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Employment Programs for Individuals with Disabilities: Reducing Poverty in America?

Theo
Liebmann and
Ann Peters

The passage of the Americans with Disabilities Act (ADA) focused attention on the more than 43 million individuals in the United States with disabilities.¹ The ADA, which prohibits employers from limiting the opportunities of an individual with a disability, is legislation that should significantly improve the status of people with disabilities.² Research conducted during the passage of the ADA indicated that, on average, people with work disabilities have lower incomes than those with no such disabilities.³ One study determined that almost three out of ten people with a work disability live below the poverty line.⁴ In comparison, only one out of ten individuals without a work disability is similarly situated.⁵ The research concluded that approximately 76 percent of individuals with no work disabilities had an income at least twice the poverty line, while only 47.9 percent of individuals with work disabilities lived at a comparable income level.⁶

These statistics serve as an introduction to the array of difficulties faced by individuals with disabilities who are poor in America. As they try to improve their economic situation,

people with disabilities face multiple barriers in obtaining employment and in remaining employed after the initial hiring. One study indicated that for all people under age 65, disabled Americans as a group have the fewest people in the workforce — only one-third of these individuals between the age of 16 and 64 are working. Approximately ten percent work part time, and only 25 percent work full time.⁷

This article explores different philosophies and programs aimed at providing employment opportunities for people with disabilities. It examines both the advantages and limitations of these programs. First, it examines Supported Employment programs. Next, it details a private corporate effort to provide for employment training opportunities high school students with disabilities. Lastly, the article describes innovative private transitional work efforts.

As the article illustrates, there are a wide array of innovative programs. Despite these programs, however, the number of people with disabilities who are unemployed remains high. Two out of three Americans with disabilities are not working; yet, two out of

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three want to work.⁸ Of the 13.4 million Americans with a work disability,⁹ only 31.6 percent are in the labor force.¹⁰ The median annual income for individuals with a work disability in 1987 was 6,319 dollars compared with 14,354 dollars for people without a work disability.¹¹ Each of the programs in this article attempts to change these statistics to provide greater employment opportunities for people with disabilities.

**A Historical Perspective:
From Sheltered Workshops to
Supported Employment**

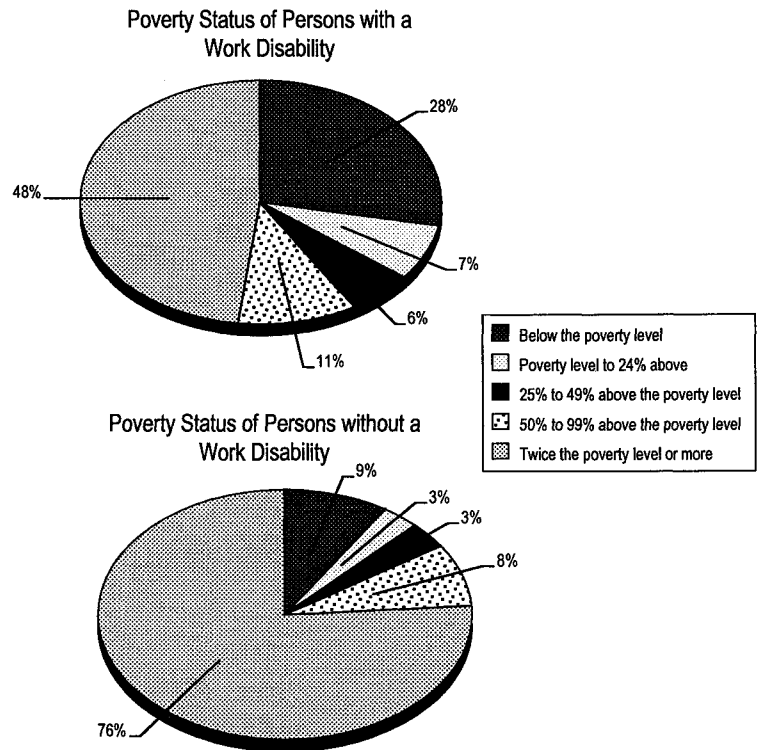
Sheltered Workshops

One of the earliest approaches to providing employment opportunities for people with disabilities was sheltered workshops.¹² Beginning at the turn of the century, sheltered workshops grouped people with disabilities together in protected environments to produce certain goods. Popular in the 1950s and 1960s, these workshops served as substitutes for employment in conventional job markets. They remain a source of employment for people with disabilities today, employing approximately one-quarter of a million individuals in more than 5,000 workshops.¹³

