

GUIDE TO VOCATIONAL SERVICES AND WORK SETTINGS

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PREFACE

This Services Guide is intended to give the human services professional an overview of the vocational services and work settings offered at Rappahannock Goodwill Industries, Inc. (RGI). Please bear in mind that this is *only* an overview.

Vocational training and employment services, like all other human services, should be centered on the needs of participants and directed toward achieving the stated goal(s) of those participants. At RGI we work hard at individualizing services to maximize the benefits for our participants and satisfy the purchasers. The possible combinations of services provided by RGI are significant.

Therefore, even more important than reviewing this Services Guide, we strongly suggest that you, the human service professional, contact us to discuss your questions and goals for your customer. RGI has the interest and ability to work closely with you in designing services that effectively reduce barriers to employment.

ORGANIZATION OF SERVICES GUIDE

This guide to RGI's services presents the essential features of all of our services. RGI's services can be essentially divided into two groups: Services that are either time-limited or where there is no employer-employee relationship with RGI (Workforce Services) and services with an extended employee-employer relationship with RGI (Employment and Training).

Section I provides background on RGI, as well as an extensive discussion of our philosophy mission and operating principles. Section II describes our longer-term services offered by our Employment and Training Group. Section III describes the services offered by our Workforce Services Group.

Again, we encourage prospective service purchasers to discuss our services with both their participant and us. Two hallmarks of RGI's services are that (1) our services are continuously evolving based upon our persistent pursuit of the "best practices" currently in place within our industry, and (2) we individualize our services to suit the specific needs of each participant.

SECTION I - RAPPAHANNOCK GOODWILL INDUSTRIES (RGI)

MISSION AND PHILOSOPHY

Founded in 1968, Rappahannock Goodwill Industries, Inc. (RGI) provides vocational services to individuals who encounter barriers to employment. Since 1968, RGI has maintained a consistent record of providing highly effective employment services for a diversity of agencies in the Fredericksburg area, all of which have achieved and maintained higher employment outcomes through the purchase of these services. RGI's mission is to:

To provide to people with barriers to employment- particularly those with disabilities- an array of quality vocational and educational services so that they can work most independently.

RGI's Board of Directors, management, and staff are committed to serving the corporate mission by operating a comprehensive and continuously evolving vocational service system to accommodate the employment and vocational training needs of individuals who are vocationally disadvantaged. A vocational disadvantage is any barrier to employment in the competitive sector of the economy. RGI has accepted the challenge to operate as a comprehensive vocational services system that accommodates people regardless of disabilities. The three hallmarks of a comprehensive vocational service system are that it offers its participants opportunities for *choice, achievement, and promotion.*

CHOICE - A person's aptitude, interest, temperament, physical ability, preference for work conditions, and desired length of training must be reflected in appropriate settings for work and training. Providing this choice to participant's means that RGI continually seeks to offer a broad spectrum of occupational categories reflective of those described by the Department of Labor. Choices currently available include the assembly and packaging work, laundry work, custodial work, retail and clerical work.

ACHIEVEMENT - While all persons must decide the extent and direction of their own growth, our expectations of individuals are related directly to their ability to grow and progress.

In order to best serve participants, we provide persons with disabilities and/or other barriers to employment with a work environment where the opportunities for achievement are matched with the individuals' abilities and rate of progress. Services must be individualized and focused on specific growth, namely, successful value-producing interactions with the environment. More than anything else, achievement implies the development of self-sufficiency and self-esteem. Self-sufficiency in work is not simply a means for earning a living. It carries with it the potential for developing the self-esteem, which genuinely enhances one's relationship with oneself, with the community, and with one's family and/or friends.

PROMOTION - Not only must persons have choice resulting in achievement, but also the opportunity to be promoted to work settings that take advantage of their growing interest and skills. To expect that one single job setting can meet the needs of persons with disabilities and/or other barriers to employment throughout their lives is no less absurd than expecting someone to stay in the same job for an entire career. For persons with disabilities and/or other barriers to employment that have been segregated because of inadequate skills, a lifetime work setting without opportunity perpetuates such segregation by allowing no credit for new skills.

A major tool that RGI uses to note and communicate a participant's work behavior is the Job Readiness Checklist (JRC) (Attachment A). The Attachment of this guide consists of an explanatory essay and the JRC itself. The essay briefly reviews a philosophical position that shapes the operation of RGI, its services, and access to opportunities available for participants. Familiarity with the JRC's content and format will be helpful in considering the appropriateness of RGI's services for a person who has requested services. The categories, the questions which follow them, and specific descriptions of a work behavior or skill, along with the level of support implied by the name of the standard, create a "working diagram" for conceptualizing and communicating about work behavior. A careful reading of the entire JRC will enhance one's insight into how RGI's staff and participants use the JRC as a guide for their mutual and individual efforts.

RGI'S PHILOSOPHY CONCERNING THE PEOPLE WE SERVE

Rappahannock Goodwill Industries is committed to assisting individuals who participate in its employment services, regardless of their level of functioning, with achieving the highest degree of *career development* possible for their particular functioning level. Towards this end, our employment services activities are now defined through the use of the term *services model* rather than *program model*. A services model serves individuals whereas, historically, a program model served, by and large, the organization.

The *program model* definition of services is: a collection of related and prescribed services defined in procedures that, when applied, consistently result in a general outcome. The *services model* definition of services is: an activity or series of activities that respond to a specific area of need and result in a specific outcome. The collection of activities might result in the construction of an Individual Program Plan (Attachment B) for a participant.

Career development, as mentioned above, refers to the full progression of an individual's life, not merely the progression of one's job. The career development process allows the individual to participate in a series of activities that, when completed, provide the individual with the opportunity to exert the maximum degree of control possible, compatible with his/her functioning level, over the identification, procurement, and retention of a career. A graphical outline of the elements that RGI includes in its career development planning appears in Attachment D.

TIERS OF SERVICE

The Workforce Services Group assesses the potential participant to determine the necessary level of services. The team performs a variety of vocational assessments; determines service eligibility, funding sources and supportive services; develops an Individualized Program Plan (IPP) and provides case management. Depending on the level of need, the participant is determined to require *Tier 1*, *Tier 2*, or *Tier 3* services. These tiers are described below.

Rappahannock Goodwill Industries (RGI) divides employment services into three separate tiers based upon the job readiness of the individual participant who will receive these services. Every potential participant is interviewed, basic demographic information is taken, an initial assessment is completed and a job readiness determination is made. The Tiers of Service designation is a set of descriptors that provides all the players a common understanding of the participant's needs.

Tier 1-*Minimum of direction; self-help*

These individuals are essentially job ready. They have education and previous work experience. While they may not be employed at the present time, they do have a work history. They generally lack knowledge of employment opportunities and an understanding of how to use today's technology for job search. They are motivated and want to work. They lack self-confidence for the immediate task, but with minimum counseling they will secure employment on their own. They require support in the job-seeking process that includes assistance, advice, and access to technology. They do not need support in job retention.

Services provided in Tier 1 are:

Web Access	Referrals to Outside Agencies
Newspaper	Guidance
Telephone	Area Job Listings

Tier 2-*Short term support required; group and one-on-one counseling*

These individuals lack the knowledge to successfully obtain employment independently. Tier 2 participants have multiple barriers to employment caused by a lack of a combination of factors: low education/training, little or no work history, and a non-supportive living environment. They lack knowledge of employer expectations and ways to grow in a position, or motivation to see that growth is even possible. They don't appreciate the benefits of working and the importance of goal setting. Employment opportunities and how to access them is a mystery to them. Some have low reading and math skills that are a long-term barrier to career growth. Many have barriers such as transportation, childcare, living below poverty, or criminal history. Low self-esteem is chronic in this population. Thus, even the motivation to work is marginal. They do not see the financial and non-financial benefits of working. Many of these people move from job to job and do not find stability. In addition to job seeking abilities, Tier 2 participants very often have job retention deficits. Attendance, communication, interpersonal skills, mobility, personal stability, punctuality, and job stress are often issues.

These individuals need support in the process to assure pre-employment considerations are addressed and in place. Consistent, and sometimes long-term, counseling is needed to build confidence for the job search. Moral support and encouragement are beneficial. Proactive case management in the form of follow-up is required to ensure they are following through and getting over the hurdles and moving toward work independence.

The services provided in Tier 2 are:

Job Readiness Skills Training	Referrals
Job Retention Skills Training	Resources
Vocational Counseling	Follow Along Support

Tier 3-*Significant, long-term support required; one-on-one intervention*

Providing services to Tier 3 individuals is a challenge to any service delivery system. Because of the time and expense involved with assisting these individuals in obtaining employment (often in an entry-level position) the policy makers can easily question the return on investment. However, if Tier 3 candidates are not included, the service delivery system cannot claim to be inclusive of those wanting and needing employment. Fortunately, the number of Tier 3 candidates is relatively small.

These people cannot successfully obtain competitive employment without substantial one-on-one support because they have significant barriers to employment, some of which are organic. People with cognitive disabilities often fall in Tier 3. Long-term welfare recipients who lack work experience are also Tier 3 candidates. They lack the ability to envision what is required of them in the work place. Their abstract thinking ability is not up to the challenge. Many will not independently retain employment without support due to difficulties with problem solving and decision-making. With one-on-one support they will learn how to do a job by actually doing the job. They will learn how to perform on a job by being on the job. Counseling and classroom training alone will not be successful. Tier 3 participants require a significant investment of professional time. While they often stay in their jobs for an extended length of time, it is due to the upfront planning, training, and retention strategies put in place by the professional staff.

Services provided in Tier 3 are:

Job Readiness Skills Training	Job Coach Training
Job Retention Skills Training	Long-term Follow Along Support
Vocational Counseling	Referrals
Job Placement	Resources

GENERAL REQUIREMENTS

Following are requirements and procedures that apply to all services of RGI. They are followed in both the Employment and Training Group and the Workforce Services Group.

Eligibility

Basic eligibility for services and/or employment at RGI is that individuals:

- Must be at least 16 years old.
- Must possess a Social Security Card.
- Must be eligible to work in the United States.
- Seizure activity must be under partial control by medication.
- Must possess, with reasonable accommodations, sufficient self-help skills including: basic personal hygiene, eating without assistance, self-medication, and independent mobility.
- Must manifest few disruptive behaviors, such as, acting out or violent out-bursts and must not have been identified as being a danger to self or others.
- Must give an affirmative response to the question, "Do you want to actively participate in RGI's employment services?"
- Must possess picture identification and birth certificate and/or Social Security Card or other documentation necessary for the I-9 form.
- Must have sponsorship or the ability to pay the cost of services.

If applicable or requested, a tour of RGI's facility is conducted with potential participants/employees and other concerned persons to introduce the opportunities featured through our Employment and Training Services and RGI's Workforce Development Services. Referrals must be made to the appropriate RGI staff. The Manager of Workforce Services receives referrals for individuals seeking Situational Assessment (SA), Work Adjustment Training (WAT), and Supported Competitive Employment and makes the final decision regarding acceptance or denial to these programs. The Manager – Employment & Training receives referrals for individuals seeking Extended Employment Services (EES), Prevocational Services, and Group Supported Employment and makes the final decision regarding acceptance or denial to these programs. The following documentation must accompany a request for services:

- Letter from referral source stating relevant observations, guarantee of funding, request for a starting date, and a listing of expectations desired through the service being purchased.
- If the prospective participant is a person with a disability, diagnosis and prognosis of disability that includes:

Physical examination performed within the last year, including:

- current medications, dosages and possible side effects
- recommendations as to physical limitations, capacities, and treatments

Psychological examination which includes:

- IQ test with verbal and performance scales
 - assessment of motivation for employment
 - professional opinion as to positive methods of behavioral reinforcement
 - testing to specify perceptual disorders or personality assessment for persons with potential adjustment problems or a history in mental health programs
- Evidence that the participant will perform at the appropriate minimum level for the service requested.

When the required documentation has been gathered and on a first come first serve basis a starting date is set that is mutually agreeable to the participant and the referring agency or entity. Factors that may affect a start date include: placement on the vocational services teams waiting list, staff workload, facility capacity, funding and transportation arrangements.

For most services at RGI, an Individual Program Plan is developed. This written plan *always includes* participation in, and agreement to, specific plan goals by the participant, the counselor, sponsoring agent, and concerned persons (such as the family or guardian) at the time provisions for services are arranged.

Follow-Up

Follow-up is conducted on all individuals in employment placement services on the first day of employment. Subsequent follow-up is provided depending upon the pre-determined level of support that will be required and may include daily, weekly, bi-weekly, or monthly contact with both the employer and the participant. Follow-up is also implemented with other professionals and family members who may be involved in the placement process. Placement data is compiled by RGI to track the stability of the placement, changes in the job assignments, wage rates at the work site, job performance and job satisfaction.

