

McDaniel College

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*Target Community & Educational Services,
Inc.*

Graduate Degree Human Services Management In Special Education

*Official
Program Handbook*

2007-2008

Student Signature Sheet

I have read this Program Handbook provided to me by Target Community & Educational Services, Inc. and understand that my employment with Target, Inc. is provided as an internship for the graduate program in Human Services Management in Special Education at McDaniel College.

Failure to meet the requirements of the graduate program at McDaniel College and/or the specific requirements of the Human Services Management in Special Education program as outlined in this Program Handbook will lead to dismissal from the Target, Inc. internship.

Failure to meet the requirements of the Target, Inc. internship as outlined in this Program Handbook will lead to a dismissal from the Human Services Management in Special Education graduate program at McDaniel College.

I have read and understand all the information outlined in this Program Handbook.

Printed Name & Date
Graduate Student Intern

Signature & Date
Graduate Students/Intern

Signature & Date
HR Director
Target Community & Educational Services, Inc.

Human Services Management in Special Education McDaniel College

This Program Information Packet is provided as an introduction to the Human Services Management in Special Education graduate program at McDaniel College and to the related internship with Target Community & Educational Services, Inc.

This is a one-of-a-kind graduate program providing successful candidates with a master's degree while completing an internship as a Community Living Manager with Target Community & Educational Services, Inc., a non-profit agency licensed by the Maryland Developmental Disabilities Administration.

Graduate students enrolled in this program are provided with a 75% tuition scholarship, a generous graduate stipend, full health care benefits, and free room and board. Additional information about McDaniel College and this graduate program may be found on the following Web Page:

www.mcdaniel.edu

Additional information about Target Community & Educational Services, Inc. may be found on the following Web Page:

www.targetinc.netfirms.com

Thank you for your interest in our program. Please call 410-848-9090 or email tzirpoli@mcdaniel.edu if you have any questions about our program.

Thomas J. Zirpoli, Ph.D.
Program Coordinator
The Laurence J. Adams Endowed Chair in Special Education
President & CEO, Target Community & Educational Services, Inc.

Human Services Management in Special Education Program Description

The Human Services Management in Special Education program is a 33 credit graduate program that prepares graduate students to become managers in the field of special education. This program has been offered at McDaniel College since 1984. Graduates leave the program with an MS degree in Human Services Management in Special Education. The Human Services Management in Special Education program accepts full-time graduate students who are able to complete a live-in internship by living in a Target Community & Educational Services, Inc. house or apartment during the course of the two-year program.

Target Community & Educational Services, Inc., is a non-profit agency affiliated with McDaniel College. While the graduate students are enrolled in this MS program, they are employed as full-time Community Living Managers for Target Community & Educational Services, Inc., and live in one of our houses or apartments supporting 3 adults with disabilities. This employment serves as their two-year graduate internship. Students in this program are provided with their own private apartment and each student has their own private bedroom.

Target Community & Educational Services, Inc. provides 75% of the graduate student's tuition for the two-year program, a generous graduate stipend, full health care benefits, and free room and board.

Target Community & Educational Services, Inc. is licensed by the Developmental Disabilities Administration of the State of Maryland to provide residential, vocational, and family support services to children and adults with disabilities.

The unique part of the Human Services Management in Special Education program is the partnership with Target Community & Educational Services, Inc. Program where graduate students complete their internship and obtain valuable experience in the field while they complete their graduate degree.

The Human Services Management Program: Special Education is supervised by Dr. Thomas J. Zirpoli who holds the Laurence J. Adams Endowed Chair in Special Education at McDaniel College. While serving as program coordinator and advisor to all the graduate students in this program, Dr. Zirpoli also serves as President & CEO of Target Community & Educational Services, Inc. Dr. Zirpoli holds a Ph.D. in special education from the University of Virginia, and MS and BS degrees in special education and psychology from Old Dominion University.

www.targetinc.netfirms.com

Human Services Management in Special Education Program Objectives & Learner Outcomes

Graduate & Professional Studies Department Goal: To prepare knowledgeable, caring and reflective practitioners who facilitate learning for all students in a diverse and technological society.

Mission of Graduate and Professional Studies Department: To prepare culturally competent professionals committed to leadership in their field. We place students in the center of a community rich in the liberal arts tradition, and we emphasize a foundation of knowledge and reflective decision-making based on current research, theory and practice.