Service providers in recent years have criticized the sheltered workshop model for several reasons, including the fact that the programs dictated working conditions and skills training without considering people's abilities.¹⁴ In sheltered workshops, a participant is labeled based on a characteristic, such as IQ level or physical disability. Individuals are then grouped according to their disability, such as mental retardation, and given specific structured tasks. Participants in sheltered workshops also have limited economic opportunities. People in sheltered workshops may earn a subminimum wage due to Department of Labor waivers given to employers who pay their employees according to their productivity.¹⁵

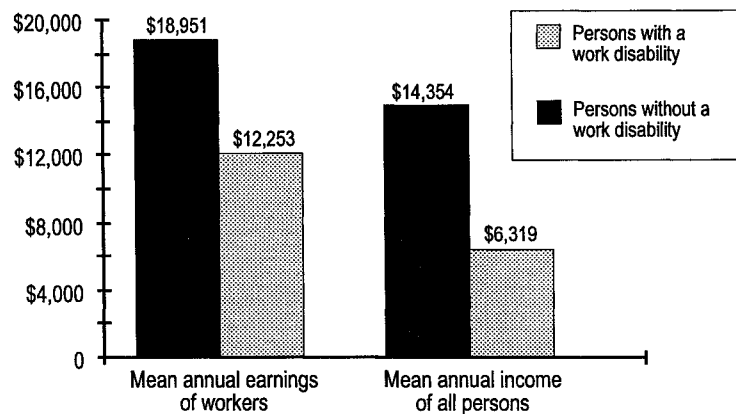
Additionally, sheltered workshops may suffer from economic downturns. According to Mary Jo Snell, Director of AVATRAC, a comprehensive employment service program

CHART 1: POVERTY STATUS AND WORK DISABILITY (1987)



SOURCE: NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH, CHARTBOOK ON WORK DISABILITY IN THE UNITED STATES 41 (1991). Graphics created by *Journal* staff.

CHART 2: INCOME, EARNINGS AND WORK DISABILITY (1987)



SOURCE: NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH, CHARTBOOK ON WORK DISABILITY IN THE UNITED STATES 39, 40 (1991). Graphics created by *Journal* staff.

in Aurora, Colorado, "The workshop business is a feast or famine business. You could lose a 100,000 dollar contract overnight."¹⁶ Loss of a contract could require liquidation of equipment and the need to enter a different type of business for the workshop.

The Rise of Supported Employment

Dissatisfaction with sheltered workshop programs led to the expanded development in the mid-1980s of Supported Employment Programs (SEPs). According to Dale DiLeo, Director of the Training Resource Network, the philosophy behind SEPs is to "work toward employing people with disabilities regardless of their level of disability."¹⁷ SEPs assist clients in initial job placement and provide assistance throughout the employment process. In addition to placing individuals with disabilities in a job, SEPs also empower clients to select the types of jobs they feel match their abilities and interests. Ideally they lead to more advanced job opportunities for people with disabilities.¹⁸

One significant improvement SEPs have over sheltered workshops is their presumption of employability of the individual with a disability. In addition, SEPs attempt to place individuals into mainstream employment opportunities rather than segregating them.¹⁹ According to the Rehabilitation Research and Training Center at Virginia Commonwealth University, the rapid growth of supported employment services has been fueled by the efforts of consumer and advocacy groups and the changing attitudes about people with disabilities in the workforce.²⁰ The Center determined that state vocational rehabilitation systems identified 74,657 individuals in supported employment programs for fiscal year 1990.²¹

