

SCOPE OF WORK AND TECHNICAL REQUIREMENTS

Mission, Qualifications, and Success with Target Population

According to the Learning Disability Association of America, “Over half of the TANF caseload today can be assumed to have learning disabilities, mental retardation, psychiatric or addictive disorders, or a combination thereof” (2006). Lifelong Adult Education Services, Inc. has provided a comprehensive program of special educational and psychological services for adults with these types of disabilities in the Denver metropolitan area since 1993 and to TANF clients since 1998. Lifelong’s mission is to provide the highest quality educational and psychological services to adults identified with cognitive or learning disorders, developmental delays, borderline intellectual functioning, mental illnesses, physical disabilities, and/or limited English proficiency and cultural differences. Our goal is to locate and serve high-risk individuals with disabilities who have potential to succeed, to build their self-confidence as they begin to attain goals and reach their potential, and to help them develop realistic self-perceptions that lead them to sustained vocational, academic, and personal successes. We offer psychological evaluations, consultation, specialized instruction, job coaching, psychotherapy, case management, and life skills/behavioral therapy. Our services provide a solid foundation from which many of our clients experience their first successes in education, training, and employment. When Lifelong is involved, client needs are better understood by everyone involved, regular service providers have a better grasp of what they need to do to help their clients succeed, case management is enhanced, and client success is more likely. There is a better chance for the client to achieve a better life-work balance. (Please see Attachment D.)

It has also been a part of our mission to identify and serve individuals who dropped out of school before their needs could be addressed and/or who never received appropriate special education services as children. The learning, emotional, and performance problems of these individuals do not go away as they grow older; they often become adults who are seen as failures. They have significant difficulties obtaining and retaining gainful employment, and they cycle on and off public assistance. Patterns of instability established in childhood continue during their adult lives as they continue to slip through the cracks of service provision. When these individuals are identified and referred to Lifelong, we provide them with a thorough *evaluation* of their needs, offer them *psychotherapy* and *specialized instructional services* to help them complete their employment and training, and try to prepare them to be self-reliant. Consultation with professionals serving adults with hidden disabilities is an equally important service because, as experts in this area it is incumbent upon us to educate service providers, instructors, and trainers about the unique needs of people with mild to moderate disabilities. We share our expertise about compensatory strategies, accommodations required by the Americans with Disabilities Act, and best practices for assisting adults with cognitive, learning, and emotional challenges in the hopes that other professionals can apply what they learn from us to their future clients.

Few agencies or professionals in the Denver area have as much experience working with adults who have learning, emotional, and performance problems as Lifelong. The Director of Psychological Services at Lifelong, who is licensed as both a school and a clinical psychologist, has specialized in serving adults with learning problems since 1985, and the Director of Educational Services has been serving special populations since 1986. Since 1998, we have conducted more than 725 psychological/psychoeducational/disability evaluations of TANF

clients in Denver, and disability specialists, lawyers, and administrators of adult programs at the Colorado Department of Education use our evaluations as their standard. Since 1998, we have provided nearly 23,000 hours of specialized instructional services to the hardest-to-serve TANF participants at our site in the Lincoln Park neighborhood, at vocational training sites, and at client workplaces. In the last four years alone, we helped 100 TANF participants to attain academic goals that other providers could not; all of them had failed in other programs. Of those 100 people, 40 increased their workplace literacy and pre-GED skills, 43 attained a GED, and 17 passed four of five GED subtests. Last year we provided 85 evaluations, 125 hours of professional consultation, 2400 hours of specialized instructional services, and more than 700 hours of individual psychotherapy and life skills/behavioral therapy to TANF participants with developmental, learning or other diagnosed disabilities. Additionally, as a Core Service Provider for the Family and Children's Division at the Denver Department of Human Services, we provided 30 court-ordered psychological evaluations and more than 600 hours of counseling and in-home individual and family therapy services to parents with developmental and learning disabilities. Last year we provided 75 psychological evaluations to TANF participants with suspected learning problems referred from the TriCounty, and Arapahoe/Douglas County Works programs and we regularly provide them with consultation regarding the needs of their program participants with disabilities. Since 2000, Lifelong has provided clients with disabilities referred by the Colorado Division of Vocational Rehabilitation with more than 225 evaluations, 3500 hours of specialized instruction, and 2700 hours of psychotherapy and career counseling.

Our referrals come from a wide variety of other sources as well. In addition to social services agencies in Denver, Arapahoe/Douglas, and TriCounty, public and private disability service providers including the Colorado Division of Vocational Rehabilitation and the Community Centered Boards (e.g., Denver Options, Inc., Imagine!, and Developmental Pathways), and post-secondary training institutions such as The University of Denver, The University of Colorado, and the Community College of Denver regularly refer their clients to us. Private clients with disabilities from Colorado and surrounding states refer themselves to Lifelong for assistance with employment, vocational training, or educational issues, and corporate and institutional clients have taken advantage of our consultation and evaluation services. Private business concerns with in-house literacy and training programs (e.g., Lucent Technologies), and national organizations that need assistance with their disability documentation and/or their development of disability policy (e.g., the National Board of Chiropractic Examiners) have also frequently taken advantage of our disability expertise.

To meet the needs of our clients, Lifelong employs specialists in developmental, sensory, and learning disabilities, school and clinical psychologists experienced in evaluating their needs, characteristics, and potential for work, and special educators with long experience working with adult needs and accommodations under the Americans with Disabilities and Rehabilitation Acts. Please see attachment F for the resumes of our key personnel.

Collaborative Relationships

Since 1998 when we were first contracted to serve Denver TANF participants, Lifelong has developed effective working relationships with other programs and agencies who have partnered with the Denver Department of Human Services and DWD to provide services to TANF participants. Because most programs have understood the benefits gained from our

special educational and psychological services for participants with disabilities, they have been willing if not eager referral sources when they identify participants who need extra help. We anticipate even greater willingness to cooperate and be creative on the part of providers since DWD has emphasized its expectation for results-driven provider collaboration and innovation. Memorandums of Understanding (MOU) with other agencies that have identified themselves as potential referral agents and who value the important services we provide their clients are found in Attachment H.

Target Populations

This proposal offers services for high-risk TANF participants who have mild to severe disabilities in Levels II, III, and IV of job-readiness as defined by the Office of Economic Development's Division of Workforce Development. Several agencies (Learning Disability Association of America, National Research Center on Learning Disabilities, Economic Success Clearinghouse) have estimated the numbers of TANF recipients with mental health, learning, or developmental disabilities at up to 75% of the TANF population, and as job readiness decreases it can be assumed numbers of people with disabilities of some sort increase. The Economic Success Clearinghouse has estimated that 35% or more TANF recipients have learning disabilities, 14% are slower learners (IQ's between 70 and 80), and 5% have developmental disabilities. It has been our experience that the numbers of people with learning disabilities or who are slower learners may be slightly higher in the Denver TANF population. Many individuals with disabilities in Levels II and III are most often able and willing to work, but have histories of failure that make employment difficult or impossible to obtain and retain without assistance. These individuals may have poor or inconsistent performance in work, job training, and school environments due to their disabilities. They might seem unwilling to participate in or follow through with employment activities, and they often have poor coping and decision-making skills that interfere with life and work and that adversely affect their self-sufficiency. Our targeted clients are those who need structured, hands-on guidance in identifying realistic vocational directions, following through with appropriate job training and supportive services, and obtaining and retaining employment because of their cognitive, emotional, or other difficulties.