Program Objectives & Learner Outcomes: The Human Services Management in Special Education program prepares graduates who:

- a. Are knowledgeable, caring and reflective leaders in the field of special education, especially within non-profit agencies providing community living, vocational and recreational services to individuals with disabilities.
- b. Demonstrate knowledge of the characteristics of individuals with diverse abilities and disabilities, specifically within the field of developmental disabilities, with a focus on the provision of direct care and supports within community based residential, vocational and recreational programs.
- c. Demonstrate an understanding of the management of non-profit organizations, including business plan development, budgets, and organizational structure and management.
- d. Demonstrate an understanding of group dynamics, including the supervision and management of staff within a non-profit agency.
- e. Demonstrate an understanding of the transdisciplinary approach to the provision of supports and services to individuals with disabilities within community-based settings.
- f. Demonstrate an understanding of program development for individuals with disabilities, especially adults with disabilities living and working in community-based settings.
- g. Demonstrate knowledge of the physical and medical issues associated with individuals with disabilities.
- h. Demonstrate a practical understanding of behavior principles that allow them to develop and implement strategies that will change the behavior of persons with developmental disabilities so that their lives are improved and enhanced.

Human Services Management in Special Education Admission Requirements

The following are requirements for admission into the Human Service Management Program:

1. A Bachelor's degree from an accredited institution.
2. A cumulative GPA of 2.70 or higher.
3. Three letters of reference.
4. A valid driver's license with a record in accordance with Target's policy.
5. All applicants must be willing to submit to a criminal background check and a driving record check.
6. All applicants must be eligible to work in the United States, and provide I-9 documentation upon admission into the program.

Program Plan of Study *First Year*

Summer Session:	SED	500	Introduction to Special Education
	HSM	505	Orientation to Human Services Management
Fall Session:	HSM	522	Target Internship I
	PSY	506	Principles of Behavior Management
January Session:	CED	508	Group Dynamics
Spring Session:	PSY	531	Applied Behavior Analysis
	SED	506	Medical/Physical Aspects of Disabilities

SECOND YEAR

Summer Session:	Optional Electives		
Fall Session:	HSM	510	Introduction to Agency Management
	EDU	550	Introduction to Research Methodology
Spring Session:	HSM	515	Issues in Human Services Management
	HSM	523	Target Internship II & Management Project

Graduate Student

Program Coordinator

Human Services Management in Special Education Course Descriptions

SED 500 Introduction to Special Education (3)

An overview of the major exceptionalities, including giftedness, learning disabilities, developmental disabilities, emotional-behavioral disorders, physical disabilities, speech and language disabilities, deaf and hard-of-hearing, visual impairments, and other related disabilities. Emphasis will be placed upon definition and educational interventions of school-aged students. Taught during the summer semester of the first year.

SED 506 Medical and Physical Aspects of Severe Disabilities (3)

This course will provide an overview of common medical and physical conditions frequently associated with infants, toddlers, students, and adults with developmental disabilities. An overview of these disabilities will include definitions, descriptions, etiology, and interventions for educators and other direct care providers. Topics will include epilepsy, cerebral palsy, orthopedic and other physical limitations, dementia, nutrition and medication concerns, as well as appropriate positioning, handling and occupational therapy necessary for educators working within inclusive environments. Taught during the spring semester of the first year.

PSY 506 Principles of Behavior Management (3)

This course will provide an overview of the principles of applied behavior analysis with an emphasis on basic behavior principles, and the nature and philosophy of behavior analysis. Students will learn how to apply a behavioral analytical approach to assessment and an understanding of behavior through readings, lectures, vignettes, analysis of data, and group discussions. Taught during the fall semester of the first year.

PSY 531 Applied Behavior Analysis (3)

This course will provide an overview of the principles and concepts of applied behavior analysis with an emphasis on the development of specific behavior change strategies, support systems, and measurements for behavioral interventions, culminating in the development of comprehensive behavior change programs. The course includes lectures, readings, analysis of vignettes, and the development and review of specific behavior change plans. Prerequisite: PSY 506. Taught during the spring semester of the first year.

CED 508 Group Dynamics (3)

An intensive course taught over 4 days at a retreat center where students learn and live together. This course provides an overview of major group theories and group process. Taught during the January term of first year.