Typically, a person enters an SEP after receiving a referral from parents, counselors or friends. The SEP then sends the client to an area employer, and trains them at the job site where they will eventually be placed in a paid employment position. In this process, SEP clients benefit from the assistance of a job coach. When SEP clients begin on-site training, they are accompanied by job coaches, who may be provided by the SEP

office, employers, or local organizations that work with people with disabilities. The job coach acts as a coworker, supervisor, teacher, and counselor for the client. The coach accompanies the client to work and meets coworkers and supervisors. Together the coach and client learn the duties of the job.²²

After the initial employment period, the coach continues to work side-by-side with the client until the client can perform the job independently. The coach gradually decreases the amount of time spent with the client at the job site, until the client is independent and supervised solely by the employer. The coach continues to visit the site twice per month to ensure that there are no problems. Employers can call the coaches if difficulties arise between the bimonthly visits.²³

Bridges: Training Opportunities for High School Students

High school students with disabilities in five areas around the nation are involved in Bridges, a program to help them connect their education with their employment potential. Bridges was established in 1989 by the Marriott Foundation for People with Disabilities. The purpose of Bridges is to encourage individuals with disabilities to learn job skills early in their adult lives. The reason for Bridges' unique emphasis is that the transition from school to work is an important determinant in whether a person with disabilities will become employed and whether the degree of unemployment among people with disabilities will remain high.²⁴

Students who participate in Bridges undergo internships in which students are paid by employers during their last year of high school. Employers pay students a competitive wage, ranging from \$3.35 to \$10.55 per hour. Bridges participants work as bank tellers, secretaries, cashiers, security guards, and child care assistants. The Marriott Foundation believes these internships will encourage students to continue working on a full-time basis after graduation or at least gain important employment skills they can use after additional education.²⁵

Since the Marriott Foundation launched the pilot Bridges program in 1989 in Mont-

The philosophy behind Supported Employment Programs is to "work toward employing people with disabilities regardless of their level of disability."

gomery County, Maryland, the program has expanded to Chicago, Illinois; San Francisco, California; Washington, D.C.; and Los Angeles, California. The budget for Bridges is 2.2 million dollars, which includes funding from the Marriott Foundation and from other foundations and government grants.²⁶

The program's core philosophy is an innovative approach to securing employment for students with disabilities. The program is employer-driven, focusing on the specific needs of the businesses that employ the students. In addition, the program concentrates on what the students can do and avoids focusing on their disabilities. According to Mark Donovan, Director of the Marriott Foundation for People with Disabilities, the students' disabilities become irrelevant and they perform the work for which they were hired. In addition to securing job opportunities for the students, the program provides training for managers and coworkers so that they will not use stereotypes when working with people with disabilities.²⁷

Of the 754 students who entered Bridges through 1992, approximately 89 percent were placed in internships, and 83 to 85 percent successfully completed the program. A majority of those students were offered jobs at their worksites. In 1993, more than 500 students will participate in Bridges.²⁸

Bridges enrolls students from diverse backgrounds, who are representative of the area public high schools from which most are selected. While each program has a primary goal of providing employment for these students, each also attempts to adapt to the specific needs of the individual communities. In Montgomery County, encompassing numerous suburbs outside of Washington, D.C., an important focus of the program is overcoming societal obstacles arising from disabilities, such as community prejudices and stereotypes against people with disabilities. In Chicago, with a high participation of students from inner-city high schools, the program focuses on other issues related to the students' living situation, including gang violence, low family incomes, and family disruptions. Despite these obstacles, approximately 86 percent of Chicago students were

Inside a Transitional Employment Program: Green Door

Issac Jacobs is a 58-year old mailroom assistant at the law firm of Baker and McKenzie. He did not work until eight years ago, when he received his first opportunity for employment through the Green Door program in Washington, D.C., an organization that works with people who have chronic mental illnesses.

