CALIFORNIA COMMUNITY COLLEGES
AND
SAN DIEGO
COMMUNITY COLLEGE DISTRICT

#458-86-01
### Job-Oriented Basic Skills Development Program

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**PROJECT DIRECTOR**

Wendy O'Hara

**PROPOSAL DESCRIPTION**

In 1984, Fund for Instructional Improvement grant was made to this school to develop a means to bring classroom remediation into the home to maximize the potential of learning disabled and other handicapped students to learn prevocational skills (456-84-01). This project has been successful and 80 percent of the participating students were placed in work experience programs. However, it has been found that a serious impediment to the success of the students has been the reluctance on the part of their parents or other care providers to allow the students to fully participate. This project will seek to demonstrate to the parents/providers how they can be most effective in supporting the students in seeking and maintaining gainful employment through in-home counseling and instruction.
San Diego Community College District

Job-Oriented Basic Skills Development Program

The research, development and implementation of an in-home program designed to develop/remediate independent living and job-related skills. The program will focus on bringing classroom remediation into the home to solidify prevocational learning and maximize the potential of Learning Disabled, and other handicapped students. This will provide otherwise unqualified students with necessary skills to successfully enter a work experience program; a vocational training program to obtain entry-level employment. In addition, the in-home program will help students to become more independent in the community and living environment.
Job-Oriented Basic Skills Development Program

1. Specific Educational Program Being Addressed

PROJECT DESCRIPTION

To date, there has been no interdisciplinary or interinstructional program between home and school for Learning Disabled or handicapped students. Assessment of the prevocational program and students' needs indicate that we must have closer contact with the home/parents. These contacts will solidify prevocational learning and maximize the potential of the Learning Disabled, and other handicapped students. Most of the handicapped students we serve live at home with their parents or in a supervised setting. Parents/caretakers can be the most effective supporters of the program goals and can provide on-target information about their son/daughter. Because parent/caretakers of adult handicapped students continue to be the major decision makers in the areas of the vocation and independent living, the primary objective of the proposal is to make home visits.

1. Home visits provide insight and information about the total family picture. They provide the most comfortable environment for the parents to share their concerns about their son/daughter.

2. Home visit counselors will perform an advocate role for/with parents in meeting with San Diego Regional Center, Social Security and the Association for the Retarded. In addition, will teach parents to become advocates for their son/daughter.

3. Visiting parents bring classroom goals into the home environment so parents become more effective teachers at home (i.e. opening bank accounts, paying monthly bills, purchasing personal items and use of leisure time).

4. Home visits also help parents to rekindle their desire to become reinvolved in their son/daughter's move toward independence.
The proposal includes two home visit counselors who will make these visits for a total of 9.6 hours per week. This pilot project will provide information, documentation and statistics which will determine necessity for ongoing home visits.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

1. Parents/caretakers of Learning Disabled students tend not to see or understand the need for greater independence for their adult son/daughter. Many of the possible gains made in school programming are lost because there is no carry over at home. The home visit counselors will bring classroom programming into the home and suggest activities that will support and reinforce in-school learning goals.

2. Parents/caretakers are unaware of program and services available that would foster their son/daughter's independence. The home visit counselors will act as advocate for the handicapped student and teach parents how to use the agencies' services and systems available.

3. Parents/caretakers of handicapped students are unaware of their son/daughter's skills and abilities. In-school programming and assessment offer a clear picture of the student's capabilities and skill levels; the home visit counselors will share assessment results and discuss with parents the skill level in various areas.

4. Parents/caretakers of adult handicapped students fail to see the advantages of involvement in programming. The home visit counselors will help parents rekindle their desire to become involved in their son/daughter's move toward independence.
3. Population To Be Served

POPULATION SERVED

These are developmentally disabled limited learners in special education classes on the premises of the San Diego Community College District. The program would include two home visit counselors who will make visits to the homes of these students. These visits will total 9.6 hours per week. The pilot project will provide information, documentation and statistics which will determine the necessity for ongoing home visits.
4. Objectives

OBJECTIVES

1. The home visit counselors will set up a checklist with the parent and student to measure progress of home independence in the following areas:
   
   A. hygiene and grooming
   B. money skills
   C. mobility/transportation
   D. independent homemaking skills

2. The home visit counselors will promote decision making in reference to an appropriate independent living arrangement for the student:
   
   A. more independence at home
   B. move to group home
   C. move to cluster apartments
   D. move into community with support service
   E. move into community independently

3. The home visit counselors will provide the parent and student with a list of services and agencies that serve the developmentally disabled student. The counselors will give the parents and student an overview of the services offered, and pinpoint those that meet the needs of the son/daughter.