HSM 505 Orientation to Human Services Management (3)

This course will focus on leadership, supervision, and communication skills within human service agencies and organizations. The course will prepare students to assume their role within a Target, Inc. as they enter their Target internship and become a Community Living Manager of a Target home. Taught during the summer session of the first year.

HSM 510 Introduction to Agency Management (3)

An introduction to basic management strategies to include theories, concepts and applications; strategic planning, organizational mission, design, goals and objectives; staffing and personnel issues; motivation and communications; finance and budgeting. Taught during the Fall semester of the second year.

EDU 550 Research Methodology (3)

An introduction to research methods, terminology and statistical analysis common in educational studies. Taught during the Fall and Spring semesters of the second year.

HSM 515 Issues in Human Services Management (3)

An overview of the operation of twenty-four hour home care, human services facilities, including organizational structure, staff hiring, retention and release from employment, financing and budgeting with multiple funding sources, and applicable management principles. The focus of this course will be on the non-profit format, but proprietary organizations will also be reviewed. Taught during the spring semester of the second year.

HSM 522 Target Internship I (3)

This internship is completed during the first Fall semester for students enrolled in the Human Services Management in Special Education graduate program. Students participating in this internship live in a home or apartment operated by Target Community & Educational Services, Inc. (Target, Inc.) where they provide care and support for at least three adults with developmental disabilities. The internship includes certified training by the Maryland Developmental Disabilities Administration on issues related to individuals with developmental disabilities (e.g., characteristics, normalization, legal rights), as well as CPR, first aid, applied behavioral analysis, medication administration, and other trainings related to the management of a state licensed Alternative Living Unit (ALU) or CSLA site for individuals with developmental disabilities. Students participating in this internship must meet minimum employment requirements and standards for Target, Inc. (e.g., background check, driving record examination, performance evaluations). Students must receive a grade of “B” or better to receive a passing grade for this internship. Continued participation in this internship is contingent upon satisfactory academic performance in the Human Services Management in Special Education programs as outlined in the program’s Information Packet. In addition, continued participation in the Human Services Management in Special Education program is contingent upon meeting internship performance guidelines as outlined in the Program Handbook. Participating students are provided with a 75% tuition scholarship, free room and board, a generous graduate stipend, and health care benefits.

HSM 523 Target Internship II (3)

This internship is completed during the spring semester of the second year for students enrolled in the Human Services Management in Special Education graduate program. Students participating in this internship live in a home or apartment operated by Target Community & Educational Services, Inc. (Target, Inc.) where they provide care and support for at least three adults with developmental disabilities. The internship involves training in the management and supervision of a state licensed Alternative Living Unit (ALU) or CSLA site for individuals with developmental disabilities. Students participating in this internship must meet minimum employment requirements and standards for Target, Inc. (e.g., background check, driving record examination, performance evaluations). Students must receive a grade of “B” or better to receive a passing grade for this internship. Continued participation in this internship is contingent upon satisfactory academic performance in the Human Services Management in Special Education programs as outlined in the program’s Information Packet. In addition, continued participation in the Human Services Management in Special Education program is contingent upon meeting satisfactory internship performance guidelines as outlined in the Program Handbook. Participating students are provided with a 75% tuition scholarship, free room and board, a generous graduate stipend, and health care benefits.

***Human Services Management in Special Education
Candidate Assessment Procedures
Documentation of Knowledge, Skills & Dispositions***

I. Assessment at Point of Entry: Admission

A. Phone Screening: The Director of Human Resources, Target Community & Educational Services, Inc. completes a phone screening of all applicants and, when appropriate, schedules the candidate for one of several open house and program tours, or for an individual interview.

B. Open House and Program Tour: Several times each year, the program holds an open house to provide potential candidates with an overview of the Human Services Management in Special Education graduate program and the related internship with Target Community & Educational Services, Inc. Interviews are also conducted at this time.

C. Interviews: Typically, each candidate is interviewed twice by Target directors and other graduate students. These interviews are frequently conducted on an open house day or may be scheduled for candidates who can not be available on our open house dates.

D. Review of Undergraduate Transcripts: The coordinator of the Human Service Management in Special Education graduate program reviews all official transcripts of each candidate. Candidates with a GPA of less than 2.7 will not be admitted into this graduate program. Candidates must have an undergraduate degree from an accredited institution.