Reporting

RGI provides reports to a variety of funding agencies according to the requirements stated in respective funding agreements. Narrative, attendance, and service information reports are also provided in accordance with the requirements of the funding agreements.

Discharge

Individuals may be discharged from employment at RGI or from other programs for these and other reasons:

- Securing other employment
- Completion of service
- Resignation
- Medical problems
- Repeated displays of disruptive behaviors which prevent the employee from receiving full rehabilitation benefits
- Poor attendance, preventing the employee from receiving significant benefit from the services
- Lack of sponsorship

The participant, the family, and the purchaser(s) will be notified when a participant is considered for discharge. The sponsor or the participant may also make the decision to terminate services where sponsorship is involved. If such a decision is made, RGI will prepare a Discharge Summary.

The Discharge Summary will include date of discharge, services received, reason for discharge, and discharge plans. The Discharge Summary is prepared with the employee prior to the discharge date, when possible.

Participant Appeals Process

The RGI Appeals Process to be followed by individuals, who believe their human rights have been violated, including an act of wrongful termination, is outlined in the RGI's Human Rights Policy.

The Appeals Process for participants is:

1. A participant can resolve a complaint by discussing it with his/her therapist, case manager, or appropriate staff member.
2. If the individual wishes, he/she can bypass the above and directly contact the advocate for his/her sponsoring agency for resolution.
3. If the individual is not satisfied with the outcome of any of the above meetings, he/she may request the advocate to set up a meeting with the regional advocate who will set up a hearing with the local Human Rights Committee.
4. If the individual is not satisfied with the outcome for resolution with the local Human Rights Committee, he/she may request the local advocate to contact the regional advocate who can arrange a hearing with the State Human Rights Committee.

SECTION II - EMPLOYMENT AND TRAINING SERVICES

The Employment and Training Services programs will be conducted under the direct supervision and guidance of the Manager – Employment & Training of Rappahannock Goodwill Industries. The following direct services will be provided by the following staff member of the Employment and Training Group:

1. Receiving referrals and directing them to the appropriate RGI program: Manager-Employment and Training.
2. Conducting intake and setting up the initial team meeting to determine the type and extent of services: Employment Specialists.
3. Writing individualized plans for services and providing ongoing interventions when situations demand it: Employment Specialists.
4. Providing services as described in these program descriptions: two Senior Vocational Services Counselors, four Employment Specialists, an Adult Education Instructor, and a corps of Employment Aides who have education, training and experience in a broad spectrum of service delivery, including all service elements listed below.

Participants in RGI's Employment and Training programs have been identified by referral agencies and meet admission criteria as outlined in the Eligibility/admissions Procedure for RGI's programs.

1. EXTENDED EMPLOYMENT SERVICES (EES)

Extended Employment Services (EES) is essentially an employment opportunity with RGI itself. As an employer, RGI (as does any competitive employer) endeavors to provide quality work settings for its work force which offer opportunity for choice in work settings, achievement within the work setting, and promotion to other desired work settings. It is in the employee's and RGI's best interest when the employee is trained to be a flexible, productive worker.

To be eligible for EES an individual must have, in addition to the requirements mentioned under eligibility above, the following:

- Sponsorship
- Case Management
- Work behaviors that meet the minimum employment guidelines of the work setting desired as indicated by an RGI evaluation, or by ratings endorsed by the referral and/or sponsoring agency accompanied by a contingency plan for provision of Work Adjustment Training.

RGI's EES services offer employment to persons who are not ready for positions in the competitive sector of the job market.

RGI offers two options in work settings:

- EES On-Site - work settings at 1414 Caroline Street & 480 Central Road.
- EES Off-Site - work settings in the community (e.g. Retail, Custodial or other designated sites).

Although EES participants work in settings that replicate many of the conditions of competitive industry, our intensive task training, high supervisor to employee ratio and strategic reinforcement of effort enhance each participant's progress.

EES participants are paid either by piece rate or on an hourly basis depending upon the task. Wage rates are derived from time studies of specific tasks in accordance with the Fair Labor Standards Act.

Working conditions (e.g., hours, wages, health and safety procedures) at RGI work settings are subject to appropriate statutory regulations. RGI's rules and regulations are detailed for participants in an *Sponsored Employee Handbook*.

RGI's JRC is the chief instrument for assessment of work performance and plan development. The support services component of RGI's Extended Employment Services has, as its primary goal, the creation of opportunities for choice, achievement, and promotion within RGI's various work settings, and helping participants access these opportunities. To provide these support services, Employment Specialists are assigned as staff members in the Extended Employment Services work setting. The function of these Employment Specialists reflects, responds to, and corresponds to the standards established by CARF, The Rehabilitation Accreditation Commission for Employment Services for persons with disabilities. These include:

- Development of long-range vocational objectives
- Review of performance
- Development of an Individual Program Plan for training assignments and adult education
- Task acquisition and productivity training
- Counseling for adjustment to conditions of the work setting, and for personal concerns which affect work performance or vocational progress
- Referral and advocacy for ancillary services (e.g. residential, counseling, medical, testing, recreation, legal, or social needs evidenced at work)
- Support for self-advocacy by the participant
- Referral and advocacy for services to former service recipients after termination of RGI services
- Review of human rights

Individual Program Plans are updated yearly.

Participants may be discharged from employment with RGI for these and other reasons:

- Securing other employment
- Medical problems
- Repeated displays of disruptive behaviors which prevent the employee from receiving full rehabilitation benefits
- Poor attendance, preventing the employee from receiving significant benefit from the services
- Completion of services
- Resignation
- Lack of sponsorship

The participant, the family, and the purchaser(s) will be notified when a participant is considered for discharge. The sponsor or the participant may make the decision to terminate services where sponsorship is involved. If such a decision is made, RGI will prepare a Discharge Summary for each EES employee. The Discharge Summary will include: date of discharge, services received, and reason for discharge.

2. GROUP SUPPORTED EMPLOYMENT (GSE)

Similar to individual Supported Employment, GSE is for groups of individuals (8 maximum) that have similar work interests and require intensive coordination, job training, and long-term coaching/supervision. The group model that RGI utilizes is the enclave model. Enclaves work under the direct supervision of a trained RGI supervisor. In addition to the enclaves that are sponsored by RGI itself, individuals who are Medicaid eligible can now receive the necessary sponsorship through Medicaid Waiver for participation in a Group Supported Employment Enclave.

RGI currently has linkages with community employers who provide employment opportunities in the custodial and retail fields. More areas will be added, as we are able to create additional linkages.

Successful placement through this service results in paid employment for a certain number of hours weekly, depending upon the needs of the employers. Provision of Group Supported Employment services by RGI include:

- Job development
- Job analysis
- Job placement

- Task training
- Job maintenance activities
- Long-term coaching/supervision
- Coordination of support services

To be eligible for Group Supported Employment Services an individual must have, in addition to the requirements mentioned under eligibility above, the following:

- Case Management
- A Medicaid Waiver

The support services component of RGI's Group Supported Employment Services has, as its primary goal, the creation of opportunities for choice, achievement, and promotion within RGI's various work settings; including community based enclaves and helping participants access these opportunities. To provide these support services, Employment Specialists are assigned as staff members in the Group Supported Employment Services work settings. The function of these Employment Specialists reflects, responds to, and corresponds to the standards established by CARF, The Rehabilitation Accreditation Commission for Employment Services for persons with disabilities. These include:

- Development of long-range vocational objectives
- Review of performance
- Development of an Individual Services Plan for training assignments and adult education
- Task acquisition and productivity training
- Counseling for adjustment to conditions of the work setting, and for personal concerns which affect work performance or vocational progress
- Referral and advocacy for ancillary services (e.g. residential, counseling, medical, testing, recreation, legal, or social needs evidenced at work)
- Support for self-advocacy by the participant
- Referral and advocacy for services to former service recipients after termination of RGI services
- Review of human rights

Individual Service Plans are updated at least yearly. A quarterly report is submitted to the case manager to communicate progress, issues, and satisfaction with services.

Participants may be discharged from employment with RGI for these and other reasons:

- Securing other employment

- Medical problems
- Repeated displays of disruptive behaviors which prevent the employee from receiving full rehabilitation benefits
- Poor attendance, preventing the employee from receiving significant benefit from the services
- Completion of services
- Resignation
- Lack of sponsorship

The participant, the family, and the purchaser(s) will be notified when a participant is considered for discharge. The sponsor or the participant may make the decision to terminate services where sponsorship is involved. If such a decision is made, RGI will prepare a Discharge Summary for each Group Supported Employment employee. The Discharge Summary will include: date of discharge, services received, and reason for discharge.

3. PREVOCAATIONAL PROGRAM

The goal of the Rappahannock Goodwill Prevocational Program flows from its overall mission statement. This Program goal is to provide training and support to individuals in skills aimed at preparation for paid employment offered in a variety of community settings, in activities primarily directed at habilitative goals, such as attention span and motor skills development, focus on completing assignments, problem-solving and safety. The program emphasizes a positive approach to managing excessive or inappropriate behaviors to assist individuals in reaching the highest level of independence in a vocational setting.

Services provided:

Competencies, functional limitations, barriers to successful community integration are assessed on an individualized basis. Programs are developed by a team, which will include, but not be limited to, the individual, case manager, family and RGI staff. Using the Prevocational Functional Assessment staff identifies the services necessary for each individual to alleviate and/or overcome barriers to employment opportunities in a less structured environment. The Prevocational Functional Assessment is approved by the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services.

To be eligible for Prevocational Services an individual must have, in addition to the requirements mentioned under eligibility above, the following:

- Case Management
- A Medicaid MR Waiver or a Medicaid Day Support Waiver

Again the support services component of RGI's Prevocational Services has, as its primary goal, the creation of opportunities for choice, achievement, and promotion within RGI's various training settings and helping participants access these opportunities. To provide these support services, Employment Specialists are assigned as staff members in the Prevocational Services work setting. The function of these Employment Specialists reflects, responds to, and corresponds to the standards established by CARF, The Rehabilitation Accreditation Commission for Employment Services for persons with disabilities. Additionally, Employment Aids are assigned to provide one-on-one support in the training setting. These include:

- Development of long-range vocational objectives
- Review of performance
- Development of an Individual Service Plan for training assignments and adult education
- Counseling for adjustment to conditions of the training setting, and for personal concerns which affect performance or vocational progress
- Referral and advocacy for ancillary services (e.g. residential, counseling, medical, testing, recreation, legal, or social needs evidenced at work)
- Support for self-advocacy by the participant
- Referral and advocacy for services to former service recipients after termination of RGI services
- Review of human rights

Individual Service Plans are updated yearly. A quarterly report is submitted to the case manager to communicate progress, issues, and satisfaction with services.

Participants may be discharged from employment with RGI for these and other reasons:

- Securing other employment
- Medical problems
- Repeated displays of disruptive behaviors which prevent the employee from receiving full rehabilitation benefits
- Poor attendance, preventing the employee from receiving significant benefit from the services
- Completion of services
- Resignation
- Lack of sponsorship

The participant, the family, and the purchaser(s) will be notified when a participant is considered for discharge. The sponsor or the participant may make the decision to terminate services where sponsorship is involved. If such a decision is made, RGI will prepare a Discharge Summary for each Prevocational employee. The Discharge Summary will include: date of discharge, services received, and reason for discharge.

4. PRODUCTION WORKER

Production Worker is a category of employment at RGI wherein both persons with or without barriers to employment are employed, with priority given to persons with barriers. RGI offers employment to work oriented people who, due to their barriers to employment, cannot produce competitively, but have sufficient work behaviors to be employed. An Employee Assistance Program (EAP), as found in any affirmative industry, is available to all Production Workers through the Human Resource Department. This employment status provides minimal counseling and supervision.

Since the Production Worker is an actual employment situation, screening and entrance is based on job application and job openings, instead of referrals and slot level. Only qualified applicants are hired, but disabled persons with certified disabilities are given priority. Disabled Production Workers usually have physical and psychological exams diagnosing disability. Other material relating to employment is also reviewed in the hiring process.

In order to be retained in this status, employees must meet the Marginally Competitive Standards of the RGI JRC or be involved in a plan to reach those criteria. In order to be retained, persons with barriers to employment must also produce enough to cover overhead costs. Other disabled and all non-disabled persons earn at least Federal minimum wage. Non-disabled persons must produce at an 85-percent standard production rate after two weeks in order to be retained. At least once a year, Production Workers receive performance appraisals using the JRC or other performance evaluation tool.

The priorities for training, as opposed to employment, are similar to those of regular industries. Cross training is done to enhance production and develop a more flexible work force. Areas of training are normally in response to production demands. Although employees are assigned to specific jobs, flexibility and movement within the company is necessary.