"The support I got from Green Door really made me feel less nervous about working," says Jacobs. "I finally felt comfortable asking for a job."

Green Door's three-step program secures permanent employment for members with minimal involvement from job coaches. The Green Door program reflects a move toward reducing the influence of job coaches in a member's work environment. While job coaching is often necessary early on, Green Door and many other programs maintain that job coaches can be barriers to a member's individual growth because their very presence stigmatizes a client.

As the first step in Green Door's program, members work at Green Door itself. Members essentially run the program's day-to-day operations, according to Judith Johnson, Green Door's executive director for the past eight years.

"Our members answer the phones, make the meals, do faxing and deliveries, and run the coffee shop," Johnson says. "Once a member has developed the necessary pre-vocational skills — such as punctuality and following directions — he's ready to start our second step, transitional employment."

In the second step members of Green Door work for six months with an outside employer. Green Door secures the job, and a staff member accompanies the employee to work until she can handle the work on her own. As an added incentive for employers, Green Door guarantees that if an employee cannot make it to work or cannot complete the six month period, a Green Door staff member will take her place. In addition, once the six month period is complete, Green Door provides the employer with a new worker. Green Door essentially ensures that someone will work in a particular position regardless of whether the employee is absent from work.

Members of Green Door usually complete three or four transitional jobs. They sample different kinds of jobs and build their resumés. Once a member chooses the kind of employment she would like to pursue, Green Door helps her to obtain independent employment — the third step in Green Door's process. At this level, the positions are usually permanent, and job coaches rarely accompany members.

continued on page 137

The best way to assure that Bridges will be ongoing is to root it in the community.

offered ongoing employment after their internships ended.²⁹

The Marriott Foundation also works with local organizations, whose members visit schools to describe the program to students with disabilities. The students, however, must take the initiative to apply for Bridges. Currently, approximately twice as many students apply for Bridges as the program can afford to accept. If funding were available, Bridges would expand at a rate of one city per year and provide opportunities for employment or basic work skills prior to a student's final year of high school.³⁰

In areas where the Marriott Foundation cannot provide funding for new programs based on the Bridges model, the Foundation seeks to replicate the program by offering technical assistance. The programs which the Marriott Foundation funds operate under a five year plan, with the Foundation providing less money each year in order to allow the programs to become more rooted in the communities and find funding sources in their area. According to Donovan, "[T]he best way to assure that [Bridges] will be ongoing is to root it in the community."³¹

Transitional Work Opportunities

Fountain House

Fountain House, founded in 1957 in New York, provides transitional work opportunities for people with psychiatric disabilities. The program enables people with disabilities to enter the workforce for a short period of time, usually six months, in an effort to help them gain work experience and self-esteem. Transitional employment programs that use Fountain House principles address problems faced by many psychiatric patients, including a history of unemployment, lack of self-confidence, and job failure.³² In 1991, approximately 137 facilities operated transitional employment programs nationwide, involving 559 individual employers who offered 1,440 jobs.³³ The New York City participants in Fountain House were paid at rates ranging from the minimum wage to ten dollars an hour.³⁴ They were employed by

law firms, advertising agencies, banks, the Bronx Zoo, a nursing home, a hardware store, and the Natural Resources Defense Council.³⁵

The Fountain House model offers several benefits to its clients including an opportunity to gain exposure to different work environments and the ability to increase their work experience. Clients are guaranteed jobs, with the understanding that if they fail, they have ample opportunities to try again. Fountain House also provides all the necessary training for these jobs. For many, particularly those recently released from institutions, work experience will be critical in obtaining a permanent job.

However, the Fountain House model offers only one step in this process, and in some ways clients may not be supported as well as they should be. For example, employers are prohibited from using Fountain House as a way to hire full-time workers, so clients cannot use this as a means to secure full-time, permanent employment. In addition, clients do not receive company-mandated benefits such as vacation days, pension contributions, or medical insurance.