E. Letters of Recommendation: All candidates are asked to present three professional letters of reference for review. In addition, before any candidate is offered admission, background checks are completed and driving records are reviewed.

F. Criminal Background Checks: Before any candidate is admitted into the Human Services Management in Special Education graduate program and accepted as an intern with Target Community & Educational Services, Inc. a criminal background check is completed. Candidate must have an acceptable background check for admission.

G. Driving Records: Because candidates will provide transportation for clients with disabilities during their internship with Target Community & Educational Services, Inc., a driving record check through the DMV is required. Candidates must have an acceptable driving record for admission (less than 3 points on your driving record). Target reserves the right to deny employment based upon a poor driving history.

II. Assessment After Admission

Once accepted into the program, candidates for the Human Services Management in Special Education graduate program are formally assessed at the end of each semester by their academic advisor and three times during their two year internship program with Target Community & Educational Services, Inc.

A. Academic Performance Assessment by Advisor: Candidates must maintain a “B” average with no grades below a “C” and with no more than one grade of “C” in an academic course to remain in the graduate program. For internship grades in this program, candidates must receive a grade of “B” or above on each internship to remain in the program. While one academic course may be repeated following a poor grade, a less than acceptable grade (less than a “B”) in a Target internship is cause for dismissal from both the academic program in Human Services Management in Special Education and from the internship program with Target Community & Educational Services, Inc.

B. Three Month Evaluation of Internship: At the three month anniversary of employment, all candidates are evaluated by their Program Director at Target Community & Educational Services, Inc. Poor performance in this evaluation may be cause for dismissal from the Target internship.

C. Target Internship I: First Year Assessment of Internship: During the first full semester of their first academic year, all candidates must register for the Target Internship I (3 credits) course. At the end of the semester, each candidate is evaluated using the Performance Appraisal form (See attachment) and provided with a grade based upon the number of points received on the evaluation out of 100 possible points (see grading scale below).

D. Target Internship II: Second Year Assessment of Internship: During the Spring semester of their second year, all candidates will register for the Target Internship II (3 credits) course. At the end of the semester, each candidate is again evaluated using the Performance Appraisal form (See attachment) and provided a grade for the course based upon the number of points received on the evaluation out of 100 possible points (see grading scale below).

Grading Scale for Internship I and II

A+	96 – 100
A	90 – 95
A-	86 – 89
B+	80 – 85
B	76 – 79
B-	70 – 75
C	Below 70 points
F	Below 60 points

III. Assessment at Point of Completion: Graduation

A. A review of Graduate Transcripts: All candidates must have a “B” or above average in their academic courses (not counting internships) to graduate. Candidates will not graduate with a grade less than “C” on any course or with two grades of “C” on any two courses. Candidates must receive a “B” or greater on both Internship I and II in order to graduate from this program.

B. A review of Internship Performance: All candidates must have a “B” or above on each of the two Target Community & Educational Services, Inc. Internships I and II to graduate from this program.

C. Exit Interview Immediately Prior to Graduation: All candidates completing their graduate studies in Human Services Management will receive an exit interview and have the opportunity to evaluate both the McDaniel College graduate program in HSM and the Target internship.

IV. Assessment & Follow-up after Graduation

A. Graduate Surveys: McDaniel College and Target, Inc. will make an effort to secure future mailing addresses of graduates so that we survey our graduates periodically. Typically, we will try to mail surveys to all graduates of the program at least every five years. Graduates will be asked to evaluate the overall program. They will also be questioned about job placement, job performance, and career satisfaction. Lastly they are asked to provide recommendations for improving the graduate program and Target Community & Educational Services, Inc. internship.

Target Community & Educational Services

...Targeting Dreams, Fostering Opportunities

Mission Statement

Target Community & Educational Services, Inc. is dedicated to enhancing the lives of individuals with disabilities through quality, community-based, residential, vocational, recreational and family support services.

Value Statements

- *We value programs and employees that provide a safe, normalized and high quality of life for all clients.*
- *We value effective communication among employees, families, clients and the community.*
- *We value well educated and trained employees who model appropriate instructional strategies.*
- *We value an educated community, well informed about current services and issues for people with disabilities.*
- *We value employees who empower clients to take an active role in their local community.*
- *We value employees who take initiative and have high expectations for themselves and those we support.*
- *We value effective partnerships with other service providers.*
- *We value an environment that reflects a shared responsibility for the well-being of our clients.*

Target Community & Educational Services, Inc.