Participants classified as Level IV (Employment Alternatives) who have severe disabilities and chronic problems maintaining gainful employment are also specifically targeted by Lifelong in this proposal. People with severe or multiple disabilities that keep them from participating fully in the community or in work activities need alternative long term sources of support for themselves and their families from agencies such as the Social Security Administration, Mental Health Corporation of Denver, and the community centered boards (who serve people with developmental disabilities). Services for these individuals help to stabilize the individual and his/her family during the lengthy process of shifting away from TANF programming and into appropriate community supports. Lifelong's services to Level IV participants also provide a source of documentation of the significant impact of a disability so that a better case can be made to the Social Security Administration for supplemental income. Our expert testimony in those cases often makes the difference between approval and denial.

Lifelong gladly targets and works with the most difficult-to-serve TANF participants across all levels of job readiness. They have multiple barriers to contend with, including mild to severe disabilities, and have diverse backgrounds and needs.

Helping to Meet Federal Reauthorization and Local Redesign Goals

As DWD implements its redesign, Lifelong services can help to achieve the participation and employment goals mandated by the federal reauthorization guidelines and the DWD redesign guidelines for participants with disabilities. We want participants to get better jobs than they could have gotten on their own, and we want to help them enter a career that takes full advantage of their skills and interests so they can seek the same opportunities for employment growth, livable wages, and advancement as other members of society. For the past nine years, Lifelong has provided comprehensive psychological, disability, and special education services for adults with disabilities that have strengthened the Denver TANF service delivery system and contributed to the employment of these harder-to-employ participants. Support services for people who have disabilities are not always countable in themselves, but the skills, self-advocacy, accommodations, and strategies for success learned by these clients because of their contact with our disability specialists are invaluable for their success in activities that are countable. Our services move these individuals toward self-sufficiency much faster.

Lifelong services that are not countable can be combined and counted under programs providing industry-based career track training or countable workforce development services. We envision collaborating with our DWD and community partners to discuss the needs and barriers of each individual with a disability in an attempt to identify and accommodate the multiple barriers that might cause the participant to falter in their employment activities. Together we can define how Lifelong service elements can best be integrated into participant schedules to improve their chances of being retained and to guarantee that participation and employment outcomes are met. Processes that eliminate confusion about access to Lifelong services will need to be determined so that rapid-response referral processes can be established to make Lifelong special education and therapeutic interventions readily available to those who need them. Fast responses will ensure that DWD resources are not wasted for inappropriately placed participants, that participants' time on TANF is not wasted by frequent unsuccessful program placements, and that the needs of the primary providers of training and educational services are not ignored.

Although Lifelong is not a direct provider of work activities or hands-on occupational skill-building experiences, during our service provision to our clientele with disabilities we show by example how we think, speak, and act in the world of work. Individuals with learning or cognitive disabilities tend to misinterpret interpersonal communications and workplace behavior, and these individuals are often considered troublemakers or "difficult" employees. By modeling work-appropriate demeanor, language, and manners (e.g., the etiquette of cell phone use, use of public/communal space, etc.), workplace norms and multicultural expectations are made more explicit and concrete. Lifelong's participants with disabilities are provided with opportunities to adopt appropriate work values, attitudes, and behaviors, in addition to practicing essential work habits and improving their workplace literacy and communication skills. In our setting, they learn to use and adjust compensatory strategies and accommodations to offset the effects of their

disabilities, and these are often the most important skills they can have for retaining their employment later.

In addition to activities and services provided at our offices in the Lincoln Park neighborhood, we provide our clients with opportunities for instruction, life skills/behavioral therapy, individual psychotherapy, etc. at their vocational training sites (e.g., Montbello, CCD, Shalom, Bayaud, EGOS, Mi Casa, and CWEE), workplaces, homes, or other service provider sites as necessary. In situations where client confidentiality and security are issues, Lifelong encourages participants to meet at our office, which is centrally located and easily accessible by RTD bus routes and the 10th and Osage light rail station. We are flexible in our scheduling and can compliment the schedules of other employment and workforce development programs.

Proposed Programs and Services:

- * Psychoeducational Screening, Full Evaluation, and Disability Consultation
- * Goal-Specific Specialized Instruction, Workplace Literacy, and Job Coaching and Retention Services for Participants with Disabilities
- * Life Skills/Behavioral Therapy, Counseling/Psychotherapy, and Enhanced Case Management for Participants with Disabilities

These integrated services are intended for high-risk individuals with disabilities whose cognitive limitations, linguistic and cultural differences, and functional limitations negatively affect their potential for success in the workplace. All of our services are intended to help clients with disabilities develop realistic self-perceptions about their strengths and limitations, develop realistic and attainable work and life goals, and improve their self-sufficiency, self-advocacy, coping, and compensatory skills. (Please see Attachment A, Dynamic Service Provision Model.)

Psychoeducational Screening, Full Evaluation, and Disability Consultation

Assessment versus Evaluation: Often confused with each other, assessment and evaluation are both vital in the process of directing or redirecting the job and career paths of TANF clients toward the most appropriate activities. *Assessment* or screening is the act of collecting data about a person through interviews or tests, while *evaluation* is the analytical, interpretive, and decision-making process that follows data collection. Less expertise is generally required in the assessment process, whereas evaluation requires special or thorough knowledge to interpret data so that sound decisions and recommendations can be derived and offered. Denver's desire and efforts to develop sound assessment in the initial processing of new TANF clients has resulted in strong data, but the evaluation component of the assessment data collected has not been as consistently strong. The result has been that many people with disabilities or undiagnosed disabilities have been directed inappropriately to programs they cannot handle and/or have not received support services until very late in their TANF "clock." Lifelong's Psychoeducational Screening, Full Evaluation, and Disability Consultation services aim to fill the gaps in knowledge about client needs and characteristics, and to standardize the assessment and decision-making process.

Psychoeducational Screening: Using a levels of assessment approach to evaluating the needs of new and continuing TANF clients is cost effective and time efficient. Following initial

assessments, a tiered approach to further evaluation and decision-making can be implemented in which further interviews with a learning/disability specialist and additional testing using individually administered measures of academic and cognitive ability would result in better recommendations and ideas for how to proceed. Tests administered for screening purposes will include portions of the individually administered Woodcock-Johnson III, depression screening instruments such as the Beck Depression Inventory, requests for prior records from schools, hospitals, and mental health providers, and a mental status exam.

Psychological Evaluation: Lifelong’s full evaluations are accepted by and often set the standard for other agencies for service eligibility (e.g., Colorado Division of Vocational Rehabilitation), determination of disability (e.g., the Social Security Administration), and determination of appropriate accommodations in both educational and vocational settings (e.g., during in-class tests or other examinations including the GED, PLACE, CDL, or C.N.A.). All evaluations at this level are produced by licensed clinical and/or school psychologists. TANF clients referred for identification and evaluation of issues contributing to their workplace, vocational training, or academic failures are administered full measures of cognitive ability, academic skill development, and psychosocial functioning. Review of previous records and sources of information are combined with present test and behavioral data to produce an evaluation report that details limitations and needs, and that offers diagnoses and specific recommendations relevant to the individual including appropriate accommodations for the workplace (please see Attachment B for sample evaluations). Measures commonly selected for use include the an AD/HD scale, in-depth, formal interviews and a mental status examination, the Minnesota Multiphasic Personality Inventory-2, an adaptive behavior scale, the Wechsler Adult Intelligence Scale-Third Edition, the Wechsler Memory Scales III, and the Woodcock-Johnson Psycho-Educational Battery, Third Edition.