4. The home visit counselors will promote decision making in reference to vocation that would be appropriate for each student.
   
   A. continue in-class learning with carry-over learning at home
   B. work experience on campus
   C. work experience off campus
   D. job training through support services program
   E. contact with agency to help find full time job
   F. full time employment

This project will be for the 1986/1987 fiscal year. Each of the four objective areas will be covered in two home visits, making a total of eight visits per family. Additional home visits may be required to promote growth. Each home visit will cost approximately:

$20.00  nonclassroom hourly
4.00    mileage
8.00    instructional supplies
5. Workplan Narrative

ACTIVITIES

Two home visit counselors will make home visits for a total of 9.6 hours per week.

1. The home visit counselors will provide a checklist to the parent/caretakers for each student covering: (the assessment will be *The Parent Guardian Inventory*) (see appendix A)
   
   A. hygiene and grooming
   B. money skills
   C. mobility/transportation

2. The home visit counselors will provide a list of residential services throughout the San Diego area and will discuss advantages of each on an individual basis.

3. The home visit counselors will provide a list of related services throughout the San Diego area using the *Directions, Directory of Health and Human Care Service Agencies in San Diego County*, and *Access San Diego*, the *Developmental Disabilities Life Needs Guidebook* and other appropriate materials on an individual basis. (See Appendix A.)

4. The home visit counselors will assess student vocational needs in consort with the classroom teacher using the *Social and Prevocational Information Battery* and the *Progress Assessment Chart of Social and Personal Development Form 2*. (see appendix A)

Documentation of the pilot project will include statistical data on each student's progress within each of the four stated objectives. Pre and post tests will be done on each student using the *Progress Assessment Chart of Social and Personal Development Form 2* and the *Social and Prevocational Information Battery Form T*. 
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

1. Vocational counselors on campus, counselors through the Department of Vocational Rehabilitation, counselors at the Regional Center and counselors with the Resource Center for the Handicapped, that work with the developmentally disabled students work with the home visit counselors helping the students find job training or full time employment.

2. Continued support will be requested through the San Diego Community Colleges Resource Center for the Handicapped, and/or the San Diego Community College Foundation, Inc.

3. Other Community College Districts throughout California that serve Developmentally Disabled Students could adapt this project for use in their prevocational and vocational programs.
7. Evaluation Plan

EVALUATION PLAN

The outcome of the project will be documented and will include statistical data on each students’ progress within the four stated objectives. Methods to collect data will be pre and post tests given each student using the Social and Prevocational Information Battery Form T and Progress Assessment Chart-of Social and Personal-Development Form 2. In addition a checklist will be done on the initial home visit entitled The Parent/Guardian Inventory.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

Documentation of this pilot project will be kept on file at the San Diego Community College Resource Center for the Handicapped and with San Diego Community College District Foundation. Copies will be sent to any other Community Colleges within California that are interested in the results of the project. In addition a copy will be sent to the Chancellor's Office of the California Community College to be disseminated to all interested parties.
BUDGET SUMMARY

The proposal includes two home visit counselors who will make these visits for a total of 9.6 hours per week at the nonclassroom hourly rate of $20.00 per hour. Funding is for the 1986/1987 academic year.

Supplies will include checklists for each of the areas covered in objective one (i.e. hygiene and grooming, money skills, etc.). Funds for books will include books and materials that students are working on in the prevocational class that need to be worked on at home. Funds will be set up in a budget to be used as needed on an individual basis.

Other direct expenses will be for mileage for each home visit. Funds are based on an approximate of twenty mile round trip, actual mileage on a weekly basis.

The sum of $1,000.00 of in-kind salary contribution will be provided by the San Diego Community College District to cover administration by Dean Rodgers Smith at the East San Diego Continuing Education Center and project coordination by Acting Associate Dean Judith Brae at the Resource Center for Disabled Students.