...Targeting Dreams, Fostering Opportunities

111 Stoner Ave., Westminster, MD 21157
Carroll County Office: 410-848-9090
Fax: 410-848-6567
Montgomery County Office: 240-632-1434

www.targetinc.netfirms.com

Mission Statement:

Target Community & Educational Services, Inc. is dedicated to enhancing the lives of individuals with disabilities through quality, community-based, residential, vocational, recreational and family support services.

Board of Directors:

- 1. Larry Adams:** Parent & Honorary Chair
- 2. Barbara Alving:** Parent, National Institutes of Health
- 3. Jim Breuer:** Owner, Maggie's Restaurant
- 4. Caroline Brocato:** Neuman & Associates, LLC
- 5. Jim DeNapoli:** Vice President & General Council, LCM Properties
- 6. Roslyn Dorman:** President, TAG Engineering
- 7. Ronald Drager:** Associate, Silberstein Insurance Group
- 8. Gene Eyler:** Westminster Union Bank
- 9. Sharon Kroupa:** Venable, Beatjer and Howard, LLP
- 10. Jim Miller:** Anchor Pharmacy
- 11. Gary Rever:** Chief Financial Officer, America's Bank
- 12. Chris Ruppert:** BB&T Bank
- 13. Ethan Seidel:** Vice President of McDaniel College
- 14. Judy Shober:** Parent & Retired HR Director
- 15. Thomas Zirpoli:** Laurence J. Adams Endowed Chair in Special Education, McDaniel College; President and CEO, Target Community & Educational Services, Inc.

Directors & Coordinators

1. Thomas J. Zirpoli, President & CEO
2. Christine Kay, Vice President for Programs
4. Brian Wells, Director of Development & Community Relations
5. Amy Murphey, Director of Accounting
6. Julie Develin, Director of Human Resources
7. Lonyta McClain, Director of Vocational Services, Carroll C.
8. Scott Bonney, Director of Vocational Services, Montgomery C.
9. Jodi Bonner, Supportive Employment Manager, Carroll C.
10. Antoinette Love, Program Director, Montgomery C.
11. Jon Joseph, Program Director, Carroll County
12. Jenel Casey, Quality Assurance Director
13. Amy Ensor, Agency Nurse
14. Kelli Kemp, Social Work; Director: Autism Waiver Program
15. Jessie Gurkoff, Director of CSLA Programs, Montgomery County
16. Nisa Wilhelm, Director of CSLA Programs, Carroll County

Target's Programs:

Community Living Services

ALU Program (Alternative Living Units)--9 Houses--7 in CC and 2 in MC

Each ALU has three clients and two graduate students from McDaniel College. The graduate students live in the house during their approximately two-year program and complete a MS in Human Services Management in Special Education. This program currently has 27 clients.

Apartment Program

Located in MC, each of eight apartment has two clients, and each group of four apartments is supported by two graduate students who live in their own apartment within the same apartment complex. This program has 16 clients.

Vocational & Employment Services

Within the Vocational program our mission is to find competitive jobs for persons with disabilities within the community. Target provides:

Supportive Employment: Long-term employment support that includes job coaching and support.

Rehabilitative Services: Short-term employment support that includes job assessment. Many of these clients move into supportive employment after short-term job trials.

The Winchester Inn (Carroll County)

The Winchester Country Inn is leased to Gypsy's Tea Room and Inspirations run by the Fleck Family. These businesses employ Target clients and the site is used as a education site to train vocational clients interested in food preparation and related fields of employment.

The Graduate Transition Program (Montgomery County)

This two-year GTP program is a partnership with Montgomery College and Potomac Community Resources. The program is for students with special needs exiting high school who want a community college experience and a successful transition from school to employment. The program incorporates Metro Movers, a Target program that provides transportation training to individuals with disabilities living in MC and want to use the Metro System.

Post-Secondary Independent Living Skills Program (Carroll County)

The Post-Secondary Independent Living Skills Program was developed in conjunction with Carroll County Public Schools and Carroll Community College. The purpose of this program is to offer specialized learning opportunities for students with disabilities who will be exiting the school system. The following subject areas are contained in curriculum:

- Managing personal finances,
- Caring for personal needs,
- Buying, preparing, and consuming food,
- Buying and caring for clothing,
- Utilizing recreational facilities,
- Leisure activities, and home maintenance and cleaning.