The Resource Partner

Employers have also been developing programs that encourage the hiring of people with disabilities. The Resource Partner, a nonprofit group sponsored and operated by a coalition of employers in Massachusetts, placed more than 200 people with disabilities last year and more than 1,700 since its inception in 1978.³⁶ It was founded by the Electronic Industry Association, a trade group located in Washington, D.C. The Resource Partner currently has more than 100 employer-members and compiles a job listing of thousands of jobs.³⁷ In addition to aiding employees, the organization offers assistance to employers. It provides technical resources, accommodation expertise, and referrals while also addressing stereotypes about the disabled. Steve Sheftakosky, Director of the Resource Partner, describes his organization as "one stop shopping for employers."³⁸

The Resource Partner is one of 113 similar Projects With Industry³⁹ programs

nationwide that receive federal funding. Projects with Industry began in 1973 as part of the Rehabilitation Act,⁴⁰ and was designed to develop "cooperative arrangements between rehabilitation organizations and private employers in building competitive employment placement programs for persons with disabilities."⁴¹ In fiscal year 1991, Projects With Industry served 23,915 persons with disabilities with funding of 19.45 million dollars.⁴² Seventy-two percent of these individuals had severe disabilities, and those placed by the program improved their earnings by an average of 186 dollars per month.⁴³ Twenty-two percent of these individuals had been receiving Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI).⁴⁴

The Resource Partner and similar programs have been successful in providing jobs to people with disabilities who might not otherwise obtain employment. More than one-half of the clients coming to the Resource Partner had been unemployed for more than six months before entering the program, and nearly all were unemployed the week before.⁴⁵ The average annual earnings for program participants is approximately 14,000 dollars per year.⁴⁶ This is a significant improvement over their previous earnings, and is the first step to further employment opportunities.

Prospects for the Future

This article has only touched on a few of the numerous programs designed to aid people with disabilities secure job training and employment. While several of these programs attempt to increase wages earned by people with disabilities, significant efforts are still needed to enable people with disabilities to live above the poverty line. Such programs, along with the ADA, are a few of the efforts that offer hope that employers will be more accommodating and accepting of employees with disabilities. By using the programs discussed as blueprints for the future, opportunities exist for creating benefits for people with disabilities and for employers.

Green Door (continued from page 135)

Keenan Bradshaw, the transitional employment coordinator at Green Door, points out that the three step process serves two important functions. "Our members have the chance during the transitional employment step to really find what kind of job suits them. And then when they get to independent employment, they are confident enough that we don't need to burden them with a job coach." Jacobs echoes these sentiments, "I really built my confidence when I did my transitional employment. I loved the feeling of responsibility that I got."

Enrollment in Green Door leads to improved economic conditions for the clients. Green Door members range in age from 20 to 70, with most of those involved in the program in their 30s. All 240 members lived below the poverty line before finding permanent employment and most had been living on the 437 dollars per month they received from Supplemental Security Income (SSI). Initially, when members are in the transitional employment stage, the average wage is seven dollars an hour.

The 12 to 15 members who have completed all three steps in Green Door's program and have secured permanent employment now earn, on average, 16,000 dollars per year. This is more than twice the federal poverty line of 6,970 dollars per year for a single individual.

The amount of money the government saves when an individual with disability secures permanent employment is difficult to calculate, but once a member finds a job, she pays taxes and no longer receives SSI benefits. In addition, some service providers believe that without jobs many of Green Door's members would stay at St. Elizabeth's Hospital in Washington, D.C., at a cost of approximately 90,000 dollars per year per person.

Green Door's program may save the government money, but its real achievement lies in securing employment for a population that has traditionally been discriminated against in the workplace. Green Door still has a great deal of work to do. For the majority of Green Door's members, SSI and Social Security Disability Insurance (SSDI) remain their only sources of income.

For Issac Jacobs, Green Door has restored his confidence and helped him to support himself. "It is so nice to finally be employed. I feel good about myself, and work is something for me to look forward to." Then Jacobs laughs, "And the money sure is nice, too!"