SECTION III – WORKFORCE DEVELOPMENT SERVICES

1. SITUATIONAL ASSESSMENT

RGI offers Situational Assessment (SA) as facility based, community based, or a combination of both.

a.) RGI Facility Based Situational Assessment (SA):

A person who has never worked before, or who has not worked for a long time, usually enters RGI in the Facility Based Situational Assessment (SA) Program. During the SA, the individual will work on different jobs, while RGI staff identifies his/her work behaviors and skills. The main purpose is to identify strengths and needs to see which kind of work setting is appropriate.

This SA Program is customized to meet individual needs. The goal of the SA is to ascertain the general ability to work rather than to identify a specific job skill. RGI bases the Assessment Plan on the questions provided by the referring agency. It is extremely helpful for the referring counselor to be specific as to the vocational questions. This perspective of defining one's general employment potential is based upon the universality of work habits among the general population. Questions posed by referral agencies may include but are not limited to the following:

- What are the participants work attitudes?
- What are the participants work behaviors?
- What is the participants vocational potential?
- What is the participant's vocational interest?

In designing the most accurate assessment of the participant's ability, RGI has developed the Job Readiness Checklist (JRC). Overall, the RGI SA report reflects an individual's ability to integrate into a setting, ranging from high supports to competitive employment, by indicating the level of support and selective placement a person may require.

As an evaluation tool, the RGI Facility Based SA is designed to provide a broad assessment for the referring Counselor. The RGI Counselor administering the assessment maintains close communication with the referring Counselor. The length of time required to obtain the most accurate assessment varies.

Each program participant is usually assessed on a minimum of four job tasks. Job assignments and supervisor methods are varied to maximize RGI's knowledge of the individual's ability.

Upon completion of the SA at RGI, the individual will:

- have been given the opportunity to learn and perform in at least four-job tasks.

RGI will:

- have the opportunity to learn, observe and assess the individual's work capabilities and limitations, along with his/her work behaviors and job skills.
- develop ratings according to the JRC and identify potential vocational objectives.
- create a SA report and make recommendations.

These recommendations may include:

- Vocational, medical/health, social/recreational, residential or any other need that may seem appropriate for the participant. The participant, referring agency, RGI Counselor, Case Manager, and the participant's family (if appropriate) meet to discuss the recommendation and to develop vocational objectives.

b.) Community Based Situational Assessment (SA):

For those who have demonstrated the general ability to work and are seeking competitive employment, RGI offers Community Based SA. This assessment is conducted in a competitive job setting, provides one-on-one supervision and evaluates the individual's:

- interest in the job.
- aptitude to complete the tasks.
- ability to assimilate into a competitive job setting.

Further, this assessment provides valuable insight into the individual's understanding of the job cluster, as well as important information needed for vocational goal setting. The Situational Assessments are usually conducted at two or three different businesses to provide a comprehensive understanding of the individual's interests, aptitudes and abilities. The SA report details the action performed.

c.) Combined RGI Facility Based and Community Based SA:

RGI strives to provide a matrix of services to meet the varied needs of individuals with a range of barriers to employment. Therefore, an individual may benefit from a combined program, which would include on-site and off-site assessments. The initial on-site phase of the assessment would evaluate the individual's general employment potential

Results of the observations made of general employment potential during the on-site phase of the SA would be analyzed. This analysis would be the driving force for coordination of the second

phase of assessment. This phase would provide the individual with the opportunity to experience working at community based assessment sites.

The number of days of the on-site assessment and the number of hours of community based assessment would vary based on each individual's needs, work history and employment objective. However, the average combined assessment would entail ten days on-site and eight to ten hours off-site. The number and variety of assessments coordinated off-site would again be tailored to fit the individual's needs. For example, an individual interested in career exploration may participate in a greater number and variety of assessment sites than an individual who has limited vocational interests in a field they wish to pursue.

As with the facility and community based assessment programs referenced above, a report would be generated at the conclusion of both assessment sites. The report would define general work potential as documented during the on-site phase and work aptitude, compatibility, and expressed preferences as noted during the off-site phase of the assessment.

2. WORK ADJUSTMENT TRAINING (WAT)

Rappahannock Goodwill Industries offers Work Adjustment Training (WAT) as both a short-term and long-term service. Generally, the long-term version is used in conjunction with a School-to-Work Program.

After an individual has been evaluated and his/her work capabilities and deficits have been identified, WAT is often the next step in their path to employment. WAT is a time limited, intensive training program, which attempts to improve an individual's general work habits and job skills as assessed according to RGI's JRC. Support is intensive, and counseling is done on a one-to-one basis.

The essence of this program is that there must be an obtainable vocational objective with a realistic plan to develop the needed vocational level. During this period, deficient work behaviors are addressed, modified and/or minimized.

Prior to entering RGI's WAT Program, the following should be determined: that an individual's current level of functioning is below the necessary employment standards for the vocational objective, that this functioning level can be changed, and that the individual is motivated.

Specific referral information for WAT should include:

- The individual's medical data
- Physical work capacities
- A Psychological report
- Social history

- A SA, which has identified an individual's work capabilities or deficits along with recommendations for probable vocational goals, may be required

Participants meeting all entrance criteria will meet with the appropriate RGI staff and the referring agency to discuss RGI's roles and responsibilities, along with the participant's responsibilities.

As part of WAT, it is important to acknowledge that each individual has unique needs when attempting to minimize and/or modify any employment barriers. RGI attempts to devise an individual's program plan by incorporating an individual's specific needs with behavioral objectives and outcomes. We again use the JRC as a foundation for identifying an individual's deficit areas. A staff conference is held to develop appropriate plans and procedure techniques. An RGI Counselor takes primary responsibility for planning, coordination and implementation of goals, while the staff facilitates this process with a team approach. Implementation is sought through counseling, training, and coordination of family, community and employment supports.

Some of the most common Work Adjustment Training techniques used include:

- Counseling (both personal and on-the job)
- Behavior modification
- Social modification
- Personal adjustment training
- Task acquisition
- Workstation/worksite modification (assessment & implementation of accommodation)
- Adult Education (AE)
- Referral for ancillary services designed to enhance work behaviors

If deficits are identified, which cannot be addressed within RGI, RGI refers the individual to appropriate support services (such as the Rappahannock Area Community Services Board (RACSB) individual case management) or back to the sponsoring agent. RGI works with the participant on improving as many deficit work behaviors as possible. Again, WAT Plans are based on the vocational objective defined by the referring agency and in conjunction with recommendations made in the SA Reports. WAT Plans are formally modified as needed based on the individual's needs and progress.

a.) WAT - Short-Term

The average length of time an individual remains in WAT is 40-60 days. However, individuals with more severe deficits may require an extended time period ranging from three to five months. Since each individual's rehabilitation progress is unique, the length of time recommended for WAT is tentative and subject to revisions.

b.) WAT - School Program

Based on a student's Individual Education Plan (IEP) a referral may be made to RGI for the School WAT Program. The length of time is determined by the student's IEP. RGI's services are part of the overall School-to-Work Program.

3. SUPPORTED EMPLOYMENT

Supported Employment offers person-centered planning services to individuals requiring intensive services from the beginning planning stage through job placement and career advancement. RGI provides a broad spectrum of services to individuals with barriers to employment who want to become employed in the competitive job market.

Goodwill's Supported Employment technology consists of a system of assigned Employment Specialist's who provide all or some of the following services to individuals: case management, assessment, counseling, individual service plan development, job development, placement, job training, retention services and career planning. Listed below is a description of each of the services available in Supported Employment.

Initial Assessment

A thorough assessment is conducted and is critical to employment success. This assessment determines work skills, career interests, education/training needs and short/long-term goal setting. During the intake, RGI obtains information from the participant, family members, case managers, and other agencies to gain insight of the individual. The result is an Individual Program Plan which maps out the goals, strategies and tactics that, when followed, will result in the successful employment of the participant.

Community Based Situational Assessment

To gauge the strengths, deficits, and support needs of persons being considered for Supported Employment RGI utilizes Community Based Situational Assessment. The RGI Employment Specialist works one-on-one with the individual to determine vocational interests and obtains input from the participant to determine the potential employment settings for the assessments. The Employment Specialist accompanies individuals on the job site to assess their interest, skills and abilities in a particular work setting. This service provides a comprehensive understanding of the individual's interests, aptitudes and abilities. Often times, job development stems from this service.

RGI has long-standing relationships with many employers in the community that offer the use of their job site for assessments. This service can accommodate positions ranging from entry-level to managerial fields. Reports are provided to the purchasing agencies once a month for the services provided.

Job Readiness Training

The following is a list of Job Readiness Training modules that RGI utilizes to educate participants in job search techniques with emphasis placed on teaching life-long independence in these areas. The participant, purchaser, and RGI determine the appropriate module(s) to use.

Pre-Employment Considerations - Module 1

This module focuses on recognizing and defining barriers to employment and implementing strategies for removing these barriers. The most common barriers to target are transportation, childcare, time management, and lack of knowledge of available community resources. Available transportation options are reviewed and include training related to using available bus systems, the cab services, how to set up a car pool once employed, teaching basic street crossing safety skills, and targeting various agencies to obtain supports. Supports are provided in identifying childcare options, costs, and resources. Childcare site visits have been conducted and support has been provided in obtaining the necessary information for the start up of this service.

Goal Setting - Module 2

The individual is assisted in determining an occupational goal and identifying realistic job choices through taking a self-directed occupational interest inventory and personal interviews. Education is provided to identify realistic job choices. The steps toward accomplishing short-term goals, including potential barriers and ways to surmount identified barriers, are reviewed. Long-term goals and steps to achieve them are also reviewed. The need for goal setting is reinforced.

Career Search - Module 3

Labor market resources, such as the Virginia Employment Commission (VEC), are identified and demonstrated by supporting individuals in thoroughly completing the VEC application, providing training on how to use VEC's job search tools, how to follow up on leads and prepare for the interview process. Using the "help wanted" section of the newspaper and how to follow-up on such listings are reviewed. Even cold calling for desired jobs is taught. A script is made to support individuals to do this independently and a log is created to keep the job search organized.

Application Writing Skills - Module 4

Job application writing skills, including how to create a master data sheet and successfully complete an employment application, are taught or reviewed. Support is provided in obtaining all information that is needed for creating the master data sheet.

Resume and Cover Letters - Module 5

Resume and cover letter writing is taught or reviewed. Support is provided to the individual in retrieving needed information and in composing resumes and cover letters.

Pre Employment Job Retention - Module 6

One of the most important modules, Pre-Employment reviews job retention skills (such as time management, positive communication, problem-solving strategies, employer expectations, and anger management). This module is put into practice in the Job Retention phase of employment.

Interview Skills - Module 7

Curriculum that enhances interview skills for effective marketing performance is covered. After the material is reviewed, mock interviews are conducted and critique sessions are performed.

Job Development

The Employment Specialist contacts employers to explain the program and obtains potential employment offers for the participant based upon his/her distinct vocational goals. The Employment Specialist will set up a time to meet with the employer to gather additional information about the potential position, and a job analysis is completed to ensure the position is an appropriate job match. They obtain a clear understanding of the work environment, which entails the specific duties required, immediate supervisory and co-worker supports available, and determination of whether work place accommodations are needed. The Employment Specialist also provides support in obtaining special equipment or uniforms, reviewing scheduling needs, and determining requisites for advancement.

If the individual needs support on the interview, an Employment Specialist attends. Additionally, the Employment Specialist provides case management supports to ensure the first day of employment is a smooth transition. These supports include targeting the proper community resources for clothing, transportation (review the bus, Metro, or cab services), childcare and other needs. Supports are provided in obtaining, completing and submitting employment applications with an emphasis on teaching the individual these skills. Education is also provided in filling out initial hire forms, and bringing or obtaining documentation needed (such as photo identification cards, social security card, etc.)

Job Training

Once employment is obtained the Employment Specialist acts as a training consultant and provides the individual with initial job skill training on an intensive one-to-one basis, if needed, for the entire workday. In the ensuing days, as the individual becomes more proficient and reaches task mastery, the Employment Specialist decreases supports. Optimally, a system of “natural supports” is developed within the workplace. Supports that would be beneficial to the learning process are put in place. Providing task lists or picture charts of job duties are two examples. Positive reinforcement and encouragement is provided throughout the learning process.

Job Retention

The emphasis now turns from getting the job to keeping the job. Job retention services provide ongoing support, education, and guidance to the working participant as well as their employer to promote both job retention and advancement. Each participant is assigned a representative from RGI’s Workforce Development Group who will be his/her personal mentor. The role of the mentor is to provide ongoing support, as needed, in the areas of employment-related issues.

These may include, but are not limited to: assistance in assessing community resources, positive workplace behaviors, dealing with work pressures and related stress, effective time management,

problem solving, personal budgeting, workplace communication skills, and other activities focusing on individual needs.