The Post Secondary Program also focuses on job search and job retention skills. Job placement is the goal for all participants. The number of clients in this program varies from year to year (usually about 25).

CSLA Individual & Family Support Services

Drop-in family support programs provide limited (5-70 hours per week) support services on a contractual basis to individuals within their homes or own apartments. The number of clients in this program varies from year to year (about 10 in CC and 30 in MC).

Autism Waiver Service Coordination (Carroll County)

For qualified students with autism and their families within Carroll County Public Schools. Target provides respite services and family training for these families.

Basic Facts

- 174 employees
 - 5.4 million dollar operating budget
 - A non-profit agency, incorporated in 1983
- Total number of clients served per year: Over 250
- Services are provided in Carroll & Montgomery Counties

Fund Raising Events & Endowments

Spring Gala: First Saturday in March. A formal, black-tie optional, sit-down dinner and dancing with band.

Golf Tournament: First Friday in May. Held at Wakefield Golf Course in Carroll County in partnership with Maggie's Restaurant.

Bull Roast: Second Saturday in October. Our Fall event in Montgomery County that includes a family meal and the selling of 150 raffle tickets at \$100 each.

Target Community and Educational Services, Inc.
111 Stoner Avenue
Westminster, MD 21157

JOB DESCRIPTION
Community Living Manager

Basic Academic Qualifications: Must have a Bachelor's Degree from an accredited college or university and be eligible for enrollment in the Master's Program at McDaniel College in Human Services Management in Special Education.

Basic Responsibilities: To manage a traditional Alternative Living Unit (ALU) or apartment program serving as home to clients with developmental and physical disabilities. This is a two year position. Responsibilities include, but are not limited to:

A. Overall Responsibilities

The CLM knows and complies with all required policies, procedures, regulations and guidelines of Target and has a clear understanding of the specific regulations used in his/her department. He/she is in compliance with the regulations and guidelines when carrying out duties and responsibilities.

Successfully completes all required in-service trainings and completes re-certifications as required; demonstrates a clear understanding of the issues presented in trainings; is eager to expand knowledge; keeps current with relevant changes and takes appropriate steps to obtain needed information.

Performs all CLM duties in accordance with the philosophy, mission and goals of the agency.

Works cooperatively and professionally with supervisors, co workers, family members of clients, and guests; demonstrates tact and diplomacy; is supportive, respectful and cooperative with others; and works well as part of the Target team.

Takes appropriate action based on circumstances; provides pertinent and comprehensive information to supervisory personnel; keeps family members up to date as outlined in the client's program plan.

Demonstrates the ability to manage personal time by being punctual and gives sufficient notice to immediate supervisor in case of tardiness or absenteeism; completes assignments on time.

Acts as an appropriate role model for the clients; chooses appropriate personal attire based on the circumstances; maintains appropriate overall appearance and demonstrates proper personal hygiene.

B. Management and Administration

Knows and complies with all required policies, regulations and guidelines, and promotes this among subordinates.

Completes probationary and annual employee evaluations on Community Living Assistants with assistance of Co-Community Living Manager and Program Director in a timely manner.

Develops house or apartment schedule, reviews time sheets, and completes reconciliation form with Co-Community Living Manager.

Assures ALU staff complete required DDA and agency trainings; trains and models for co-counselor and CLAs on client programs, schedules and daily paperwork.

Completes and supervises daily, bi-weekly, monthly, and quarterly paperwork with Co-Community Living Manager.

Coordinates the hiring and supervision of CLAs with the assistance of Co-Community Living Manager and Residential Director.

Conducts and supervises every day maintenance of ALU (major repairs - see Directory).

Maintains close contact with supervisors of day program to provide for a unified, consistent training program.

Works with all other levels of the program by participating in planning meetings, community meetings, and communicating concerns and suggestions, either written or verbally.

Assists the Director with receipts, reports of expenditures, and with the budget.

C. Client Issues

Develops client's IP and ITM to include skills assessment, strengths/needs, social service summary, residential summary, IP Packet, goals & objectives, develop IPP, implementation and documentation of interventions, instruct staff in the implementation & documentation of IPP, evaluate intervention success.

Supervises CLA implementation of programs and interactions with the house or apartment clients. Provide positive and/or corrective feedback as necessary.