Psychological/learning disability testing of this type requires the psychologist to spend four to eight hours administering, scoring, and writing a report with recommendations. Lifelong’s psychological evaluations detail background history and identify levels of cognitive ability, emotional functioning, academic skills and aptitudes, and vocational interests. The report should facilitate a case coordinator’s planning so that appropriate career, training, or on-the-job training choices can be made. Our psychological evaluations are intended to provide a realistic and comprehensive picture of a client’s potential, and the report describes findings in clear, easy-to-understand language, making the evaluation data a useful tool for primary providers. The information and recommendations included should result in substantial changes in treatment planning by case coordinators and should facilitate and support appropriate applications for alternative sources of support (e.g., SSI/SSDI or Denver Options, Inc.).

Disability Consultation: Given the large numbers of people who apply for TANF who have mild to moderate disabilities and “hidden” disabilities such as learning, cognitive or developmental, and mental health disorders, it is sensible programmatically to engage in more evaluation of assessment data early in the process of determining participant needs. Good data is being collected during the DWD assessment process, but it often needs further evaluation to facilitate the early identification of clients with special needs. A process for involving our expertise in learning and developmental disorders in the initial phases of eligibility determination and programming will lead to faster and more appropriate placement into countable activities.

We propose that all clients who have identified themselves as participating in special educational activities as children, who identify themselves as having disabilities of any kind, or who are deemed at risk by assessment coordinators have their files reviewed by a Lifelong disability specialist or psychologist during their initial intake to TANF/DWD programming. The process of identifying TANF participants who are good candidates for benefits from the Social Security Administration (e.g., SSI and SSDI) will also be strengthened with our up-front expertise. A review of the assessment and decision-making process currently in use will help to develop standardized “decision-trees” so that there is never any doubt among those on the front line as to what they need to do to meet a participant’s needs using the resources available at Denver Department of Human Services, DWD, and their community partners.

Lifelong also provides consultation services to the client’s case coordinator and other providers to help them to understand and then integrate the new information into the IRC. It is hoped that the case coordinator, as the recipient of information about disabilities, can better understand the nature of the client’s disabling condition and what it means in the workplace or training settings. Helping a case coordinator or other referral source to understand a client’s needs, cognitive and emotional functioning, and barriers to success allows the case coordinator to understand future clients as well. Discussion of the results of a psychological evaluation within the context of TANF program participation requirements and the client’s remaining months as a participant helps to clarify issues and identify optimal matches between client abilities and other programs and sources of support. Effective consultation helps all involved professionals guide the client toward realistic and attainable employment and training goals. Better understanding of the client, a better match between client abilities and goals, and the development of an appropriate vocational plan help to increase the potential for a positive outcome. Consultation with a case coordinator or community provider is an opportunity to nurture their professional skills; in subsequent conversations and consultations we hope to see increased levels of knowledge, expertise, and sensitivity for clients with special needs.

The ongoing case coordinator and other providers may also request a consultation after the psychological evaluation is concluded or after we have had other contact with a client. Lifelong staff may also initiate a consultation with primary providers to ensure that questions about client needs and the long-term issues facing the client are addressed. Frequently, the case coordinator requests follow-up consultation later in the client’s employment and training plan if a client has failed to meet goals or has reapplied for TANF assistance after failing to retain employment and self-sufficiency. Case coordinators who have inherited cases from other DWD case coordinators also benefit from our in-depth knowledge about their client’s needs. For example, a new psychological evaluation may not be necessary if there are prior data available in our files from other counties, agencies, or previous contact with the client has been maintained over the past nine years of our work with TANF. In the same way that our direct contact with clients is meant to empower them and move them toward self-sufficiency, consultation services with providers is intended to empower them and prepare them to interact with their clients with disabilities more positively. We like to meet with the providers in person, and with the client present, but when the provider prefers, we can conduct consultations by telephone, in conference calls, and by email communication.

Performance Outcomes for Disability Assessment, Screening, Evaluation, and Disability Consultation: 100% of the referred individuals who complete a psychoeducational screening or psychological evaluation will have their IRC's changed or enhanced as a direct result of our involvement. Approximately 400 hours of professional consultation will be needed to assist providers in understanding their clients' needs following evaluation and/or assessment data gathering. Client outcomes resulting from these services include: (1) An increase in countable activity participation hours; (2) An increase in follow-through with IRC agreements; (3) Completion of appropriate activities to increase employability; (4) Improved and realistic employment and training goals to better match the client's cognitive potential; (5) Referral to sources of longer term support (e.g., Supplemental Security Income, Denver Options, etc.).

Goal-Specific Specialized Instruction, Workplace Literacy, and Job Coaching and Retention Services for TANF Participants with Disabilities

Since 1993, we have provided goal-specific specialized instruction and specialized job enhancement services in English and in Spanish to people with mild to moderate learning or cognitive disabilities. Since 1998, we have provided these services to Denver County TANF participants. We have helped TANF participants with learning and developmental disabilities, borderline intellectual abilities, attention deficit/hyperactivity disorder, and many other emotional and behavioral difficulties that affect learning and retention. We have taught TANF participants who are slower learners and whose limitations result in fewer training choices, especially when their limited reasoning and academic skills cause them to be ineligible for participation in existing vocational training programs. We have provided workplace literacy to TANF participants whose first language is Spanish and refugees who appear to have cognitive and mental health difficulties that affect their ability to learn English and adapt to American work and social customs.

Lifelong's specialized instruction and job enhancement services succeed with individuals who have problems learning where other programs do not because we understand the underlying cognitive, emotional, and linguistic issues that cause adult learning and performance problems. Instruction for adults with learning problems (i.e., special educational services) requires specialized expertise and knowledge that regular academic or vocational instructors lack. We use psychological and psychoeducational evaluation data interpreted by on-site, licensed psychologists to develop realistic service plans. As a multi-disciplinary team including the participant, realistic and incremental learning goals based on the individual's cognitive profile, emotional functioning, behavioral characteristics, and employment and training goals are defined. We develop structured learning experiences that use the participant's strengths to offset her/his weaknesses so that realistic goals may be attained. Our goal is for TANF participants with disabilities to become self-advocates who are successful at work and independent at home.

Using their expertise in adult learning and special education, and their knowledge of diverse content areas that span basic literacy to technical or scholarly disciplines, Lifelong's specialists develop plans for improving and developing compensatory strategies, coping skills, and accommodations (as required by the ADA). Learning and developmental disorders cannot be remediated or cured, and when adult education programs use a remedial approach to teaching these at-risk adults, they inevitably fail. We teach TANF participants with disabilities to fend for themselves outside of the classroom or training situation by providing them with knowledge

about themselves and with practical tools they can use in the workplace. We incorporate coping, compensatory, and metacognitive strategies into all specialized instruction, be it basic vocabulary development or preparing for the driver's license test. We teach participants how to effectively use and request test, classroom, and workplace accommodations, and we help participants to develop an accommodation plan that identifies their disability, potential problems, and strategies for requesting appropriate accommodations. (Please see Attachment C for sample plans.)

Once a request for specialized instruction is approved by DWD, Lifelong meets with the TANF participant, analyzes documentation (e.g., psychological evaluation data, school records, reports from employment and training service providers), and defines preliminary needs. After we work with the individual for a few instructional sessions and learn more about the person's motivation to succeed, learning styles, and behavior and interaction with others, we develop realistic, specific, and incremental learning goals to guide instructional and training decisions. We continually evaluate participant progress, readiness to complete goals, and barriers to success until the TANF participant transitions to other service providers.