The mentor also acts as a liaison between the participant and his/her employer. Employers are encouraged to communicate openly to the RGI representative about the participant's work performance and work habits. The employer is also encouraged to suggest ways whereby the mentor can help the participant enhance his/her job performance.

Support services provided to participants in competitive employment are provided on both a time-limited basis and long-term basis. This is based on individual need. The Employment Specialist also advocates on behalf of the participant for salary advancements and promotions.

4. GENERAL PLACEMENT SERVICES

In the placement process continuum, services to individuals who require less direct on-the-job support and less frequent follow-up are also offered by RGI. These services include:

- Individualized assessment and screening
- Job-seeking skills training
- Vocational counseling
- Referral and placement
- Long-term follow-up
- Referral to community agencies for other supports

The placement process is participatory and requires individuals to accept an increasing amount of responsibility that denotes the desire to work and the ability to succeed with minimal support services. While primarily the Employment Specialist makes employer contacts, the job candidate is also expected to pursue job leads independently. Each job opportunity is evaluated to ascertain the appropriate match between the job candidate and the employer and a job analysis is completed; job accommodations may be necessary to maximize job performance. Throughout the placement phase, individual files and case notes are reviewed and documented on a 30-day schedule.

5. CUSTOMIZED SERVICES

RGI is committed to developing and customizing training modules and services to meet the needs of both participants and customers. We can develop training that includes career exploration, employment preparation, and skills training. RGI has facilities and equipment to offer on-site training in a classroom setting. Skills training may include, but is not limited to, computer skills, retail, or customer service.

6. JOB HELP CENTER

RGI's Job Help Center (JHC) services are available to the general public and are designed to provide resources to individuals seeking employment or enhancement of job skills. Appointments are scheduled with an RGI Employment Specialist to discuss goals and an initial

assessment is conducted to clarify vocational skills and prepare an individualized career development plan. After initial assessment is conducted, a learning agreement is completed. This outlines the participants' personal goals, commitment to a weekly learning schedule and goal of completion within a 90 day timeframe. Attendance is recorded and participants are responsible to call in any absences. Weekly progress reports are reviewed with the participants. Staff reinforces the importance of setting weekly goals to maximize their progress.

Employment resources available in the JHC include keyboarding, tutorials on Microsoft Word and Excel, internet access to job search, resume and cover letter writing, application preparation, interview skills, career planning, area job listings, community resources and referrals to outside agencies. Telephone and newspapers are also available for job related search. An Employment Specialist is on-site daily to monitor progress. Individualized one-on-one appointments are used for resume preparation, cover letters, internet search, etc.

Referrals may be made as appropriate to a variety of agencies including the Department of Rehabilitative Services, Department of Social Services, the Workforce Investment Act One Stop, Rappahannock Area Community Services Board and the Virginia Employment Commission. These help to link individuals with disabilities to services they might need. Referrals receive a follow up call to the agency, as well as the individual, within three weeks to determine if further services or referrals are needed.

7. GOODWILL WORKS/OPERATION ON-RAMP

Goodwill Works/Operation On-Ramp is a career development course designed to assist Alternative Education students as they transition into the world of work or further schooling. This program meets vocational and job exploration requirements mandated by the Virginia Department of Education for GED programs. Funded by the Fredericksburg Chamber of Commerce Education Foundation and taught by an RGI Employment Specialist, Operation On-Ramp utilizes Goodwill Works, a career development curriculum designed by Goodwill Industries International. Modules were selected and tailored to meet the needs of Alternative Education students. This program enables students to review successful workplace skills and explore potential career fields prior to earning their GEDs.

Goodwill Works/Operation On-Ramp consists of three modules.

- Module One: "Career Development": defining "career", understanding the value of career development, listing the three elements of the career development process (Who am I? Where am I going? How will I get there?), and developing an Individual Career Plan.
- Module Two: "Show You're Dependable": listing strategies to ensure good attendance, demonstrating knowledge of what to do when running late for work, avoiding common

reasons why people may be late, reading/understanding schedules and following directions.

- Module Three: “The Job Search”: identifying relevant job openings by using Informational Interviewing, Published Ads, Internet, Placement Agencies, Cold Contacts, Personal Networking, etc. and managing the job search. Application writing and interviewing skills are also discussed in this module.

Students participating in Goodwill Works/Operation On-Ramp program learn through group discussion, individual worksheets, on-line retention modules and one-on-one meetings with the RGI Instructor.

8. GOOD WHEELS

RGI’s Good Wheels program is designed to provide dependable donated vehicles to individuals that have an employment plan but a transportation barrier to employment. RGI receives names of candidates with these qualifications from outside agencies. The names are placed on a waiting list. Donated vehicles are screened by an outside service to select appropriate for work transport vehicles. RGI selects, in date order, candidates from the waiting list and informs them of the availability of the vehicle, its type, year and any cost of repair. The candidate reviews the car, pays the cost of repair and assistance to complete the appropriate ownership paperwork, including required insurance, before releasing the vehicle to the candidate is given.

RGI JOB READINESS CHECKLIST

MISSION AND PHILOSOPHIES: The mission of Rappahannock Goodwill Industries (RGI) is "to provide to persons with barriers to employment- particularly those with disabilities- an array of quality vocational and educational services so they can work most independently". This mission is carried out in a manner responsive to the desires of work-oriented adults and youth by developing and providing opportunities for choice of work, achievement of goals and promotion to areas of higher status. The challenge is to afford individuals a comprehensive and continuous vocational service system that accommodates people regardless of their barriers to employment. The underlying philosophy demands that the decision as to where a person is trained or employed and the level of services he/she receives arises from the wants and needs of the individual, not from the needs of the system or organization.

EXPLANATION OF STANDARDS: The Job Readiness Checklist was developed by this organization to assess the knowledge, skills and abilities of participants and employees. Each category is evaluated based on a standardized functioning level for minimum, moderate or high supports required in employment settings. The Job Readiness Checklist provides a systematic means of communication and involvement for participants, human service advocates and service providers to define the knowledge, skills and abilities taught and assessed in a comprehensive vocational service system. The Job Readiness Checklist describes and endorses three levels of employability in 32 categories important in many job fields and settings. Each level 1) reflects the abilities needed to integrate successfully into an employment setting, 2) indicates the supports and individualized placement efforts required to work successfully; 3) describes the general skills common to particular work settings.

HIGHLY SUPPORTIVE RATING describes the knowledge, skills and abilities necessary to be successful in a highly supportive work environment. Employees receiving a rating at this level, while not excluded from competitive placement, may require long-term support services and individualized placement to be successful in competitive employment.

MODERATELY SUPPORTIVE RATING describes the knowledge, skills and abilities that a person would require to be successful in an employment setting with moderate supports. Such employees may need counseling, individualized placement or other supports.

MINIMALLY SUPPORTIVE RATING describes the knowledge, skills and abilities such that successful employment could be maintained with natural supports. Such employees function independently and successfully in terms of work habits and general job skills necessary for most fields of employment.

INDIVIDUAL RATING AND PLANNING PROCESS: The Job Readiness Checklist is used as the basis for discussion of the performance review and for goal planning. All sponsored hourly employees and participants are assessed periodically, with the frequency and intensity of the appraisal reflecting the type of employment or training in which they participate. To reflect the different aspects of performance, each RGI staff member involved with that individual completes or participates in completion of the checklist independently. A services staff member reviews the ratings with the participant and with other concerned parties. Plans for increasing employability are developed through negotiations with the employee/participant based on the Job Readiness Checklist. The Job Readiness Checklist is a tool for facilitating communication. Its design is not to categorize employees; rather it is to provide a basis for choice, achievement and promotion. When useful, portions of the JRC may be applied to evaluating non-sponsored employees, or to individuals in competitive employment.

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JOB READINESS CHECKLIST

<u>WORK HABITS:</u>	<u>High Supports</u>	<u>Moderate Supports</u>	<u>Minimal Supports</u>
AGE APPROPRIATE INTERACTIONS: WHAT WORK IMAGE DOES THE EMPLOYEE'S INTERACTIONS AND POSSESSIONS PRESENT?	<ul style="list-style-type: none"> • Performs assigned work during scheduled work periods with minimal disruptive behaviors: a) engages in no more than 4 incidents in 20 days or longer, or interrupts work of others; b) engages in no more than one minor disruption per day (duration of less than five minutes). • Has age-appropriate personal possessions. 	<ul style="list-style-type: none"> • Acknowledges responsibility for personal actions and interactions during the workday. • Refrains from conspicuous or unusual behaviors that attract negative attention. • Gives information that is reliable. 	<ul style="list-style-type: none"> • Adapts independently to conditions of employment situation (e.g., social life, living arrangements, child care, transportation). • Assumes responsibility for own decisions.
<u>ATTENDANCE:</u> HOW OFTEN IS THE EMPLOYEE AT WORK?	<ul style="list-style-type: none"> • Is present at least 85% (3 absences per 20 working days), excluding paid personal leave. 	<ul style="list-style-type: none"> • Is present at least 90% (2 absences per 20 working days, or 4 absences per quarter), excluding paid personal leave. • Worker notifies employer with acceptable excuses prior to work hours. • Follows procedures for utilizing personal leave. 	<ul style="list-style-type: none"> • Is present at least 97% (1 absence per quarter), excluding paid personal leave.
<u>ATTENTION TO TASK:</u> HOW MUCH DOES THE EMPLOYEE WORK ON LEARNED JOBS WITHOUT JOB RELATED INTERVENTIONS FROM THE SUPERVISORS?	<ul style="list-style-type: none"> • Performs learned jobs with less than hourly interventions (interventions are necessary prompts from supervisor to remain on task). 	<ul style="list-style-type: none"> • Performs learned job with no more than 2 job-related interventions per day. • Stays on task regardless of absence/presence of supervisor. • Leaves work no more than 1 extra time during work time. 	<ul style="list-style-type: none"> • Performs learned job without daily job-related interventions. • Leaves work no extra times during work time.
<u>COMMUNICATONS WITH OTHERS:</u> HOW EFFECTIVLEY DOES THE EMPLOYEE ATTEMPT TO COMMUNICATE WORK-RELATED CONCERNS?	<ul style="list-style-type: none"> • Indicates to supervisor when work must be interrupted for personal reasons: a) breaks, bathroom, sick; b) need for counseling • Attempts to communicate with others; may have difficulty but is successful when given special considerations. 	<ul style="list-style-type: none"> • Communicates messages effectively using noun-verb sentence structure. • Content relevant, though may have difficulty with articulation or tone. 	<ul style="list-style-type: none"> • Initiates or responds to conversations appropriately.
<u>COMPREHENSION OF JOB OPERATION:</u> HOW WELL DOES THE EMPLOYEE COMMUNICATE AND/OR DEMONSTRATE AN UNDERSTANDING OF ASSIGNED JOBS?	<ul style="list-style-type: none"> • After training, and at assigned set-up station, employee initiates job routine, utilizing appropriate tools/parts. 	<ul style="list-style-type: none"> • Explains or demonstrates sequence of learned tasks, or selects parts accurately after training for assigned jobs. 	<ul style="list-style-type: none"> • Explains and/or demonstrates department's operations, specifying sequence, tools, and machinery.
<u>EFFORT/MOTIVATION (ASSOCIATION OF EFFORT WITH RIENFORCMENT):</u> WHAT DOES THE EMPLOYEE DO TO SHOW HE/SHE WANTS TO MEET JOB DEMANDS?	<ul style="list-style-type: none"> • Communicates a desire to learn job. • Communicates understanding that money is received for job completion. • Puts forth effort to complete job cycle. 	<ul style="list-style-type: none"> • Demonstrates positive body language and attitude in the opinion of staff. • Follows though on commitments in strategies made in development of ISP. • Looks/asks for work to do. 	<ul style="list-style-type: none"> • Initiates effort to meet or exceed rates of production by improving previous rates. • Requests training for higher paying, more skilled jobs. • Contributes actively to career goal plan.
<u>HANDLING OF TOOLS / EQUIPMENT:</u> (PRODUCT / JOB SAFETY / ORGANIZATION OF WORK / SETUP) HOW WELL DOES THE EMPLOYEE FOLLOW PROCEDURES FOR HANDLNG TOOLS, PROCUCTS OR EQUIPMENT?	<ul style="list-style-type: none"> • Follows preferred procedure when using hand tools. • Follows preferred procedure when using tools/equipment. • Has maximum of one tool/equipment related accident in three-month period. 	<ul style="list-style-type: none"> • Has no recorded incidents of tool/equipment misuse in 3-month period. • Alerts staff if tools are not operable. 	<ul style="list-style-type: none"> • Suggests practical ways to increase productivity or safety of equipment being used.
<u>INTERACTIONS IN PARALLEL SETTINGS:</u> HOW WELL DOES THE EMPLOYEE INTERACT WITH COWORKERS WHEN WORKING IN CLOSE PROXIMITY TO OTHER WORKERS?	<ul style="list-style-type: none"> • May frequently require special selection of co-workers to maintain production. 	<ul style="list-style-type: none"> • May require special co-worker selection or other intervention to maintain production. 	<ul style="list-style-type: none"> • Requires no special co-worker selection to maintain production. • Interacts appropriately and effectively.
<u>INTERACTIONS IN SOLITATRY SETTINGS:</u> HOW WELL DOES THE EMPLOYEE WORK ON	<ul style="list-style-type: none"> • Works alone, but may frequently have 	<ul style="list-style-type: none"> Works alone, steadily, and without 	<ul style="list-style-type: none"> • Works effectively alone meeting job demands.