SOURCE: Interviews conducted at Green Door, March 1993.

For More Information: Organizations

1. Job Accommodation Network (JAN)

A toll free service which provides information to employers and current and future employees about options for people with disabilities, particularly in relation to the Americans with Disabilities Act. A service of the President's Committee on Employment of People with Disabilities.

West Virginia University
809 Allen Hall
Morgantown, WV 26506-6123
(800) 526-7234 (voice and TDD)
(800) 526-4698 (in West Virginia)

2. The Whole Community Catalogue

A project of Communitas, Inc., the Whole Community Catalogue shares ideas, possibilities and resources concerning the full inclusion of children and adults with disabilities into community life.

The Whole Community Catalogue
c/o Communitas, Inc.
185 Pine Street, #002
Manchester, CT 06045

3. World Institute on Disability

World Institute on Disability
510 Sixteenth Street, Suite 100
Oakland, CA 94612-1502
(510) 763-4100

4. Rehabilitation Research and Training Center on Supported Employment

Rehabilitation Research and
Training Center on Supported Employment
Virginia Commonwealth University
Richmond, VA 23284-2011
(804) 367-1851

5. Training Resource Network

Dale DiLeo, director
Training Resource Network
316 St. George Street
St. Augustine, FL 32084
(904) 823-9800

6. Marriott Foundation for People with Disabilities: Bridges Program

Mark Donovan, Director
Marriott Foundation for People with Disabilities
Marriott Drive
Washington, DC 20058
(301) 380-7771

NOTES

*The authors would like to thank Laura Lazarus for her assistance. Laura Lazarus is a 1994 J.D. candidate at GULC.

¹ Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 (1990). Under the ADA, a person is protected if the individual has a disability that falls within one of three categories. The law defines "disability" as: (1) a physical or mental impairment that substantially limits one or more of the major life activities of the individual, (2) a record of such impairment, (3) or being regarded as having such an impairment. "Major life activities" include caring for one's self, performing manual tasks, breathing, hearing, walking, learning and working.

² The Equal Employment Opportunity Commission provided at least one calculation in 1991 that the total annual benefit of Title I of the ADA could be more than \$402 million. THE AMERICANS WITH DISABILITIES ACT: FROM POLICY TO PRACTICE xxiv (Jane West ed., 1991) [hereinafter POLICY TO PRACTICE]. The calculation includes the value of productivity gains brought to the marketplace by individuals with disabilities, decreased support payments to persons with disabilities, and increased taxes generated by these workers. Editor Jane West points out that one author postulates that if the ADA eliminated all job-related disabilities, about ten billion dollars in earnings of individuals with disabilities who already are working could be added to the national income per year. *Id.*

³ NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH, CHARTBOOK ON WORK DISABILITY IN THE UNITED STATES 41 (1991) [hereinafter CHARTBOOK]. The National Institute on Disability and Rehabilitation Research defines people with a work disability as individuals who are of working age and who are limited in their ability to work. *Id.* at v. The institute calculates that there are 13.4 million Americans with a work disability. *Id.* Note that the relevant numbers may differ because the CHARTBOOK uses a slightly different definition than the ADA.

⁴ *Id.* at 41. Currently, the poverty line is \$6,970 for an individual and \$14,350 for a family of four in the District of Columbia and all states, except Alaska and Hawaii where the guideline is slightly higher. 58 Fed. Reg. 8,287 (1993).

⁵ CHARTBOOK, *supra* note 3, at 41.

⁶ *Id.*

⁷ WORLD INSTITUTE ON DISABILITY, JUST LIKE EVERYONE ELSE 11 (1992) (citing Louis Harris poll, 1986). Note: the pool of disabled Americans polled may represent a different percentage than the number represented by the ADA.

⁸ *Id.*; THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF PEOPLE WITH DISABILITIES, JOB ACCOMMODATION NETWORK, FACTS ABOUT DISABILITY 1 (1992).