Goal-Specific Specialized Instruction for Job-Related Examinations or Vocational Credentials: TANF participants with learning disabilities or mental illness who need to pass certification or licensure tests before they can be hired often need help with test preparation. These individuals require short-term, intensive instruction in highly technical or advanced academic content, test-taking strategies, time-management, and stress-reduction techniques, and how to use accommodations effectively that other TANF programs and instructors are unable to provide. Individuals whose disabilities influence their performance during stressful and time-limited testing situations and who have previously failed exams that lead to certification, hiring, or job upgrades benefit from this type of instruction. We have helped clients pass professional, technical, and civil service examinations such as the WorkKeys Competencies, the Certified Nursing Assistant (C.N.A.) exam, Commercial Driver's License (C.D.L.) exam, the Microsoft Certification exam, the Building Inspector's exam, the Police Officer/Fireman exam, the CDOT Flagger exam, and the P.L.A.C.E. teacher certification exam.

Goal-Specific Specialized Instruction for Compensatory Strategies, Accommodations, Testing Strategies, and Targeted Content Instruction for GED Completion: TANF participants with hidden disabilities that include learning disabilities, attention problems, depression, anxiety, and other mental health problems who are unsuccessful in traditional GED lab settings benefit from Lifelong's specialized instruction for GED completion. At typical GED sites, staff and volunteers sometimes make inappropriate instructional decisions because they lack expertise in cognitive, learning, and mental health disorders. The causes of poor performance and academic underachievement in adults with hidden disabilities are often misjudged, and uninformed instruction results in unnecessary delays in completing the GED or in redirecting the participant into more appropriate training activities better aligned with their abilities and skills. Lifelong specialists analyze psychological evaluation data, assess the client's strengths and motivation, determine and request appropriate test accommodations, and develop the most expeditious instructional plan for achieving GED completion. Recommendations for alternatives to the GED may also be made if it does not appear that the client can achieve this goal within a reasonable time frame. Once an individualized plan is created, we provide specialized instruction in the use

of compensatory strategies, specific test accommodations, and targeted math, writing, and reading comprehension content necessary to pass the five GED subtests.

Goal-Specific Specialized Instruction for Academic or Vocational Content Areas: Lifelong customizes specialized instruction for clients having difficulty in their vocational training and employment activities. Assuming the TANF participant with disabilities is otherwise qualified to be in the training program, the combination of Lifelong’s specialized instruction and the instruction provided by the vocational training instructors can result in significantly improved performance. We have provided post-secondary academic discipline and vocational-technical content instruction to TANF clients in a variety of certificate, two-year, and undergraduate programs in the community college system (e.g., CCD-Auraria and Suburb Campuses), Emily Griffith Opportunity Program, and non-profit vocational training sites (e.g., CWEE, Mi Casa, Urban Children’s Coalition, Bayaud Industries, Shalom Inc.).

Goal-Specific Workplace Literacy and Basic Academic Skills for TANF Participants with Disabilities, Limited English Proficiency, or who are Slower Learners: Workplace literacy and basic skills instruction targets TANF participants with limited work histories and reading, writing, and math skills below the sixth grade level. Usually these skill deficits are due to language-based learning disabilities, cognitive limitations, mental illness, and/or limited English proficiency. Our approach for TANF participants with disabilities or linguistic weaknesses who are able to improve their basic skills is to strengthen job-specific and global-vocational reading, writing, speaking, listening, math, and communication skills so they can enroll in training programs or they can be hired for entry-level jobs that require basic literacy. Although some of these individuals might be qualified for classroom, testing, and work accommodations because of their disabilities, they still need to comprehend the written and visual training and work materials and need to demonstrate a minimally acceptable literacy to perform their work in the real world. This Lifelong service can supplement the DWD-external partnership plans to create an experiential basic skills learning environment for TANF participants with/without disabilities whose basic skills are below the sixth grade level.

Job Coaching and Retention Services: Lifelong’s job coaching and retention specialists assist TANF participants with disabilities in developing good work habits and behaviors appropriate for their chosen career or vocation. We provide job coaching services at vocational training sites, community service placements, and worksites so that individuals with disabilities who lack employment experience, have difficulty learning new skills, or cannot easily adapt to new environments are supported. We conduct on-site job-task analysis and job specific training to address employer/trainer concerns about the participant’s performance and disability-related performance. We incorporate behavioral modification, disability-specific job modifications and accommodations (ADA), and counseling services to help the participant maintain his/her employment and develop a healthy life-work balance. “Soft” job skills (e.g., punctuality and time management, organizational skills, priority setting, appropriate work behavior, and choice of work apparel) are also targeted by the job coach so the client can increase independent job functioning and adaptive skills. The employer's needs and expectations are also addressed so that long-term employment for the participant with a disability is more likely. We provide immediate feedback and assistance to the supervisors, trainers, and coworkers at the job site, and

this helps to take some of the pressure off busy supervisors and other employees, resulting in more willingness to work with the participant.

In sum, our particular expertise in identifying, evaluating, teaching, and training people with learning, cognitive, behavioral, and emotional difficulties allows us to quickly target problems or issues preventing TANF participants' success in training or educational venues. In collaboration with vocational training and employment providers, Lifelong specialists devise teaching, training, and job coaching and retention strategies that match the client's learning style and incorporate accommodations and compensatory strategies. Strengthening problem-solving, critical thinking, and self-advocacy skills helps participants to become independent and empowered learners and workers. Regular, informal progress reviews are conducted with each client receiving these services and, if original goals cannot be met, more realistic goals are set in collaboration with the case coordinators and client. We meet clients before, during, or after their primary job training program or work schedules on weekdays, and when necessary, on weekends. We can provide specialized instruction at our facility or meet with clients at their workplaces, training sites, or other service provider sites to help them generalize skills across settings.

Performance Outcomes for Goal-Specific Specialized Instruction, Workplace Literacy, and Job Coaching and Retention Services for People with Disabilities: 75% of the TANF participants with disabilities/multiple barriers referred for specialized instruction, workplace literacy, and/or job enhancement services will attain one or more goals defined in their IRCs and employment plan. If the goal(s) are determined to be inappropriate, participants will be redirected to attainable goals that match TANF time and outcome considerations. Consistent attendance, completion of homework or skill proficiency tasks, and follow-through with concurrent training-related activities are used as behavioral measures of success during our service provision. Monthly reports of progress are provided to the DWD case coordinator.

Life Skills/Behavioral Therapy, Counseling/ Psychotherapy, and Enhanced Case Management for TANF Participants with Disabilities

Counseling and behavioral therapy for people with disabilities should be provided by licensed therapists and psychologists knowledgeable about disabilities. Talk therapies or techniques that assume average or better intellectual abilities often do not work as well with people who have learning or developmental disabilities. Alternative approaches to therapy that incorporate and emphasize concrete and hands-on activities tend to be most effective for these clients. Therapists without training in disability issues often fail to achieve their goals and objectives because they lack the creativity and flexibility they need in their therapeutic techniques while working with people who have disabilities. Mismatched techniques lead to failed therapeutic relationships and perceived noncompliance on the part of the client. Asking an individual with a learning disability to write in a journal would not be appropriate, for example, as they would likely resist this activity and be "noncompliant." Asking a person who has a developmental disability to generalize new learning from the therapy session to the home environment might not be realistic either, and again, the client is likely to be perceived by an uninformed or untrained therapist as noncompliant when the approach, not the client, was at fault for the client's failure.

The low self-esteem, poor self-confidence, depression, and anxiety that people with disabilities often feel are unique because the sources of these problems are permanent parts of their reality and therapy cannot remove them. A person with a hidden disability such as a learning disability might spend inordinate amounts of energy avoiding the fact of his/her disability and hiding performance problems from employers, friends, family, and spouses. As a result, the person ends up depressed and anxious and experiences relationship problems. An understanding that disabilities typically do not “go away” and that anxiety and depression can originate in this fact is vital to incorporate into therapeutic practices and diagnoses. Lifelong’s therapists are highly trained and experienced in the needs of people with disabilities and all our staff have worked in disability programs of some type before joining Lifelong.