TASKS WITH NO COWORKERS PRESENT?	difficulties, requiring intervention of others.	unnecessary interactions for scheduled day.	
<u>INTERACTIONS ON TEAM TASKS:</u> HOW WELL DOES THE EMPLOYEE INTERACT WITH COWORKERS WHEN TEAM WORK IS REQUIRED?	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> • May frequently have difficulty requiring co-worker selections or other intervention, but works where employees are dependent on each other for production. 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> • Works regularly and flexibly for scheduled day with team, adapting to changes. • May require special co-worker selection, particularly for production demands. 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> • Works effectively in setting where workers are dependent on each other to meet job demands.
<u>JOB EXPECTATIONIONS:</u> WHAT REALISTIC AND VIABLE JOB GOALS DOES THE EMPLOYEE STATE?	<ul style="list-style-type: none"> • Identifies at least 1 vocational goal during the ISP. • Identifies RGI as an employment setting. 	<ul style="list-style-type: none"> • States interest in a vocational objective that involves work the individual may be qualified to do. • Expresses or indicates awareness of off-site job opportunities. • Can identify or indicate awareness of 50% or more of the vocational goals on the ISP. 	<ul style="list-style-type: none"> • Expresses interest in vocational goal that is available in local job market. • Demonstrates awareness of basic job responsibilities and wages.
<u>KNOWLEDGE OF MANAGEMENT FUNCTIONS:</u> WHAT DOES THE EMPLOYEE KNOW ABOUT THE ROLE OF MANAGEMENT IN A WORK ENVIRONMENT?	<ul style="list-style-type: none"> • Recognizes or knows name of supervisor, Counselor, Case Manager/sponsor. 	<ul style="list-style-type: none"> • Recognizes or knows names and either titles or function of management personnel. • Relates individual needs and problems <u>only</u> to appropriate staff. 	<ul style="list-style-type: none"> • Approaches staff concerning job performance and job improvements. • Interacts correctly with chain of authority.
<u>MOBILITY:</u> WHAT COMPETENCIES DOES THE EMPLOYEE DEMONSTRATE FOR GETTING TO AND AROUND JOB SITES?	<ul style="list-style-type: none"> • Requires transportation assistance from RGI. • Is prompt for transportation arrangements. • Maneuvers within worksite independently, to restrooms, break area, receptionist, offices and exits with reasonable accommodations. 	<ul style="list-style-type: none"> • Arranges private transportation to local labor market with assistance. • Maneuvers independently in the local community surrounding worksite. • Presents workable plan for alternate transportation with assistance. • Notifies driver of prearranged absences if applicable. • Complies with instruction of driver, if applicable. 	<ul style="list-style-type: none"> • Arranges transportation to and from worksite independently. • Presents workable plan for alternate transportation without assistance.
<u>PERSONAL APPEARANCE/HYGIENE:</u> HOW OFTEN DO THE EMPLOYEE'S DRESS, HYGIENE AND GROOMING PRACTICES MEET JOB STANDARDS?	<ul style="list-style-type: none"> • Follows suggestions for dress according to RGI Personal Appearances Requirements 60% of the time with counseling. • Follows suggestions for hygiene and grooming according to RGI Personal Appearance Requirements 85% of the time with counseling. 	<ul style="list-style-type: none"> • Follows suggestions for dress, hygiene, and grooming according to RGI Personal Appearances Requirements 90% of the time with counseling. • Wears clothes appropriate for work or activities off-site after counseling. 	<ul style="list-style-type: none"> • Wears clothes appropriate for work environment with no hygiene issues. • Wears clothes appropriate for off-site work activities or for targeted job interview.
<u>PERSONAL STABILITY:</u> WHAT EFFECT DOES THE EMPLOYEE'S PERSONAL AFFAIRS HAVE ON HIS/HER WORK?	<ul style="list-style-type: none"> • Continues working, but may call attention to personal problems. • Limits discussion of complaints to counseling sessions. • Accumulates less than 4 hours per month of unscheduled counseling. • Indicates need for medical attention. • Abides by medical prescription and restrictions with reminders. • Defers appointments that interfere with work to less than once a month 	<ul style="list-style-type: none"> • Maintains production rate regardless of personal problems. • Abides by medical prescription and restrictions without reminders. • Defers appointments that interfere with work to less than once a month and clears appointments with supervisor prior to date of appointment. 	<ul style="list-style-type: none"> • Arranges personal affairs to support competitive employment (appointments are made directly with appropriate service agencies.) • Defers appointments to times that do not interfere with work.

<p><u>QUALITY:</u> HOW WELL DOES THE EMPLOYEE PERFORM TO CONTRACT SPECIFICATIONS?</p>	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> • Has no more than 2 recorded instances of re-work per week. • Does not damage product. • Requires less than hourly inspection. 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> • Has no more than 1 recorded instance of re-work per week. • Requires less than 2 inspections daily. • Recognizes defective product. 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> • Has accumulated no recorded re-work time • Rejects defective products.
<p><u>QUANTITY:</u> AT WHAT PERCENT OF THE STANDARD PRODUCTION RATE DOES THE EMPLOYEE PRODUCE?</p>	<ul style="list-style-type: none"> • Averages 10% - 30% (wages are not subsidized) of standard production rate. 	<ul style="list-style-type: none"> • Averages 31% - 60% of standard production rate. 	<ul style="list-style-type: none"> • Averages 61% or above of standard production rate.
<p><u>RESPONSE TO SUPERVISION/DIRECTIONS:</u> WHAT VERBAL DEMONSTRATIVE RESPONSES DOES THE EMPLOYEE MAKE TO AUTHORITIES?</p>	<ul style="list-style-type: none"> • Follows instructions of immediate supervisor and counselor. • Complies with directions and/or suggestions with no more than 4 unscheduled counseling sessions per month. 	<ul style="list-style-type: none"> • Follows staff instructions. • Complies with directions and/or suggestions with no more than 1 unscheduled counseling session per month. • Demonstrates positive reactions to various styles and degrees of supervision. 	<ul style="list-style-type: none"> • Demonstrates willingness to receive constructive criticism and implement suggestions.
<p><u>SKILL RETENTION:</u> HOW WELL DOES THE EMPLOYEE RETAIN DIRECTIONS ON LEARNED JOBS?</p>	<ul style="list-style-type: none"> • Remembers task after less than 1-week interruption. (May need reminder from supervisor or trainer.) • Reacts appropriately and quickly to instructions on the job. • Returns to learned method after prompting. (May need reminder from supervisor or trainer.) 	<ul style="list-style-type: none"> • Remembers task after 1 week to 1 month interruption. (May need reminder from supervisor or trainer.) • Transfers learned job skills to new tasks. • Asks for or indicates need for explanation when instructions are not understood. 	<ul style="list-style-type: none"> • Remembers task after more than 1-month interruption. (May need review from supervisor or trainer.) • Suggests alternative methods of performing job.
<p><u>SHOP RULES/SAFETY PRACTICES:</u> HOW WELL DOES THE EMPLOYEE CONFORM TO THE RULES, REGULATIONS, AND SAFETY PRACTICES OF WORK SETTINGS?</p>	<p>Abides by RGI rules after individual orientation.</p> <ul style="list-style-type: none"> • Requires less than weekly counseling on rules, regulations, and safety. • Reacts correctly to warnings of potentially hazardous work situations. 	<ul style="list-style-type: none"> • Practices safety to prevent hazardous situations (i.e. wears safety gear). • Reports injuries and seeks personal first aid correctly. • Responds appropriately to all safety signs and drills on site, after training. • Received no written observations for safety violations in a quarter. 	<ul style="list-style-type: none"> • Sees that others are not endangering themselves. • Received no written observation for safety violations in the past 6 months.
<p><u>TIME CLOCK:</u> HOW CONSISTENTLY DOES THE EMPLOYEE SELECT AND PUNCH TIME CARDS?</p>	<ul style="list-style-type: none"> • Selects, punches, and replaces own card correctly 6 out of 10 times per week. 	<ul style="list-style-type: none"> • Punches consistently and accurately 9 out of 10 times per week. 	<ul style="list-style-type: none"> • Punches timecard accurately prior to and after work 100% of the time.
<p><u>WORK CONSISTENCY:</u> HOW CONSISTENTLY DOES THE EMPLOYEE PRODUCE WHEN ASSIGNED TO THE SAME TASKS?</p>	<ul style="list-style-type: none"> • Varies production by more than 1/5 (20%) but less than 50% of his/her average production rate over 10 consecutive days on the same learned task. 	<ul style="list-style-type: none"> • Varies production by less than 1/5 (20%) of his/her average production rate 10 consecutive days on the same learned task. 	<ul style="list-style-type: none"> • Varies production by less than 1/10 (10%) of his/her average production rate over 10 consecutive days on the majority of learned tasks. © RGI 2005
<p><u>WORK ADJUSTMENT/PRODUCT ACCOUNTABILITY:</u> HOW WELL DOES THE EMPLOYEE MAKE DECISIONS ON THE JOB?</p>	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> • Acknowledges responsibility for quality of work on learned jobs. • Initiates contact 75% of the time with supervisor when job can't be done, materials run out, job is finished, or mistake is known 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> • Initiates contact with supervisor when job can't be done, materials run out, job is finished, or mistake is known 100% of the time. 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> • Initiates contact with supervisor when needed, while demonstrating to supervisor preventative decision-making to eliminate job problems.

<p><u>WORKPRESSURE TOLERANCE/REACTION TO JOB CHANGE:</u> HOW DOES THE EMPLOYEE HANDLE THE EMOTIONAL STRESS OF PRODUCTION DEMANDS?</p>	<p>after training.</p> <ul style="list-style-type: none"> Requires less than hourly assistance with work problems and continues working after solution achieved. Accepts job changes, with counseling. 	<ul style="list-style-type: none"> Increases own productivity when prompting is provided to work faster or when higher goals are set. Persists at task in spite of job problems or demands that cause distress. 	<ul style="list-style-type: none"> Increases own production by 20% or more when requested, without continuous prompting.
<p><u>VOCATIONAL ACADEMICS:</u> COMPUTATIONS: WHAT WORK-RELATED NUMBER CONCEPTS DOES THE EMPLOYEE USE?</p>	<ul style="list-style-type: none"> Matches up to 5 items to one item. Counts up to 10 objects with accuracy. Matches length to sample. Counts, reads, and/or writes to 30 with reasonable accommodation. 	<ul style="list-style-type: none"> Matches sets of 6 digit numbers, letters, and letter and number combinations. Counts up to 30 objects with 100% accuracy. Weights items by whole numbers. Demonstrates an understanding of own production rate compared to standard rate of production in terms of "less than", "equal to", or "greater than". Counts, reads, and/or writes to 100 with reasonable accommodation. Measures constant dimensions, weights, or volumes by whole numbers with reasonable accommodations. Identifies numbers following a given number up to 100 with reasonable accommodations. 	<ul style="list-style-type: none"> Counts, reads, and writes to 1,000. Identifies numbers following a given number up to 1,000 with reasonable accommodations. Makes basic computations using a calculator. Measures dimensions using fractions within 1/32 of an inch. Weights items by fractions. Generalizes fractions. Estimates fractions. Computes basic addition and subtraction problems.
<p><u>MONEY HANDLING:</u> HOW INDEPENDENTLY DOES THE EMPLOYEE MANAGE OWN MONEY?</p>	<ul style="list-style-type: none"> Carries own money while at work. Responsible for safety of own paycheck. 	<ul style="list-style-type: none"> Names coin and bill denominations up to \$20. States the value of specific coins. Determines if combinations of 1-4 quarters is sufficient to purchase a given item. Determines if correct change to the nearest dollar has been returned for amounts up to \$20. Determines which bill up to \$20 is sufficient to purchase a given item. Reads amounts up to \$20. States how own pay is determined. Demonstrates ability to endorse a check. States or demonstrates knowledge of one place in the community where assistance is available for filling out income tax forms. Selects coins to operate vending machine on the work site without assistance. 	<ul style="list-style-type: none"> Counts and gives coins/currency up to \$20. Reads and writes dollar amounts to 1,000 in number form. Completes a savings deposit withdrawal form. Fills out a checking account deposit slip. Writes a check, updates a checkbook, and balances a checkbook to the monthly statement. Plans a monthly budget income. Estimates purchase price of 5 items within \$1; aware of sales tax. Fills out a W-4 form.
<p><u>PERSONAL INFORMATION / JOB SEEKING SKILLS:</u> WHAT ARE THE EMPLOYEE'S CAPABILITIES IN SEEKING/OBTAINING EMPLOYMENT?</p>	<ul style="list-style-type: none"> Shows an official ID Card upon request and basic personal information that includes full name, address, birth date, home and work numbers, and necessary medical information. Recognizes own printed name. 	<ul style="list-style-type: none"> Prints or writes own name. States or writes name, address, telephone number, birth date and age. Shows or reads Social Security number. States general education, training, and work history. 	<ul style="list-style-type: none"> Completes job application independently. Possesses an up-to-date personal data sheet/resume. States 3 available job sources.
<p><u>READING COMPREHENSION:</u> HOW WELL DOES THE EMPLOYEE READ WORDS ENCOUNTERED IN THE WORK</p>	<p style="text-align: center;">High Supports</p> <ul style="list-style-type: none"> Recognizes 5 word signs found on the 	<p style="text-align: center;">Moderate Supports</p> <ul style="list-style-type: none"> Explains or demonstrates knowledge of 	<p style="text-align: center;">Minimal Supports</p> <ul style="list-style-type: none"> Reads 40 out of 50 direction and/or safety words.