Assists the clients in receiving medical, dental, psychological, and other specific services by scheduling appointments, providing transportation, and documenting all medical interventions and recommendations.

Follows up on physician and nursing recommendations in a timely manner.

Maintains regular contact with family and team members of the client, and communicates with them in a professional manner.

D. Client Issues (Direct Care)

Assists the clients in their daily routines of personal care and grooming according to needs of the ALU or apartment clients.

Maintains physical ability to restrain clients as needed according to their behavioral program plans. The position also requires a lifting ability of 50 or more pounds.

Assists the clients in the development of leisure and recreation time activities by participating in these activities as defined by the IP and by serving as an advocate for community participation whenever appropriate.

Maintains a family-type atmosphere for clients by meal planning and preparations, providing nutritionally balanced meals, and helping clients to acquire appropriate independent living skills.

Maintains a healthy, safe, clean and organized environment for the individuals being served within the ALU or apartment.

Communicates instructions and directions to the clients in a manner that is easily understandable. This requires fluency in speaking the primary language of the clients.

Demonstrates a willingness to perform essential job functions and duties with the safety of the clients as a top priority; adheres to and complies with all safety guidelines taught in trainings.

Other duties as assigned by the CLM's supervisors as necessary to provide appropriate care and support of Target's clients.

E. Evaluation

Three Month Evaluation of Internship: At or around the three month anniversary of employment, all candidates are evaluated by their Program Director at Target Community & Educational Services, Inc. Poor performance in this evaluation (less than 80 points out of 100) may be cause for dismissal from the Target internship.

Target Internship I: First Year Assessment of Internship: During the Fall semester of their first academic year, all candidates must register for the Target Internship I (3 credits) course. At the end of the semester, each candidate is evaluated using the Performance Appraisal form (included in this handbook) and provided with a grade based

upon the number of points received on the evaluation out of 100 possible points (see grading scale below).

Target Internship II: Second Year Assessment of Internship: During the Spring semester of their second year, all candidates will register for the Target Internship II (3 credits) course. At the end of the semester, each candidate is again evaluated using the Performance Appraisal form (included in this handbook) and provided a grade for the course based upon the number of points received on the evaluation out of 100 possible points (see grading scale below).

Grading Scale for Internship I and II

A+	96 – 100
A	90 – 95
A-	86 – 89
B+	80 – 85
B	76 – 79
B-	70 – 75
C	Below 70 points
F	Below 60 points

A grade of “C” or below on Internship I or II may be cause for dismissal from both the Target internship and the graduate program in Human Services Management in Special Education at McDaniel College.

F. Terms of Employment

This is a Class 1, salaried, 40 - 45 hours per week, exempt status position.

The Community Living Manager position with Target Community & Educational Services, Inc. serves as the internship site for candidates of the Master’s Degree program in Human Service Management in Special Education.

I agree to honor the provisions and terms of this job description, and understand that as a condition of employment, I must be in good standing at McDaniel College to remain employed as a CLM at Target, Inc.

I also understand that as a condition of being a candidate for the Master’s Degree in Human Services Management in Special Education, I must be employed as a full-time manager for Target Community & Educational Services, Inc.

I understand that if I resign my employment with Target, Inc. or if my employment with Target, Inc. is terminated for any reason, I will no longer be a candidate for a Master’s Degree in Human Services Management in Special Education at McDaniel College.

I understand that this is a 24 month internship position. My employment/internship ends on the day prior to McDaniel College's May graduation.

I understand that while employed as a full-time intern with Target, Inc. and a full-time graduate student at McDaniel, I will not accept additional outside employment so that I will always be available to meet the needs of my clients during my internship.

I understand that while employed by Target I will not use a company vehicle for personal use.

G. Benefits

Two year program (numbers are approximate, subject to change):

Apartment & Utilities (excluding phone): \$12,000
Salary: \$34,000 (\$17,000 per year)
Tuition: \$9,570 (Based upon 33 credits @ \$290 per credit)
Scholarship: \$7,178 (or 75% of total tuition bill)

Estimated total 2 year package: \$60,000

Print Name

Signature Date

HR Director Date
Target, Inc.