Life Skills/Behavioral Therapy for People with Developmental Disabilities, Low Cognitive Abilities, and Severe Learning Disabilities: Life skills training and behavioral therapy focus on TANF participants identified via psychological evaluation as having cognitive and/or developmental delays. This surprisingly large sub-population of TANF participants is at even greater risk than other populations because of their history of and penchant for poor decision-making and problem solving. Traditional psychotherapy is not effective with these very limited clients because they tend to have underdeveloped verbal cognitive abilities that cause many of their problems. It is much more effective with these clients to use a behavioral approach that emphasizes here-and-now events and problems. *Demonstrating* how to interact with others appropriately, *showing* how to be a better parent, and *supervising practice* of interpersonal skills in real-life situations are examples of behavioral approaches used for teaching life skills. With the therapist, the client processes emotional experiences while they are fresh in mind, easily identifiable, and solvable.

Goals of life skills training vary with the needs of the individual, but always include the opportunity to learn new coping skills and develop better ways of dealing with the environment. The intent is to produce an independent, self-aware navigator of life’s obstacles. No action is taken without the full participation of the client; all of life’s challenges are considered teaching and therapeutic opportunities. Our current clients in life skills therapy have identified goals that help them to abandon unobtainable career directions, improve familial relationships by clarifying roles in the home, improve their understanding of limitations imposed by their developmental cognitive disabilities, and knowing when to ask for help. Other examples of real-life goals include learning how to ask appropriate questions of professionals such as doctors and pharmacists, learning how and why to use an appointment book, understanding basic safety issues at home, learning how to budget, do the grocery shopping, and prepare healthy meals for the children. For those who are eligible for services provided by agencies such as Denver Options (for people with developmental disabilities) and the Colorado Division of Vocational Rehabilitation, and for financial support from the Social Security Administration, every effort is made to assist them in accessing and effectively using services outside the TANF system.

Individual Psychotherapy for People with Disabilities: People with disabilities, hidden or otherwise, have unique issues that impede their progress toward self-sufficiency. People with mild to moderate disabilities not severe enough to keep them from working but who nonetheless must overcome their difficulties via accommodation and fortitude are very common within the TANF population. These individuals must learn to deal with complex life problems and with the

effects of their disabilities. Individual therapy allows clients with disabilities to deal more effectively with the emotional impacts of their poverty, domestic violence, mental illness, and other physical health problems so that they can find and keep a job. Therapy that helps these individuals accept their disabling conditions, understand how these conditions might impact their performance, and acknowledge which difficulties in life are attributable to the disabling conditions versus which are the personal responsibility of the individual is vital for their future adjustment at work. Therapy that helps these individuals with disabilities to focus on their strengths, while acknowledging and dealing with their weaknesses, will help them move forward toward self-sufficiency and improved self-esteem.

Structured Group Psychotherapy: Group experiences provide opportunities for TANF clients with disabilities to build positive interpersonal communication skills while learning about specific and relevant topic areas. Lifelong’s structured group experiences focus on a single topic or content area over the course of eight to twelve weeks, and include individual sessions with a therapist. We have two groups appropriate for our TANF clients: “Getting Your Needs Met,” intended for people with learning and other disabilities, and “Building Blocks for Success,” aimed specifically at women who are somewhat slower than their peers are but who do not have disabilities (e.g., IQ’s between 70 and 85). The purpose of these groups is to develop and reinforce essential life skills across work, family, and social contexts through participation in exercises, discussion, and social exposure in a supportive environment aimed at enhancing vocational and personal stability. (Please see the outlines of the groups in Attachment E.)

Enhanced Case Management for TANF Participants with Disabilities: Among the special populations that cut across all levels of the TANF job-readiness categories, people with disabilities probably form the largest and most diverse subgroup. Because of their limitations (and strengths), the needs of TANF participants with disabilities are often misunderstood by those working with them. Enhanced case management takes the guesswork out of serving these participants because a specialist in disabilities will facilitate access to appropriate services and help the ongoing case coordinator to track progress. The benefits of a designated disability specialist having direct contact with these highest risk participants with disabilities during their TANF participation are numerous. As soon as a TANF participant with a disability is identified, s/he should be referred directly to Lifelong for a needs assessment by the disability specialist to determine their needs for accommodation, advocacy, further evaluation, referral (e.g., Denver Options, Inc., BART, the Colorado Division of Vocational Rehabilitation, etc.) and/or mental health support services. People with severe disabilities who should be steered toward programs such as BART at the DHS building for assistance in obtaining SSI/SSDI will be identified more readily and those who are not “shoo-in’s” for SSI will be tracked by Lifelong experts whose opinions count in the SSI/SSDI appeals process. Our guidance for case coordinators, trainers, and supervisors regarding participants with disabilities will help to ensure positive program outcomes and the enhanced case management and individualized guidance for participants will help them to remain in countable activities. The Lifelong disability specialist will follow participants with disabilities throughout their time on TANF to help remove barriers as they arise and to identify appropriate supports necessary from DWD and community programs to ensure success. If failure occurs, we want to be sure that the individuals fall forward rather than backward. Enhanced case management and tracking may be the only direct service necessary for some participants, but the Lifelong disability specialist will intervene, if necessary throughout

the process to recommend other services as needed. The disability specialist will have contacts at least every-other week with the participant at home, at Lifelong, at the DHS site, or at the workplace or training site until the participant exits the TANF system.

To facilitate easy referral and follow through, the disability specialist can/should be located at the Denver Department of Human Services building in addition to meeting clients at the Lifelong office in the nearby Lincoln Park neighborhood. Community college and university systems have had similar disability-related direct client services in place since the 1970's to provide for the unique needs of their constituents with disabilities including case management, accommodation planning and implementation, advocacy, and assistance with educational and vocational planning. Providing similar follow-along and direct case management services for TANF participants with disabilities will help to ensure their successful navigation through the system with guidance from experts in disability service provision. Lifelong's experience providing this type of service is vast; for eight years before joining Lifelong full time in 1996, Dr. Gary Macdonald was the director of the learning disability program on the Auraria campus and provided accommodations and support for hundreds of students at UCD, MSCD, and CCD. Dr. Dana Grote was director of the Arapahoe Community College disability program before being hired at Lifelong. David Kalis managed the disability program at the University of Denver before coming to Lifelong full time, and Mary Costa has worked with special populations of all kinds in college, school, and vocational settings since the 1980's. (Please see Attachment F for staff information and qualifications.)

Over our nine years of providing direct disability services to Denver TANF participants, we have found that participants are often re-referred after subsequent or serial failures and/or after cycling on and off TANF support. Time is wasted when the participant is in transition or drops out of sight following a failure. We believe enhanced case management specifically for participants with disabilities will improve participant and program outcomes, and will save time, money, and resources if we have immediate access to these clients at intake, upon their disability identification, and/or during re-entry to the system.