ENVIRONMENT?	worksite. <ul style="list-style-type: none"> • Recognizes 8 picture signs found on the worksite. • Explains or demonstrates knowledge of 10 work-related and/or safety words. 	40 out of 50 work-related and/or safety words. <ul style="list-style-type: none"> • Reads 25 out of 50 direction and/or safety words. 	<ul style="list-style-type: none"> • Interprets newspaper want ads.
<u>TELEPHONE:</u> HOW INDEPENDENTLY DOES THE EMPLOYEE PLACE WORK-RELATED TELEPHONE CALLS?	<ul style="list-style-type: none"> • Demonstrates proper use of the parts of the telephone. • Reacts appropriately to signals. • Summons help using the telephone in an emergency. • Transmits message to work site, e.g., reports sickness. • Provides home telephone number. 	<ul style="list-style-type: none"> • Practices basic telephone courtesy routinely. • Dials work and home numbers. • Calls 911 in an emergency. • Uses a pay phone. • Calls directory assistance to obtain a local phone number. • Places 3 out of 5 business calls with appropriate courtesies (taxi cab establishments, etc.) 	<ul style="list-style-type: none"> • Calls directory assistance to obtain a long-distance phone number. • Places a direct long-distance call within and outside own area code. • Obtains telephone numbers using the white and yellow pages. • Places a collect call using a pay phone.
<u>TIME TELLING:</u> WHAT TIME-TELLING SKILLS DOES THE EMPLOYEE USE TO FACILITATE FOLLOWING WORK SCHEDULES?	<ul style="list-style-type: none"> • Identifies approximate time of day when routine activities occur. • Identifies 3 non-work days (may include weekends or holidays). • Explains concept of personal leave time/holiday. 	<ul style="list-style-type: none"> • Names days of the week and workdays. • Identifies beginning and ending times for work, breaks, and lunch. • Tells and reads time in number form by the hour and half hour. 	<ul style="list-style-type: none"> • Tells time by 5-minute intervals. • Reads and writes time and date in number form. • Identifies days of the week and of given dates on a calendar. • Correlates times qualified by A.M. or P.M. to routine activities. • Makes basic time calculations. • Asks for correct time. • Sets an alarm clock to the hour.

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PREVOCATIONAL FUNCTIONAL ASSESSMENT

MISSION AND PHILOSOPHIES: The mission of Rappahannock Goodwill Industries (RGI) is "to provide to persons with barriers to employment- particularly those with disabilities- an array of quality vocational and educational services so they can work most independently". This mission is carried out in a manner responsive to the desires of work-oriented adults and youth by developing and providing opportunities for choice of work, achievement of goals and promotion to areas of higher status. The challenge is to afford individuals a comprehensive and continuous vocational service system that accommodates people regardless of their barriers to employment. The underlying philosophy demands that the decision as to where a person is trained or employed and the level of services he/she receives arises from the wants and needs of the individual, not from the needs of the system or organization.

EXPLANATION OF STANDARDS: The Prevocational Functional Assessment was developed by this organization to assess the knowledge, skills and abilities of participants. Each category is evaluated based on a standardized functioning level for minimum, moderate or high supports required in employment settings. The Prevocational Functional Assessment provides a systematic means of communication and involvement for participants, human service advocates and service providers to define the knowledge, skills and abilities taught and assessed in a comprehensive vocational service system. The Prevocational Functional Assessment describes and endorses three levels of employability in 32 categories important in many job fields and settings. Each level 1) reflects the abilities needed to integrate successfully into an employment setting, 2) indicates the supports and individualized placement efforts required to work successfully; 3) describes the general skills common to particular work settings.

HIGHLY SUPPORTIVE RATING describes the knowledge, skills and abilities necessary to be successful in a highly supportive work environment. Employees receiving a rating at this level, while not excluded from competitive placement, may require long-term support services and individualized placement to be successful in competitive employment.

MODERATELY SUPPORTIVE RATING describes the knowledge, skills and abilities that a person would require to be successful in an employment setting with moderate supports. Such employees may need counseling, individualized placement or other supports.

MINIMALLY SUPPORTIVE RATING describes the knowledge, skills and abilities such that successful employment could be maintained with natural supports. Such employees function independently and successfully in terms of work habits and general job skills necessary for most fields of employment.

INDIVIDUAL RATING AND PLANNING PROCESS: The Prevocational Functional Assessment is used as the basis for discussion of the performance review and for goal planning. All sponsored hourly employees and participants are assessed periodically, with the frequency and intensity of the appraisal reflecting the type of employment or training in which they participate. To reflect the different aspects of performance, each RGI staff member involved with that individual completes or participates in completion of the Prevocational Functional Assessment independently. A services staff member reviews the ratings with the participant and with other concerned parties. Plans for increasing employability are developed through negotiations with the employee/participant based on the Prevocational Functional Assessment. The Prevocational Functional Assessment is a tool for facilitating communication. Its design is not to categorize employees; rather it is to provide a basis for choice, achievement and promotion. When useful, portions of the Prevocational Functional Assessment may be applied to evaluating non-sponsored employees, or to individuals in competitive employment. Because of the nature of this assessment tool, it should be noted that individuals can earn ratings for each category in all three support levels.

PREVOCATIONAL FUNCTIONAL ASSESSMENT

<u>WORK HABITS:</u> AGE APPROPRIATE INTERACTIONS: WHAT WORK IMAGE DOES THE EMPLOYEE'S INTERACTIONS AND POSSESSIONS PRESENT?	<u>High Supports</u>	<u>Moderate Supports</u>	<u>Minimal Supports</u>
	<ul style="list-style-type: none"> Engages in disruptive behaviors more than 4 times in 20 days. Engages in behaviors that interrupt the concentration of others more than 4 times in 20 days. Does not have age-appropriate personal possessions. 	<ul style="list-style-type: none"> Performs assigned work during scheduled work periods with minimal disruptive behaviors: a) engages in no more than 4 incidents in 20 days or longer, or interrupts work of others; b) engages in no more than one minor disruption per day (duration of less than five minutes). Has age-appropriate personal possessions. 	<ul style="list-style-type: none"> Acknowledges responsibility for personal actions and interactions during the workday. Refrains from disruptive or unusual behaviors. Gives information that is reliable.
<u>ATTENDANCE:</u> HOW OFTEN IS THE EMPLOYEE AT WORK?	<ul style="list-style-type: none"> Is present at least 75% (4 absences per 20 working days), excluding paid personal leave 	<ul style="list-style-type: none"> Is present at least 85% (3 absences per 20 working days), excluding paid personal leave. 	<ul style="list-style-type: none"> Is present at least 90% (2 absences per 20 working days, or 4 absences per quarter), excluding paid personal leave. Worker notifies employer with acceptable excuses prior to work hours. Follows procedures for utilizing personal leave.
<u>ATTENTION TO TASK:</u> HOW MUCH DOES THE EMPLOYEE WORK ON LEARNED JOBS WITHOUT JOB RELATED INTERVENTIONS FROM THE SUPERVISORS?	<ul style="list-style-type: none"> Performs learned jobs with more than hourly attention-to-task-related-interventions (interventions may include verbal prompts, visual cues, modeling, and counseling). 	<ul style="list-style-type: none"> Performs learned jobs with less than hourly attention-to-task-related-interventions (interventions are necessary prompts from supervisor to remain on task). 	<ul style="list-style-type: none"> Performs learned job with no more than 2 job-related interventions per day. Stays on task regardless of absence/presence of supervisor. Leaves work no more than 1 time during work time other than breaks or lunch.
<u>COMMUNICATONS WITH OTHERS:</u> HOW EFFECTIVELY DOES THE EMPLOYEE ATTEMPT TO COMMUNICATE WORK-RELATED CONCERNS?	<ul style="list-style-type: none"> Requires multiple daily prompts to communicate appropriately. Initiates no verbal or non-verbal communication Requires frequent prompts to communicate the need to leave the training floor. (Often leaves the training floor w/o communicating) 	<ul style="list-style-type: none"> Indicates to supervisor when work must be interrupted for personal reasons: a) breaks, bathroom, sick; b) need for counseling Attempts to communicate with others (verbally or non-verbally); may have difficulty but is successful when given special considerations. 	<ul style="list-style-type: none"> Communicates messages effectively using noun-verb sentence structure (verbal and/or non-verbal). Content relevant, though may have difficulty with articulation or tone.
<u>COMPREHENSION OF JOB OPERATION:</u> HOW WELL DOES THE EMPLOYEE COMMUNICATE AND/OR DEMONSTRATE AN UNDERSTANING OF ASSIGNED JOBS?	<ul style="list-style-type: none"> After training, and at assigned set-up station employee requires verbal prompts, visual cues and/or modeling to begin routine 	<ul style="list-style-type: none"> After training, and at assigned set-up station, employee initiates job routine, utilizing appropriate tools/parts. 	<ul style="list-style-type: none"> Explains or demonstrates sequence of learned tasks, or selects parts accurately after training for assigned jobs.
<u>EFFORT/MOTIVATION (ASSOCIATION OF EFFORT WITH REINFORCMENT):</u> WHAT DOES THE EMPLOYEE DO TO SHOW HE/SHE WANTS TO MEET JOB DEMANDS?	<ul style="list-style-type: none"> Demonstrates avoidance behaviors when training on new tasks. Does not communicate an understanding that money is received for job completion. Requires external incentives to complete the job cycle. (i.e. positive verbal reinforcement) 	<ul style="list-style-type: none"> Communicates a desire to learn job. Communicates understanding that money is received for job completion. Puts forth effort to complete job cycle. 	<ul style="list-style-type: none"> Demonstrates positive body language and attitude in the opinion of staff. Follows though on commitments in strategies made in development of ISP. Looks/asks for work to do.
<u>HANDLING OF TOOLS / EQUIPMENT:</u> (PRODUCT / JOB SAFETY / ORGANIZATION OF WORK / SETUP) HOW WELL DOES THE EMPLOYEE FOLLOW	<ul style="list-style-type: none"> Requires close supervision when using hand tools. Requires prompting/reminders on the proper use of tools/equipment. 	<ul style="list-style-type: none"> Follows preferred procedure when using hand tools. Follows preferred procedure when using tools/equipment. 	<ul style="list-style-type: none"> Has no recorded incidents of tool/equipment misuse in 3-month period. Alerts staff if tools are not operable.

