§363.51 What are the allowable administrative costs?

(a) Administrative costs—In general. Expenditures are allowable for the following administrative costs:

(1) Administration of a State plan supplement for this program

(2) Planning, program development, and personnel development to implement a system of supported employment services.

(3) Monitoring, supervision, and evaluation of this program

(4) Technical assistance to other State agencies, private nonprofit organizations, and businesses and industries.

(b) Limitation on administrative costs. Except for planning grants which the Secretary may award in fiscal year 1987, not more than five percent of a State’s allotment may be expended for administrative costs for carrying out this program.

§364 What are the information collection and reporting requirements?

(a) A State shall collect and report information as required under section 13 of the Act for each individual with severe handicaps served under this program.

(b) A State shall collect and report separately information for—

(1) Supported employment clients served under this program, and

(2) Supported employment clients served under 34 CFR Part 361.

§363.53 What special conditions apply to services and activities under this program?

Each grantee shall coordinate the services provided to an individual under this part and under 34 CFR Part 361 to ensure that the services are complementary and not duplicative.

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Page A-31

109
PACER Center, a Minnesota parent coalition of 17 disability organizations, provides information and training to parents of children and young people with all disabilities.

By becoming informed about special education laws and procedures and the programs and systems that serve adults with disabilities, parents can become more effective advocates and representatives for their sons and daughters, PACER believes. Information and training are provided by PACER's staff, many of whom have disabilities themselves or are parents of children and young people with disabilities, through workshops, individual assistance, and written materials.

PACER is also one of four regional centers for the Technical Assistance to Parent Programs (TAPP) project, offering services to other parent training organizations in 14 midwestern states to help them strengthen and improve their parent training programs.

Finally, PACER is part of two new national efforts designed to increase the involvement of families in service delivery:

PACER is the national office for the Supported Employment Parent Training Technical Assistance (SEPT/TA) Project through which assistance is provided to groups who train parents about supported employment programs. Also, as part of NECTAS (the National Early Childhood Technical Assistance System), PACER has an early childhood specialist who works with state agencies to improve the quality of services to families of young children, infants, and toddlers with disabilities.