Performance Goals for Life Skills/Behavioral Therapy, Counseling/Psychotherapy, and Enhanced Case Management for People with Disabilities: Performance goals and objectives for counseling and case management services are difficult to define and measure. Engagement in the service by the participant is the first measure we like to use because, if the client is following through with therapy, s/he can maximize personal benefits. Goal attainment is a second criterion we use to judge our success with clients. However, retention in job training, job placement, and exit from the TANF system are the best measures of our success with these services. We expect that 75% of clients referred will become engaged in therapy and 85% of these will reach the three goals set in the initial sessions of therapy. 75% of participants in these services will become self-sufficient and exit the system without extensions of their TANF benefits beyond the 60-month limit. 100% of our developmentally disabled and other clients with disabilities who have followed through with their therapy will access appropriate sources of long-term support outside of TANF (if needed), and in so doing, develop independence and self-sufficiency. 75% of individuals referred for structured group therapy will complete at least 75% (6 of 8) of the group sessions and 100% of these will attend an individualized session with a

Lifelong therapist. Case management up to 1250 hours for 40 or more individuals across the year will be provided in the first year of this service.

Tracking and Incremental Expectations for Participants and Services

The very nature of our services requires that we evaluate individual client progress, needs, and barriers before, during, and after each instance of service delivery. Because we monitor and track all of our clients continuously, we are able to provide up-to-the-minute participant status (e.g., progress, follow-through, participation hours, and goal attainment) via telephone, email, fax, and face-to-face contact with DWD staff and other providers actively involved in the employment, workforce development, and family counseling services plan. We provide monthly progress reports to designated DWD staff to document participant progress, identify participant concerns, and make recommendations. We initiate and participate in staffing sessions with the participant, and appropriate DWD and external service providers to address barriers to participation and employment goal attainment.

Individual case files contain relevant biographical information, evaluation reports, assessment information from current and previous service providers, and detailed case notes that include descriptions of performance, progress, behavior, service provider contacts and coordination activities, and service/activity recommendations. Contact hours, attendance information, progress reports, samples of client work, disability-related requests for accommodation, documents that verify goal attainment, DWD referral documents, and other relevant data are kept in each client file. When a participant is referred to Lifelong the client's data and file are managed and tracked by the primary staff member responsible for providing services. All clients must meet with a Lifelong staff member for their initial intake for services, and every client must sign the mandatory disclosure statement required by the State of Colorado that details grievance procedures, client rights, and limits of confidentiality in a mental health setting (please see attachments for samples). According to state and federal laws and the ethical standards of psychologists and practitioners in related fields, all files remain confidential unless the client provides written permission for release of this information. Arrangements will be made with program monitors so that they can evaluate Lifelong's record keeping system within the state-defined legal requirements for confidentiality.

Weekly and monthly, we update client participation hours for the services we provide and enter client service information into the Job Link tracking system used by the Mayor's Office of Economic Development Division of Workforce Development (DWD). We meet regularly with DWD staff responsible for monitoring participation hours, contract compliance, and program issues. We submit monthly reports to DWD in accordance with the forms and procedures defined for fee-for-service contractors. We constantly evaluate our program performance, and we initiate contact with DWD program/contract specialists when we have program concerns or are exceeding or falling short of our projected goals. At present, all referrals to Lifelong are initiated, processed, and approved by DWD. Because our services are customized to the individual's needs, a decline in attendance or a sudden change in client participation or performance may cause the client, Lifelong, DWD, and/or other service providers to initiate communication and assess whether changes in the service plan and activities are necessary.

Pricing, Cost-Effectiveness, Fiscal Accountability, and Budget

All Lifelong services are provided to agencies and individuals on the same fee-for-service basis. Estimated numbers of participants who might be referred for our services are based on our experience with the hard-to-serve TANF population as a whole, but it is understood that Lifelong is not guaranteed these referrals under any contract with DWD. Our fee structure was developed to satisfy the requirements of the Colorado Division of Vocational Rehabilitation for the services it purchases from vendors. The formulas used by the Colorado Division of Vocational Rehabilitation are based on CPT codes and conversion factors borrowed from the insurance industry. To encourage referrals from rehabilitation counselors and to make our services affordable to our individual clients, our rates have been set competitively below the maximum rates set by that agency. We do not charge different rates to different agencies or individuals unless a prior contract has fixed the fees we charge below the levels of the current fee structure (i.e., if a contractual agreement pre-dates changes to the fee requirements of the Colorado Division of Vocational Rehabilitation). As a fee for service provider of services, each service we provide must support itself in terms of the revenues generated. Our accounting system is set up accordingly using the “cost” or cash accounting method, and the billing and invoicing that occurs each month supports all salaries and administrative costs incurred. Fee for service methods of service provision are easily held accountable as services are only billed after they have been provided. We have not requested “no-show” fees, although the average client referred from the Denver Department of Human Services misses three appointments in the process of completing a psychological evaluation. We persistently and patiently try to get our clients to follow through with their initial referrals because we understand that a part of the reason they have been referred to us is because of their poor follow through, problem solving, and decision-making. We absorb the administrative costs connected to the projected fee-for-service budget summarized in the Program Budget Summary on page 18.

We estimate that at least 150 individuals will be referred for a psychoeducational screening in the early phases of their TANF enrollment and that at least 150 individuals will be referred for a psychological evaluation. We estimate that 400 hours of disability consultation will be required to support assessment/evaluation issues along with consultation that promotes individual participant/program success. In most cases, one to two hours will be needed to provide professional consultation to the DWD case coordinator and other providers to discuss the results and recommendations of the client’s psychological evaluation. Consultation may also be requested later in the client’s pre-employment and training plan. We estimate that at least 2000 hours of specialized instruction will be required to help individuals with disabilities attain their employment and workforce development goals. A specialized instruction goal may require as few as ten hours or as many as 250 hours per person, depending on the individual’s cognitive/academic strengths and deficits, but we estimate that we will serve 25 to 35 individuals. We estimate 500 hours of job coaching will be required to support individuals with disabilities and vocational training programs or worksites that want the individual to improve work performance. Specific performance issues, needs, and performance improvement goals will dictate the number of hours needed per individual, but we estimate that we can serve up to 25 participants. 800 hours of life skills/behavioral therapy will be required to meet the therapeutic needs of up to 32 participants with developmental disabilities or severe learning disabilities, and up to 12 participants with mild to moderate disabilities can receive an average of 25 sessions (25 sessions is the insurance industry standard per year) for a total of 300 hours of individual psychotherapy. It is estimated that thirty individuals with disabilities or lower IQs

will be identified as participants who can benefit from structured group psychotherapy. Finally, we estimate that at least 1250 hours of enhanced disability-related case management will be needed to serve up to 40 individuals. In light of the significant difficulties inherent in serving individuals with disabilities in this target population and the specific services case coordinators or community providers will request, we are unable to provide an exact cost per client or the total number of unique individuals we will actually serve. Our clients are usually the most difficult to serve of the TANF population, and the total costs for individual clients vary greatly depending on the referral reasons and specific requests made by the Division of Workforce Development, and community-based service providers and organizations. Whenever possible, other sources of funding (e.g., through our other contracts with the Denver Department of Human Services) are used to supplement services provided so that a full spectrum of continuous services can be provided.

Lifelong Adult Education Services, Inc.
Program Budget Summary
DWD-TANF

Title Code: DWD-TANF
 Program: Lifelong AES, Inc.
 Contract Dates:

Contract Amount: \$

Unit of Service	Cost per Unit of Service	Length of Service	Number of Units Available
Psychoeducational/Disability Screening	\$350.00	varies	
Psychological Evaluation	\$650.00	varies	
Disability Consultation	\$105/125	varies	
Goal-Specific Specialized Instruction	\$65.00	varies	
Job Coaching/Retention	\$65.00	varies	
Life Skills/ Behavioral Therapy	\$105/125	varies	
Individual Psychotherapy for People with Disabilities	\$105/125	varies	
Structured Group Psychotherapy	\$500	10 weeks	
Enhanced Case Management for Participants with Disabilities	\$65.00	varies/ongoing	

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name:	
Psychoeducational / Disability Screening	\$350
Definition of Service: Lifelong AES psychoeducational/disability screening follows initial DWD assessment and/or Lifelong consultation for participants who need additional evaluation. Further interviews with a Lifelong learning specialist and additional testing using individually administered measures of academic and cognitive ability (as opposed to group administered), would result in better recommendations and ideas for how to proceed. Tests administered for screening purposes will include portions of the individually administered Woodcock-Johnson III Tests of Achievement, depression screening instruments such as the Beck Depression Inventory, requests for prior records from schools, hospitals, and mental health providers, and a mental status exam.	
Outcome: The outcome of this service is a written recommendation for next assessment/evaluation and/or program/activity/services steps generated from the analyses of data analyses and screening results.	
Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of 350 is based on Division of Vocational Rehabilitation limits on fees for Psycho-educational evaluation. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.	
Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.	