PROCEDURES FOR HANDLING TOOLS, PRODUCTS OR EQUIPMENT?	<ul style="list-style-type: none"> Has more than one tool/equipment related misuse in three-month period. 	<ul style="list-style-type: none"> Has maximum of one tool/equipment related misuse in three-month period. 	
<u>INTERACTIONS IN PARALLEL SETTINGS:</u> HOW WELL DOES THE EMPLOYEE INTERACT WITH COWORKERS WHEN WORKING IN CLOSE PROXIMITY TO OTHER WORKERS?	<ul style="list-style-type: none"> Often engages in behaviors that distract/interrupt the attention of co-workers. Is often distracted by the presence of others in close proximity. 	<ul style="list-style-type: none"> May frequently require special selection of co-workers to maintain production. 	<ul style="list-style-type: none"> May rarely require special co-worker selection or other intervention to maintain production.
<u>INTERACTIONS IN SOLITARY SETTINGS:</u> HOW WELL DOES THE EMPLOYEE WORK ON TASKS WITH NO COWORKERS PRESENT?	<ul style="list-style-type: none"> Employee is not appropriate for solitary settings for health and safety reasons. Employee is not appropriate for solitary settings due to attention to task reasons. 	<ul style="list-style-type: none"> Works alone, but may frequently have difficulties, requiring intervention of others. 	<ul style="list-style-type: none"> Works alone, steadily, and without unnecessary interactions for scheduled day.
<u>INTERACTIONS ON TEAM TASKS:</u> HOW WELL DOES THE EMPLOYEE INTERACT WITH COWORKERS WHEN TEAM WORK IS REQUIRED?	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> Requires frequent and on going prompting/interventions to be successful on a team task. Engages in behaviors that are destructive to teamwork. 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> May frequently have difficulty requiring co-worker selections or other intervention, but works where employees are dependent on each other for production. 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> Works regularly and flexibly for scheduled day with team, adapting to changes. May rarely require special co-worker selection, particularly for production demands.
<u>JOB EXPECTATIONS:</u> WHAT REALISTIC AND VIABLE JOB GOALS DOES THE EMPLOYEE STATE?	<ul style="list-style-type: none"> Is unable to identify any vocational objectives during the ISP. Can not identify RGI as an employment setting. 	<ul style="list-style-type: none"> Identifies at least 1 vocational objectives during the ISP. Identifies RGI as an employment setting. 	<ul style="list-style-type: none"> States interest in a vocational objective that involves work the individual may be qualified to do. Expresses or indicates awareness of off-site job opportunities. Can identify or indicate awareness of 50% or more of the vocational objectives on the ISP.
<u>KNOWLEDGE OF MANAGEMENT FUNCTIONS:</u> WHAT DOES THE EMPLOYEE KNOW ABOUT THE ROLE OF MANAGEMENT IN A WORK ENVIRONMENT?	<ul style="list-style-type: none"> Is unable to state the name of supervisor, counselor, case manager/sponsor. Often relates needs and problems to inappropriate staff. Demonstrates no comprehension of company policies. (Human Rights, Sexual Harassment, Policy of Informed Consent etc) 	<ul style="list-style-type: none"> Is able to state the name of supervisor, Counselor, Case Manager/sponsor. Rarely relates needs and problems to inappropriate staff. Demonstrates limited comprehension of company policies. (Human Rights, Sexual Harassment, Policy of Informed Consent etc.) 	<ul style="list-style-type: none"> Is able to state the names and either titles or function of management personnel. Relates individual needs and problems <u>only</u> to appropriate staff. Can demonstrate substantial comprehension of company policies. (Human Rights, Sexual Harassment, Policy of Informed Consent)
<u>MOBILITY:</u> WHAT COMPETENCIES DOES THE EMPLOYEE DEMONSTRATE FOR GETTING TO AND AROUND JOB SITES?	<ul style="list-style-type: none"> Requires prompting to get to van on time more than once in five days. Requires extra time at the beginning and ending of workday, breaks and lunch to ensure safety while maneuvering within the worksite. 	<ul style="list-style-type: none"> Requires transportation assistance from RGI. Is prompt for transportation arrangements. Maneuvers within worksite independently, to restrooms, break area, receptionist, offices and exits with reasonable accommodations. 	<ul style="list-style-type: none"> Arranges private transportation to local labor market with assistance. Maneuvers independently in the local community surrounding worksite. Presents workable plan for alternate transportation with assistance. Notifies driver of prearranged absences if applicable. Complies with instruction of driver, if applicable.
<u>PERSONAL APPEARANCE/HYGIENE:</u> HOW OFTEN DO THE EMPLOYEE'S DRESS, HYGIENE AND GROOMING PRACTICES MEET JOB STANDARDS?	<ul style="list-style-type: none"> Demonstrates poor hygiene (body odor, dirty hair and/nails) Frequently wears ill-fitting, dirty, or stained clothing. Frequently wears clothing inappropriate for the weather and/or vocational setting. 	<ul style="list-style-type: none"> Follows suggestions for dress according to RGI Personal Appearances Requirements at least 60% of the time with counseling. Follows suggestions for hygiene and grooming according to RGI Personal Appearance Requirements at least 60% of the time with counseling. 	<ul style="list-style-type: none"> Follows suggestions for dress, hygiene, and grooming according to RGI Personal Appearances Requirements at least 90% of the time with counseling. Wears clothes appropriate for work or activities off-site after counseling.

<p><u>PERSONAL STABILITY:</u> WHAT EFFECT DOES THE EMPLOYEE'S PERSONAL AFFAIRS HAVE ON HIS/HER WORK?</p>	<ul style="list-style-type: none"> • Stops work for personal problems. • Requires intervention from Vocational Services Counselor (VSC) during training times. • Accumulates more than 4 hours per month of unscheduled counseling. • Does not indicate the need for medical attention. • Misses programming for appointments more than once a month. 	<ul style="list-style-type: none"> • Continues working, but may call attention to personal problems. • Limits discussion of complaints to counseling sessions with VSC. • Accumulates less than 4 hours per month of unscheduled counseling with VSC. • Indicates need for medical attention. • Abides by medical prescription and restrictions with reminders. • Defers appointments that interfere with work to less than one a month • Does not clear appointments with supervisor. 	<ul style="list-style-type: none"> • Maintains production rate regardless of personal problems. • Abides by medical prescription and restrictions without reminders. • Defers appointments that interfere with work to less than once a quarter. • Clears appointments with supervisor prior to date of appointment.
<p><u>PUNCTUALITY:</u> HOW AWARE OF AND RESPONSIVE TO THE NECESSITY FOR PROMPTNESS IS THE EMPLOYEE?</p>	<ul style="list-style-type: none"> • Requires prompting to return to the training floor following the bell at least once per week. • Does not notify employer of anticipated tardiness 	<ul style="list-style-type: none"> • Starts work within 60 seconds after the bell rings with reasonable accommodations. • Notifies employer of anticipated tardiness less than 4 out of 5 times. 	<ul style="list-style-type: none"> • Is late no more than 1 time per week for scheduled workday. • Notifies employer of anticipated tardiness 4 out of 5 times.
<p><u>QUALITY:</u> HOW WELL DOES THE EMPLOYEE PERFORM TO CONTRACT SPECIFICATIONS?</p>	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> • Has more than 2 recorded instances of re-work per week. • Requires more than hourly inspections. • Does damage product 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> • Has no more than 2 recorded instances of re-work per week. • Does not damage product. • Requires less than hourly inspection. 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> • Has no more than 1 recorded instance of re-work per week. • Requires less than 2 inspections daily. • Recognizes defective product.
<p><u>QUANTITY:</u> AT WHAT PERCENT OF THE STANDARD PRODUCTION RATE DOES THE EMPLOYEE PRODUCE?</p>	<ul style="list-style-type: none"> • Averages 5% - 10% (wages are not subsidized) of standard production rate. 	<ul style="list-style-type: none"> • Averages 10% - 30% (wages are not subsidized) of standard production rate. 	<ul style="list-style-type: none"> • Averages 31% - 60% of standard production rate.
<p><u>RESPONSE TO SUPERVISION/DIRECTIONS:</u> WHAT VERBAL DEMONSTRATIVE RESPONSES DOES THE EMPLOYEE MAKE TO AUTHORITIES?</p>	<ul style="list-style-type: none"> • Refuses to participate in programming/training at least once a month. • Demonstrates insubordination at least once a month. • Requires regular counseling sessions to follow instructions. 	<ul style="list-style-type: none"> • Complies with directions and/or suggestions with no more than 4 unscheduled counseling sessions per month. Follows instructions of immediate supervisor and counselor. 	<ul style="list-style-type: none"> • Follows staff instructions. • Complies with directions and/or suggestions with no more than 1 unscheduled counseling session per month. • Demonstrates positive reactions to various styles and degrees of supervision.
<p><u>SKILL RETENTION:</u> HOW WELL DOES THE EMPLOYEE RETAIN DIRECTIONS ON LEARNED JOBS?</p>	<ul style="list-style-type: none"> • Requires weekly reminders on previously mastered tasks. • Reacts inappropriately to instructions on the job. • Returns to learned method only after re-training. 	<ul style="list-style-type: none"> • Is able to resume a task after less than 1-week interruption. (May need reminder from supervisor or trainer.) • Reacts appropriately and quickly to instructions on the job. • Returns to learned method after prompting. (May need reminder from supervisor or trainer.) 	<ul style="list-style-type: none"> • Is able to resume a task after 1 week to 1 month interruption. (May need reminder from supervisor or trainer.) • Transfers learned job skills to new tasks. • Asks for or indicates need for explanation when instructions are not understood.
<p><u>SHOP RULES/SAFETY PRACTICES:</u> HOW WELL DOES THE EMPLOYEE CONFORM TO THE RULES, REGULATIONS, AND SAFETY PRACTICES OF WORK SETTINGS?</p>	<ul style="list-style-type: none"> • Required reminders of RGI rules regularly. • Requires weekly (or more) reminders on rules, regulations and safety. • Reacts inappropriately to warnings of potentially hazardous stations. • Engages in risky behaviors that threaten personal safety. (Requires supervision) 	<ul style="list-style-type: none"> • Abides by RGI rules after individual orientation. • Requires less than weekly reminders on rules, regulations, and safety. • Reacts correctly to warnings of potentially hazardous work situations. • Received no more than 1 written observation 	<ul style="list-style-type: none"> • Practices safety to prevent hazardous situations (i.e. wears safety gear). • Reports injuries and seeks personal first aid correctly. • Responds appropriately to all safety signs and drills on site, after training. • Received no written observations for

<p><u>SOCIAL SKILLS:</u> WHAT SPECIFIC SOCIAL COMPETENCIES DOES THE EMPLOYEE DEMONSTRATE AT WORK AND ON BREAKS?</p>	<ul style="list-style-type: none"> Requires prompting to acknowledge greetings and social interactions appropriately. Engages in abusive or disruptive language or actions more than once a month. Engages in behaviors that threaten the human rights of others. (personal space, possessions, etc) 	<p>for safety violations in a quarter.</p> <ul style="list-style-type: none"> Acknowledges greetings and social interactions (nods, smiles, speaks, etc.). Refrains from abusive or disruptive language or action Respects individuals' personal space, possessions, and human rights with counseling. 	<p>safety violations in a quarter.</p> <ul style="list-style-type: none"> Demonstrates appropriate courtesies routinely ("please", "thank you", "excuse me"). Initiates social contacts with co-workers daily. Performs introductions of self, co-workers, and staff with prompting. Respects individuals' privacy.
<p><u>TIME CLOCK:</u> HOW CONSISTENTLY DOES THE EMPLOYEE SELECT AND PUNCH TIME CARDS?</p>	<ul style="list-style-type: none"> Refuses to punch the time card. Requires reminders to punch the time card 50% of the time. 	<ul style="list-style-type: none"> Selects, punches, and replaces own card correctly 8 out of 10 times per week. 	<ul style="list-style-type: none"> Punches consistently and accurately 9 out of 10 times per week.
<p><u>WORK CONSISTENCY:</u> HOW CONSISTENTLY DOES THE EMPLOYEE PRODUCE WHEN ASSIGNED TO THE SAME TASKS?</p>	<ul style="list-style-type: none"> Varies production by 50% or more of his/her average production rate over 10 consecutive days on the same learned task. 	<ul style="list-style-type: none"> Varies production by more than 20% but less than 50% of his/her average production rate over 10 consecutive days on the same learned task. 	<ul style="list-style-type: none"> Varies production by less than 20% of his/her average production rate 10 consecutive days on the same learned task
<p><u>WORK ADJUSTMENT / PRODUCT ACCOUNTABILITY:</u> HOW WELL DOES THE EMPLOYEE MAKE DECISIONS ON THE JOB?</p>	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> Demonstrates poor decisions making skills. Demonstrates impulsive behaviors. Requires prompting to contact supervisor when job can't be done, materials run out, job is finished, or mistake is known after training. 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> Acknowledges responsibility for quality of work on learned jobs. Initiates contact 75% of the time or less with supervisor when job can't be done, materials run out, job is finished, or mistake is known after training. 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> Initiates contact with supervisor when job can't be done, materials run out, job is finished, or mistake is known more than 75% of the time. Offers reasonable solutions to problems that impede production.
<p><u>WORK PRESSURE TOLERANCE/REACTION TO JOB CHANGE:</u> HOW DOES THE EMPLOYEE HANDLE THE EMOTIONAL STRESS OF PRODUCTION DEMANDS?</p>	<ul style="list-style-type: none"> Requires more than hourly assistance with work. Refuses to accept solutions to problems. Demonstrates negative behaviors to job changes. (requires on- going interventions) 	<ul style="list-style-type: none"> Requires less than hourly assistance with work problems and continues working after solution achieved. Accepts job changes, with interventions. 	<ul style="list-style-type: none"> Increases own productivity when prompting is provided to work faster or when higher goals are set. Persists at task in spite of job problems or demands that cause distress.
<p><u>VOCATONAL ACADEMICS:</u> COMPUTATIONS: WHAT WORK-RELATED NUMBER CONCEPTS DOES THE EMPLOYEE USE?</p>	<ul style="list-style-type: none"> Matches up to 3 items to one item Counts up to 10 objects 5 out of 10 times. Unable to match length to sample Counts, reads, and/or writes to 15 with reasonable accommodation. 	<ul style="list-style-type: none"> Matches up to 5 items to one item. Counts up to 10 objects with accuracy. Matches length to sample. Counts, reads, and/or writes to 30 with reasonable accommodation. 	<ul style="list-style-type: none"> Matches sets of 6 digit numbers, letters, and letter and number combinations. Counts up to 30 objects with 100% accuracy. Weights items by whole numbers. Counts, reads, and/or writes to 100 with reasonable accommodation.
<p><u>MONEY HANDLING:</u> HOW INDEPENDENTLY DOES THE EMPLOYEE MANAGE OWN MONEY?</p>	<ul style="list-style-type: none"> Requires assistance with coin/dollar recognition. Unable to demonstrate coin/dollar value. 	<ul style="list-style-type: none"> Carries own money while at work. Responsible for safety of own paycheck. 	<ul style="list-style-type: none"> Names coin and bill denominations up to \$20. States the value of specific coins. Selects coins to operate vending machine on the work site without assistance.
<p><u>PERSONAL INFORMATION / JOB SEEKING SKILLS:</u> WHAT ARE THE EMPLOYEE'S CAPABILITIES IN SEEKING/OBTAINING EMPLOYMENT?</p>	<ul style="list-style-type: none"> Does not carry official ID Card. Does not recognize printed first name. 	<ul style="list-style-type: none"> Shows an official ID card upon request and basic personal information that includes full name, address, birth date. Recognizes own printed name. 	<ul style="list-style-type: none"> Prints or writes own name. States or writes name, address, telephone number, birth date and age.
<p><u>READING COMPREHENSION:</u> HOW WELL DOES THE EMPLOYEE READ WORDS</p>	<p style="text-align: center;"><u>High Supports</u></p> <ul style="list-style-type: none"> Recognizes fewer than 5 word signs found 	<p style="text-align: center;"><u>Moderate Supports</u></p> <ul style="list-style-type: none"> Recognizes at least 5 word signs found on the 	<p style="text-align: center;"><u>Minimal Supports</u></p> <ul style="list-style-type: none"> Reads 25 out of 50 direction words.