⁹ CHARTBOOK, *supra* note 3, at v.

¹⁰ *Id.* at 25.

¹¹ *Id.* at 40. The difference is even more pronounced when comparisons are made along gender lines. The median annual income for women with work disabilities is \$4,813 compared with \$9,722 for women without work disabilities. For men with work disabilities, the median annual income is \$8,616 compared with \$20,792 for men without work disabilities. *Id.*

¹² Interview with Dennis Harkins, Director of the Developmental Disability Office in Madison, Wisconsin (Jan. 1993) [hereinafter Harkins Interview]. See also POLICY TO PRACTICE, *supra* note 2, at 119-120. In his article *Employment Strategies for People with Disabilities: A Prescription for Change*, author Paul G. Hearne describes sheltered workshops as "one of the oldest and most problematic programs to employ persons with disabilities." *Id.* at 119.

¹³ POLICY TO PRACTICE, *supra* note 2, at 120.

¹⁴ Harkins' summary of the move from sheltered workshops to supported employment was echoed by several other service providers spoken with in the course of preparing this article. Interview with Mary Jo Snell, Director of AVATRAC, Aurora, Colorado (Jan. 1993) [hereinafter Snell Interview]; Interview with Wendy Wood, Executive Director, Association for Persons in Supported Employment (Jan. 1993).

¹⁵ POLICY TO PRACTICE, *supra* note 2, at 120. The Department of Labor certifies the public or nonprofit organization running the sheltered workshop to pay the subminimum wages to "persons with diminished earning capacity." *Id.*

¹⁶ Snell Interview, *supra* note 14.

¹⁷ REHABILITATION RESEARCH AND TRAINING CENTER, VIRGINIA COMMONWEALTH UNIVERSITY, ACHIEVEMENTS AND CHALLENGES: A FIVE-YEAR REPORT ON THE STATUS OF THE NATIONAL SUPPORTED EMPLOYMENT INITIATIVE 1986-1990 (Apr. 1992) [hereinafter FIVE-YEAR REPORT]; Interview with Dale DiLeo, director of Training Resource Network, St. Augustine, Florida (Jan. 1993) [hereinafter DiLeo Interview]. Since 1987, Supported Employment programs have been eligible for modest federal support. POLICY TO PRACTICE, *supra* note 2, at 122.

¹⁸ DiLeo Interview, *supra* note 17; Snell Interview, *supra* note 14.

¹⁹ DiLeo Interview, *supra* note 17.

²⁰ FIVE-YEAR REPORT, *supra* note 17, at 2.

²¹ *Id.* at 9. The Center defined individuals in Supported Employment programs as those individuals who were employed during FY 1990 and received either time-limited transitional employment services or extended services in accordance with Title VI-C of the Rehabilitation Act of 1987. Title VI-C made formula grants available to vocational rehabilitation agencies in all states and the District of Columbia for the provision of Supported Employment services. *Id.* at 2. These figures may reveal only a portion of participants nationwide because several states were not able to provide complete statistics. *Id.* at 9.

²² DiLeo Interview, *supra* note 17.