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name:	
Psychological Evaluation	\$650.00/evaluation
Definition of Service: Lifelong AES evaluation is an in-depth psychological evaluation of client abilities, skills, cognitive potential, and existence of mental or emotional problems. Barriers to job training, placement, and retention are identified and reasonable accommodation and/or alternative courses of action are recommended. Actual selection of psychological and psycho-educational tests and test batteries depend on referral reasons and client needs revealed during testing process.	
Outcome: The outcome of this service is the final written report generated from the analyses of test results. Case Coordinators and other service providers involved in employment/training and family counseling services are strongly encouraged to use the recommendations provided by psychological reports to supplement the data they normally use for planning and intervention as they assist clients in their career development and employment plans.	
Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$650.00/evaluation is based on Division of Vocational Rehabilitation limits on fees for Psychological Evaluation. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.	
Calculations Used to Establish Fee: None.	

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name: Disability Consultation	105/125/hr
Definition of Service: <i>Disability Assessment and Evaluation Consultation:</i> Lifelong disability experts will provide consultation at intake, during the initial phases of programs such as <i>Transitions</i> , and throughout participant’s involvement in Denver TANF to lead to faster and more appropriate placement into countable activities. We propose that all clients who have identified themselves as having been involved in special educational activities as children or who identify themselves as having disabilities of any kind would have their files reviewed by Lifelong’s disability specialist or psychologist during their initial intake to TANF/DWD programming. The process of identifying TANF participants who are good candidates for benefits from the Social Security Administration (e.g., SSI and SSDI) will also be strengthened with up-front expertise available from one of our specialists. Review of the assessment process and the decision-making that follows will help to develop standardized “decision-trees” so that there is never any doubt among those on the front line as to what they need to do to meet a participant’s needs using the resources available at Denver Department of Human Services, DWD, and their community partners. Lifelong disability consultation is also provided to DWD personnel and external program/service providers who serve TANF participants with disabilities and/or psychological and emotional difficulties that may significantly interfere with employment and self-sufficiency. Awareness of client strengths, performance barriers, and coping mechanisms within the context of activities that prepare participants with disabilities for employment and application strategies that result in positive outcomes are examples of consultative issues that Lifelong is often asked to address among providers in service delivery systems who serve target populations that are the hardest to employ.	
Outcome: The specific outcomes of consultation depend on the needs and goals of the individual/system requesting assistance. Because the nature of consultation involves identifying the problem, posing alternative solutions/remedies, selecting the best solution from the alternatives, implementing the solution, and revising the solution and its process based on evaluation and feedback, Lifelong AES assumes that the participants will be actively engaged in the consultative process and committed to positive outcomes. TANF participants with disabilities meet/exceed participation and employment goals or are redirected to employment alternatives. DWD staff and community providers of employment/training programs and services meet/exceed program, agency, and federal goals for participation and employment.	
Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$125/hr for Dr. Macdonald and \$105/hr for master’s level counselors and instructors is based on Division of Vocational Rehabilitation limits on fees for Consultation and Counseling.	
Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.	

Program: Lifelong AES, Inc. Program Year:

Title Code: DWD-TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name: Specialized Instruction	\$65.00/hour
Definition of Service: Lifelong AES specialized instruction is provided to clients who, due to mild to severe learning, mental or emotional problems, (1) experience performance problems in pre-employment workforce development activities, job training and internship/job-related activities, or paid employment, and (2) fail to accomplish vocational goals that allow them to seek jobs or job upgrades/promotion. Lifelong specialists address performance problems as defined by the participant, psychological evaluation, the employer, job placement specialists, case managers, and other service providers. To help the participant develop his/her cognitive potential (academic, problem-solving, and critical thinking skills), Lifelong customizes instruction by devising measurable objectives, structured learning experiences and teaching strategies that match client learning style, and accommodation and compensatory strategies that strengthen processing, retention, and performance. Examples of typical requests for specialized instruction for clients who fail to satisfactorily complete their vocational goals include: <ul style="list-style-type: none">➤ Content-area instruction (traditional/nontraditional career/industry track training)➤ Job-specific literacy and communication skills➤ Test preparation for job-related exams or vocational credentials (C.N.A. exam; C.D.L. license; WorkKeys; civil service exams)➤ GED content, test-strategies and accommodation➤ Skill-building in basic skills (math, writing, reading, ESL/VESL)➤ Cognitive/behavioral training for specific job tasks, therapeutic work-adjustment, life-skills training, compensatory strategies, and worksite modifications	
Outcomes: <ul style="list-style-type: none">➤ The client completes realistic, appropriate employment-related or workforce development goals that increase employment potential.➤ The client redirects his/her employment or job-specific goal to match his/her strengths and ability to perform work.	
Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$65.00/hr is based on Division of Vocational Rehabilitation limits on fees for Cognitive/Learning Disability Training. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.	
Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.	

Program: Lifelong AES, Inc. Program Year:

Title Code: DWD-TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name: Job Coaching/Retention	\$65.00/hour
<p><i>Definition of Service:</i> Lifelong’s job coaching and retention specialists assist TANF participants with disabilities in developing good work habits and behaviors appropriate for their chosen career or vocation. We provide job enhancement services at vocational training sites, community service placements, and worksites so that individuals with disabilities who lack employment experience, have difficulty learning new skills, or cannot easily adapt to new environments. We conduct on-site job-task analysis and job specific training to address employer/trainer concerns about the participant’s performance and disability-related performance. We incorporate behavioral modification, disability-specific job modifications (ADA), and counseling services to help the participant maintain his/her employment and develop a healthy life-work balance. We emphasize with the participants the many soft job skills (e.g., punctuality and time management, organizational skills, priority setting, appropriate work behavior, and choice of work apparel) they need to integrate into their “good employee” skills so they can increase their independent job functioning and adaptive skills. Equally important, we address the employer's needs and expectations so that long-term employment for the participant with disabilities is more likely. We provide immediate feedback and assistance to the supervisors, trainers, and coworkers at the job site, and this helps to take some of the pressure off busy supervisors and other employees, resulting in more willingness to work with the participant.</p> <p><i>Outcomes:</i></p> <ul style="list-style-type: none">➤ The client achieves realistic, appropriate employment-related or workforce development goals that increase job-related performance to enhance retention.➤ The client redirects his/her employment or job-specific goal to match his/her strengths and ability to perform work, and transitions to more appropriate community service, internship, or work site.	
<p><i>Descriptive Narrative of Rationale and Methodology Used to Establish the Fee:</i> Fee of \$65.00/hr is set in accordance with Division of Vocational Rehabilitation limits. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.</p>	
<p>Calculations Used to Establish Fee:</p> <p>None. Fees based on market analysis of fair pricing for metro Denver area.</p>	