ENCOUNTERED IN THE WORK ENVIRONMENT?	<ul style="list-style-type: none"> on the worksite. Recognizes fewer than 9 picture signs found on the worksite. Explains or demonstrates knowledge of less than 10 work-related and/or safety words. 	<ul style="list-style-type: none"> worksite. Recognizes at least 9 picture signs found on the worksite. Explains or demonstrates knowledge of 10-24 work-related and/or safety words. 	<ul style="list-style-type: none"> Explains or demonstrates knowledge of 25 or more work-related and/or safety words.
TELEPHONE: HOW INDEPENDENTLY DOES THE EMPLOYEE PLACE WORK-RELATED TELEPHONE CALLS?	<ul style="list-style-type: none"> Requires one on one assistance when using the telephone. Fails to transmit messages to work site, e.g. reports sickness Does not know home telephone number. 	<ul style="list-style-type: none"> Demonstrates proper use of the parts of the telephone. Reacts appropriately to signals. Summons help using the telephone in an emergency. Transmits message to work site, e.g., reports sickness. Provides home telephone number. 	<ul style="list-style-type: none"> Practices basic telephone courtesy routinely. Dials work and home numbers. Calls 911 in an emergency. Uses a pay phone. Calls directory assistance to obtain a local phone number. Places 3 out of 5 business calls with appropriate courtesies (taxi cab establishments, etc.)
TIME TELLING: WHAT TIME-TELLING SKILLS DOES THE EMPLOYEE USE TO FACILITATE FOLLOWING WORK SCHEDULES?	<ul style="list-style-type: none"> Unable to identify approximate time of day when routine activities occur. Unable to identify 3 non-work days (may include weekends or holidays). Does not demonstrate understanding the concept of personal leave time/holiday. 	<ul style="list-style-type: none"> Identifies approximate time of day when routine activities occur. Identifies 3 non-work days (may include weekends or holidays). Explains concept of personal leave time/holiday. 	<ul style="list-style-type: none"> Names days of the week and workdays. Identifies beginning and ending times for work, breaks, and lunch. Tells and reads time in number form by the hour and half hour.

RE: 6/2005
H/RevisedJRC
Revised by: H. Letourneau
C. Jones 3/2001
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INDIVIDUAL PROGRAM PLAN (IPP)

Name: _____ Program: _____

Sponsor: _____ Plan Date: _____

Vocational Goal: _____

Participant's Section1. What type of employment/training interests you, and what salary and benefits do you expect?_____
_____2. Have you considered how working will affect your benefits? _____3. Are there any accommodations or assistive devices you need to help you be successful in a job? _____4. What do you feel you have to offer an employer (your strengths)? _____

5. If you obtain your desired employment, what would you like to do in six months to a year?

6. What other things are important to you in a job? What gives you satisfaction? _____

7. Functional limitations to employment: (transportation, criminal record, child care, education, disability/physical limitations, work experience, skills, age, availability, driving record, location of employment, etc.) _____

8. Cultural background considerations: _____9. Identified potential health and safety risks in the community: _____

10. Decision to accept or reject such risks: _____11. Education summary: _____

12. Employment summary: _____

Employment and Supportive Services

What type of assistance do you need in order to be successful in meeting your goals?

Transportation	Situational Assessments
Job Coaching	Natural Supports
Training	Integration and Independence
Assistive Technologies	Ancillary Support Services
Job Development	

Support Services and Referrals-indicate referrals with an "R", and services being received with a check.

Case Management	DRS
Family Counseling	Social Activities
Legal	Residential
Substance Abuse	Medical
MR/MH	Transportation
DSS	Children
Financial	
Community Resources to Meet Non-Work Needs	

Other _____

Participant's Responsibilities (Measurable objectives to include strategies):

Action	Date for Action
--------	-----------------

1. _____

2. _____

3. _____

4. _____

RGI's Responsibilities (Measurable objectives to include strategies):

Action	Date for Action
--------	-----------------

1. _____

2. _____

3. _____

4. _____

Participant's Response to Plan:

RGI's Response to Plan:

The following individuals are responsible for implementing the goals listed in the plan and gathering documentation to reflect progress or changes.

I have had the opportunity to assist in preparing this plan and have reviewed it prior to its implementation.

Recipient of Services Signature _____ Date _____

RGI Representative's Signature _____ Date _____

Case Manager's Signature _____ Date _____

Other(s) Signature(s) _____ Date _____

Parent/Guardian Signature _____ Date _____

Six Month Review Date _____

RAPPAHANNOCK GOODWILL INDUSTRIES
PREVOCATIONAL/GROUP SUPPORT/EES (program code)

____ New for ISP year

____ Revision for ISP year

Individual:

Medicaid #:

Provider:

Provider Number:

Employment Specialist:

Start Date:

End Date:

Quarterly Reviews Dates:

Estimated Duration:

Units per Week:

Long Range Vocational Goal(s):

Individual Signature/Date

Team Member Signature/Date

Team Member Signature/Date

Team Member Signature/Date

RAPPAHANNOCK GOODWILL INDUSTRIES
INDIVIDUAL SERVICES PLAN

Name:

Medicaid#:

Date:

Strengths:

Needs/Requests:

Assessment: _____'s Employment Specialist has reviewed his/her annual rehab summary, prevocational functional assessment and information from her previous programs. In addition, _____ has been directly observed in order to formulate this individual service plan.

Medical Status:

Discharge Plan: Upon discharge, the Employment Specialist will complete the "Discharge Summary" form indicating the date and reason for discharge as well the services provided and results of those services, recommendations and referrals if applicable.

Implementation of Program: The following individuals are responsible for implementing the goals listed below and gathering documentation to reflect progress or changes: Employment Specialists and Aides, Supervisors and staff.

Participant Choice/Preference: _____ has expressed a desire to continue training at Rappahannock Goodwill Industries. Based on information obtained from participant interviews, previous performance data, reports and direct observation, _____ would like to focus on the following short-term goals and objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

RAPPAHANNOCK GOODWILL INDUSTRIES
INDIVIDUAL SERVICES PLAN

Individual:

Medicaid #:

ISP Dates:

Assistance/Specialized Supervision Objective (s)	Start Date	Activities/Strategies	Target Date

Staff Signature: _____ Initials: _____

Staff Signature: _____ Initials: _____

Staff Signature: _____ Initials: _____

RAPPAHANNOCK GOODWILL INDUSTRIES
INDIVIDUAL SERVICES PLAN

Training Objectives	Target Date	Activities/Strategies	Mon	Tues	Wed	Thurs	Fri
			Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:
			Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:
			Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:
			Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:
			Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:	Date: _____ _____ _____ Initials:

Codes:

Staff Signature: _____ Initials: _____

Staff Signature: _____ Initials: _____

Staff Signature: _____ Initials: _____

RAPPAHANNOCK GOODWILL INDUSTRIES
INDIVIDUAL SERVICE PLAN
Addendum

_____ **New for ISP Year**

_____ **Revision for ISP Year**

Individual:

Medicaid #:

Provider:

Provider Number:

Employment Specialist:

Start Date:

End Date:

Quarterly Reviews Dates:

Estimated Duration:

Units per Week:

Objective(s)	Target Date	Strategies

Individual Signature/Date

Team Member Signature/Date

RAPPAHANNOCK GOODWILL INDUSTRIES, INC.
1414 CAROLINE STREET
FREDERICKSBURG, VA 22401

PHONE: (540) 371-3070

RAPPAHANNOCK GOODWILL INDUSTRIES' SCHEDULE OF SERVICES

New Rates Effective January 1st, 2008

PROGRAM	RATE PER UNIT	RGI CONTACT
Extended Employment Services – Offsite	\$37.91/Day	Monica Arrigan
Extended Employment Services – Onsite	\$37.91/Day	Monica Arrigan
Group Supported Employment	\$35.84/Unit	Monica Arrigan
Prevocational Services (Regular Intensity)	\$26.45/Unit	Monica Arrigan
Prevocational Services (High Intensity)	\$37.65/Unit	Monica Arrigan
Transportation Door-to-Door (Round Trip)	\$18.23/Trip	Monica Arrigan
Situational Assessment (On-site)	\$65.22/Day	Sherry Davis
SE Situational Assessment (Community Based)	\$58.07/Hour	Sherry Davis
Work Adjustment Training (On-site)	\$65.22/Day	Sherry Davis
SE Job Development Services	\$58.07/Hour	Sherry Davis
Individual SE Placement and Training	\$58.07/Hour	Sherry Davis
JCTS Job Development Services	\$58.07/Hour	Sherry Davis
Individual JCTS Placement and Training	\$58.07/Hour	Sherry Davis
SE Individual Follow Along	\$58.07/Hour	Sherry Davis
SE Enclave Placement and Training	\$67.13/Day	Monica Arrigan
SE Enclave Situational Assessment	\$67.13/Day	Monica Arrigan
SE Enclave	\$67.13/Day	Monica Arrigan

Note: The above rates are subject to change. In most cases factors such as income and work history will most likely be determinates in the decision of eligibility for sponsorship. Private pay is available as well as customized programs.

RAPPAHANNOCK GOODWILL INDUSTRIES, INC.

**GOODWILL INDUSTRIES' PHILOSOPHY
CONCERNING THE PEOPLE WE SERVE**

CAREER DEVELOPMENT

Self-Awareness

Career/Personal Assessment

Career Awareness and Career Exploration

Decision-Making and Planning

CAREER PREPARATION

Support Programs, e.g.

Housing
Transportation
Childcare
Social/Recreational
Healthcare
Family
Spiritual

BASIC SKILLS

Literacy
Numeracy
ESL
GED
Adult Education
Life-Long Learning
Activities of Daily Living/Independent Living
Workplace Literacy

SOCIAL/LIFE SKILLS

Attitude Skills
Behavioral
Communication
Critical Thinking
Motivation Skills
Personal/Social Skills
Citizenship
Family
Leisure
Self-Presentation
Life Management Skills
Use of Community Resources

EMPLOYMENT

Work Experience
On-The-Job Training
Apprenticeships
Technical-Skills Training
Entrepreneurial Training
Job-Search Skills/Placement

**Employment and/or Other
Desired Outcome**