RES005: 4/12/07

Target Community & Educational Services, Inc.
Performance Evaluation of Internship for
Community Living Managers

EMPLOYEE NAME: _____

DATE OF REVIEW: _____

NEXT EVALUATION: _____

PERIOD FROM: _____ TO: _____

Target's Mission Statement: Target Community and Educational Services, Inc. is dedicated to enhancing the lives of individuals with disabilities through quality, community-based residential, vocational, recreation, and family support services.

Rating Scale:

- 4 points = Above Standard
- 3 points = On Standard
- 2 points = Needs Improvement
- 1 point = Unacceptable

A. Agency Responsibilities

_____ 1. Knows and complies with all agency policies, procedures, regulations and guidelines of Target, and has a clear understanding of the specific regulations used in his/her program.

Comment:

_____ 2. Successfully completes all required trainings for the position; demonstrates a clear understanding of the content presented in these trainings; is eager to expand his/her knowledge of the job's responsibilities; strives to keep current of relevant changes in policy and procedures; and takes appropriate steps to obtain additional information when necessary.

Comment:

_____3. Performs duties in accordance with the philosophy, mission and goals of the agency.

Comment:

_____4. Works cooperatively and professionally with supervisors, co-workers, and guests; demonstrates tact and diplomacy when communicating with others; is supportive, respectful and cooperative with co-workers; and works well as part of a team.

Comment:

_____5. Takes appropriate action at the work site in unexpected and/or challenging circumstances (e.g., snow emergencies, ER visits).

Comment:

_____6. Demonstrates the ability to manage his/her time; is punctual and gives sufficient notice to supervisor in case of tardiness or absenteeism.

Comment:

_____7. Is an appropriate role model for clients and staff; dresses in an appropriate and professional manner based on the circumstances (meetings, appointments, etc.).

Comment:

B. Administrative Responsibilities

_____8. Understands and complies with all required agency policies, regulations and guidelines specifically related to the CLM internship.

Comment:

_____9. Supervises and completes employee evaluations for community living assistants (CLA) with assistance from the program director and/or co-CLM.

Comment:

_____10. Develops a staff schedule, reviews time sheets, and completes payroll reconciliation with assistance from the program director and/or co-CLM.

Comment:

_____11. Assures that employees complete all required DDA and agency trainings; provides appropriate preparation and training to CLAs working at the site.

Comment:

_____12. Completes all appropriate paperwork as required by the CLM internship.

Comment:

_____13. Supervises program implementation and other interactions with clients at the ALU, and provides positive feedback and other corrective feedback as necessary to ensure appropriate client support.

Comment:

_____14. Assists with the recruitment of CLAs with the assistance of co-CLM, program director, and agency HR department.

Comment:

_____15. Completes regular maintenance of the ALU or apartment; keeps ALU/apartment neat, clean and organized.

Comment:

_____16. Maintains site budget and related documentation, with the appropriate reconciliation of petty cash, for the ALU, and ensures appropriate follow-up with Target's accounting department to resolve any discrepancies.

Comment:

C. Client Responsibilities

_____17. Supports the clients in their daily routines of personal care and grooming as appropriate, and according to the individual needs of the client and as outlined in their program plans.

Comment:

_____18. Supports the clients in developing appropriate leisure and recreational activities.

Comment:

_____19. Maintains a family-type atmosphere for clients with appropriate meal planning and preparation, providing nutritionally balanced meals, and helping clients to acquire appropriate independent living skills.

Comment:

_____20. Maintains the ALU, with (as much as possible) the assistance of the clients, by maintaining a schedule of daily chores.

Comment:

_____21. Supports the clients in receiving medical, dental, psychological and other specific support services by scheduling appointments, providing transportation, and documenting medical interventions.

Comment:

_____22. Follows-up on physician and nursing recommendations in a timely manner.

Comment:

_____23. Maintains close contact and a professional working relationship with clients' day program staff in order to provide for a unified and consistent level of care for clients.

Comment:

_____24. Maintains on-going and professional communication with clients' family.

Comment:

_____25. Is proactive in the care of clients; follows-up on medical treatment and other client needs without being reminded.

Comment:

Total Points Out Of Possible 100: _____

Grading Scale for Internship I and II

A+	96 – 100	A	90 – 95
A-	86 – 89	B+	80 – 85
B	76 – 79	B-	70 – 75
C	Below 70 points	F	Below 60 points

Supervisors Comments:

Supervisor's Signature and date

Employee Comments:

Employee Signature and Date