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name: Life Skills Training and Behavioral Therapy	\$105.00 per hour
Definition of Service: Lifelong AES life skills training and behavioral therapy focus on those individuals identified via psychological evaluation as having cognitive and/or developmental disabilities and significant limitations that impact their ability to behave and function in work setting and in society. Life skills training and behavioral therapy uses a behavioral approach that emphasizes the here-and-now events that require problem-solving. For example, we <i>demonstrate</i> to the clients how to interact with others appropriately, <i>show</i> them how to be a better parent by modeling good parental skills, actions, and communication, and <i>supervise</i> their practice of interpersonal skills and appropriate behaviors in real-life situations that require more effective life skills and behavior. Primary goals of life skills/behavioral therapy include learning new coping skills and developing better ways of dealing with the environment. Other real-life goals include understanding and learning how to ask appropriate questions of professionals, how and why to use an appointment book, how to identify and correct basic safety issues at work and at home, how to budget, how to do grocery shopping, and how to prepare healthful meals for the children.	
Outcome: Our intent is to produce an independent, self-aware navigator of life's obstacles. No action is taken without full participation of the client; all of life's challenges are considered teaching and therapeutic opportunities. 100% of our developmentally disabled and other clients with disabilities will attend an individualized session with a Lifelong therapist. Of those who have followed through with their therapy, 100% will access appropriate sources of long-term support outside of TANF (if needed), and in so doing, develop independence and self-sufficiency.	
Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$105.00/hr is set in accordance with Division of Vocational Rehabilitation limits for Master's level licensed therapists. Dr. Macdonald's fees are 125.00/hr. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.	
Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.	

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

<p>Service Category Name: Individual Psychotherapy for People with Disabilities \$105.00 per hour</p>
<p>Definition of Service: Lifelong AES individual psychotherapy is intended for people with disabilities, hidden or otherwise, whose unique issues impede their progress toward employment and self-sufficiency. People with mild to moderate disabilities can usually work, especially when they are provided with appropriate supportive services, such as therapy, compensatory/coping skills, and awareness of ways in which accommodation can help them offset the effects of their disabilities. With the right support and personal fortitude, these individuals are capable of dealing with their complex life problems that are compounded by the very real effects of their disabilities. Individual therapy allows clients with disabilities to deal more effectively with the emotional impacts of their poverty, domestic violence, mental illness, and physical/emotional problems so they can function well enough to find and keep a job, and eventually, to attain employment with potential for advancement and steady wage gains.</p> <p>Outcome: Our intent is to help individuals with disabilities recognize their strengths and potential, accept their disabling conditions, understand how these conditions might impact their performance, and acknowledge which difficulties in life are attributable to the disabling conditions versus those which are the personal responsibility of the individual. Client self-awareness, acceptance, understanding, and acknowledgement are vital for future adjustment and success in work settings. We expect that 75% of clients referred will become engaged in therapy and 85% of these will reach the three goals set in the initial sessions of therapy. 75% of participants in these services will become self-sufficient and exit the system without extensions of their TANF benefits beyond the 60-month limit.</p>
<p>Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$105.00/hr is set in accordance with Division of Vocational Rehabilitation limits for Master’s level licensed therapists. Dr. Macdonald’s fees are 125.00/hr. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.</p>
<p>Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.</p>

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name:	\$500.00/10-week session
<p>Structured Group Psychotherapy</p> <p>Definition of Service: Lifelong AES structured group psychotherapy provides opportunities for TANF clients with disabilities to build positive interpersonal communication skills and to develop their self-reflection, self-direction, and social interaction skills. Improvement in these areas has obvious implications in the work place. Lifelong’s structured group experiences focus on a single topic or content area over the course of eight to twelve weeks, and include individual sessions with a therapist. We have two groups appropriate for our TANF clients: “Getting Your Needs Met,” intended for people with learning and other disabilities, and “Building Blocks for Success,” aimed specifically at women who are somewhat slower than their peers are but who do not have disabilities (e.g., IQ’s between 70 and 85). The purpose of these groups is to develop and reinforce essential life skills across work, family, and social contexts through participation in exercises, discussion, and social exposure in a supportive group environment aimed at enhancing vocational and personal stability. The modular design of the groups allows entry to occur during any week, as each session is a separate and complete unit. Each participant will have the opportunity to complete all sessions in any order. If a session is missed, it can be made up during the next rotation.</p> <p>Outcome: Performance goals and objectives for counseling services are difficult to define and measure. Engagement in the service by the participant is the first measure we like to use because, if the client is following through with therapy, s/he can maximize personal benefits. Goal attainment is a second criterion we use to judge our success with clients. However, retention in job training, job placement, and exit from the TANF system are the best measures of our success with these services. We expect that 75% of individuals referred for structured group therapy will complete at least 75% (6 of 8) of the group sessions, will become engaged in therapy and attain goals set in the initial sessions of therapy, and will become self-sufficient and exit the system without extensions of their TANF benefits beyond the 60-month limit.</p>	
<p>Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$500.00/per 10-week session is set in accordance with Division of Vocational Rehabilitation limits. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.</p>	
<p>Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.</p>	

Program: Lifelong AES, Inc. Program Year:

Title Code: TANF

Fee-For-Service Calculation and Methodology Justification for Lifelong AES, Inc.

Provide the fee for service rationale and methodology used to establish the fee. Clearly explain, showing calculations on this page. Additional pages may be used if necessary. If more than one service is provided, a separate sheet must be submitted for each proposed service. Include the current fee schedule provided to the public.

Service Category Name: Enhanced Case Management for Participants with Disabilities \$65.00/hour
Definition of Service: Designated Lifelong disability specialist will have direct contact with and provide enhanced case management to the highest risk TANF participants with disabilities during their TANF participation. As soon as a TANF participant with a disability is identified, s/he is referred directly to Lifelong for a needs assessment to determine their needs for accommodation, advocacy, further evaluation, referral (e.g., Denver Options, Inc., BART, the Colorado Division of Vocational Rehabilitation, etc.) and/or mental health support services. People with more severe disabilities who should be steered toward programs such as BART at the DHS building for assistance in obtaining SSI/SSDI will be identified more readily and those who are not “shoo-in’s” for SSI will be tracked by Lifelong experts whose opinions count in the SSI/SSDI appeals process. Our guidance for case coordinators, trainers, and supervisors regarding participants with disabilities will help to ensure positive program outcomes and the enhanced case management and individualized guidance for participants themselves will help them to remain in countable activities. The Lifelong disability specialist will follow participants with disabilities throughout their time on TANF to help remove barriers as they arise and to identify the appropriate supports necessary from DWD and community programs to ensure success, or, if failure occurs, the individuals fall forward rather than backward. Enhanced case management and tracking may be the only direct service necessary for some participants, but the Lifelong disability specialist will intervene, if necessary throughout the process, to recommend other services. The disability specialist will have at least biweekly contacts with the participant at home, at Lifelong, at the DHS site, or at the workplace or training site until the participant exits the TANF system. Outcome: Enhanced case management will be provided for up to 1250 hours for 40 or more individuals across the first year of this service. The specific outcomes will depend on the needs and goals of the individual and case coordinator requesting assistance. Providing enhanced follow-along and direct case management services for TANF participants with disabilities will help to ensure their successful navigation through the system and maximize participation rate, employment, and personal success outcomes.
Descriptive Narrative of Rationale and Methodology Used to Establish the Fee: Fee of \$65/hr is set in accordance with Division of Vocational Rehabilitation limits. Current fee is below DVR limits and below the mid-range of fees for similar services in Denver area.
Calculations Used to Establish Fee: None. Fees based on market analysis of fair pricing for metro Denver area.