For More Information: Publications

1. G. THOMAS BELLAMY ET AL., MENTAL RETARDATION PROGRAMS IN SHELTERED WORKSHOP AND DAY ACTIVITY PROGRAMS: CONSUMER OUTCOMES AND POLICY ALTERNATIVES (1982) (paper presented at the National Working Conference on Vocational Services. Madison, WI.).
2. BETH MOUNT, PERSONAL FUTURES PLANNING: PROMISES AND PRECAUTIONS, REFLECTIONS ON THE BENEFITS AND LIMITATIONS OF PERSONAL FUTURES PLANNING: TOWARD EFFECTIVE PERSON CENTERED DEVELOPMENT PROJECTS (1992). Available from Graphics Futures, 25 West 81st Street, 16-B, NY, NY 10024 (212) 362-9492.
3. BETH MOUNT, PERSON-CENTERED PLANNING: A SOURCEBOOK OF VALUES, IDEALS, AND METHODS TO ENCOURAGE PERSON-CENTERED DEVELOPMENT, (1991). Available from Graphics Futures.
4. CRITICAL ISSUES IN THE LIVES OF PEOPLE WITH SEVERE DISABILITIES (Myer, Peck, & Brown, eds., 1991). Published by Paul H. Brookes, Baltimore, MD.
5. MICHAEL W. SMULL & G. THOMAS BELLAMY, COMMUNITY SERVICES FOR ADULTS WITH DISABILITIES: POLICY CHALLENGES IN THE EMERGING SUPPORT PARADIGM (1989) (based in part on a paper, *Crisis in the Community*, by Smull). Distributed by the National Association of State Mental Retardation Program Directors, Alexandria, VA.
6. G. THOMAS BELLAMY & R.H. HORNER, *Beyond High School: Residential and Employment Options After High School*, in SYSTEMATIC INSTRUCTION OF THE MODERATELY AND SEVERELY HANDICAPPED (M.E. Snell, ed., 3rd ed. 1988). Published by Charles E. Merrill, Columbus, OH.
7. G. THOMAS BELLAMY ET AL., SUPPORTED EMPLOYMENT: A COMMUNITY IMPLEMENTATION GUIDE (1987). Published by Paul H. Brookes, Baltimore, MD.
8. J. NISBET & M. CALLAHAN, *Achieving Success in Integrated Workplaces: Critical Elements in Assisting Persons with Severe Disabilities*, in COMMUNITY INTEGRATION FOR PEOPLE WITH SEVERE DISABILITIES (1987).
9. J.H. Noble, Jr., The Benefits and Costs of Supported Employment for People with Mental Illness and with Traumatic Brain Injury in New York State (1991). Available from The Research Foundation of the State University of New York, Amherst.
10. WORLD INSTITUTE ON DISABILITY, JUST LIKE EVERYONE ELSE (1992). This publication offers statistics, stories about people with disabilities, and an extensive resource list. Send \$5 per copy (\$3.50 per copy for two or more) to World Institute on Disability, 510 16th Street, Suite 100, Oakland, CA 94612.

²³ *Id.*

²⁴ Interview with Mark Donovan, Director of the Marriott Foundation for People with Disabilities (Jan. 1993).

²⁵ *Id.*

²⁶ *Id.*

²⁷ *Id.*

²⁸ *Id.*

²⁹ *Id.*

³⁰ *Id.*

³¹ *Id.*

³² FOUNTAIN HOUSE, ESSENTIAL CHARACTERISTICS OF THE FOUNTAIN HOUSE TRANSITIONAL EMPLOYMENT PROGRAM (on file with the *Journal*).

³³ FOUNTAIN HOUSE, TRANSITIONAL EMPLOYMENT, SURVEY MEMORANDUM no. 304 (May 31, 1992).

³⁴ *Id.*

³⁵ *Id.*

³⁶ Interview with Steve Sheftakosky, Director of Resource Partner (Jan. 1993) [hereinafter Sheftakosky Interview].

³⁷ *Id.*

³⁸ *Id.*

³⁹ 29 U.S.C. § 795(g) (1988).

⁴⁰ 29 U.S.C. § 795 (1988).

⁴¹ INTER-NATIONAL ASSOCIATION OF BUSINESS, INDUSTRY AND REHABILITATION, I-NABIR: PROVIDING KEYS TO EMPLOYMENT (on file with the *Journal*).

⁴² INTER-NATIONAL ASSOCIATION OF BUSINESS, INDUSTRY AND REHABILITATION, PROJECTS WITH INDUSTRY - POSITIVE RESULTS (on file with the *Journal*).

⁴³ *Id.*

⁴⁴ *Id.*

⁴⁵ Sheftakosky Interview, *supra* note 36.

⁴⁶ *Id.*