

DISCOVERING CHOICE



PROGRAM MANUAL

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INTRODUCTION

Clearbrook, Park Lawn and UCP Seguin of Greater Chicago, members of Intersect for Ability's network of agencies in the northern Illinois area, have successfully collaborated on projects funded by The Coleman Foundation in the past. These projects include Building Bridges to the Future, The GRACE Project, FIIVE, and Employment First: Bridges to Work Initiative. Each of these projects is a testament to Intersect for Ability's belief that projects completed within a partnership of organizations will exceed the results of any one agency, resulting in better outcomes for the individuals they serve.

The development of the CHOICE model, dedicated to providing person-centered services and supports that are community based to adults with intellectual and developmental disabilities (I/DD), was a natural selection for the next collaboration between the three agencies. The agencies worked closely through the opening of four CHOICE sites, meeting frequently through the process to refine the CHOICE model. The final step in this collaboration project was to develop the CHOICE manual based on the successes, lessons learned, and overall experiences of the three organizations. It is the intent of Park Lawn, Clearbrook, and UCP Seguin to expand on their local collaboration effort and encourage agencies nationwide to embrace the CHOICE model into their own services and supports.

USING THIS MANUAL

- We realize that no two CHOICE programs will be exactly alike in location, participants, or legacy agency. Therefore, this book does not contain a set of strict rules but instead should be considered a set of guidelines that outline the important aspects of the model and major points that you should contemplate as you establish your site.
- The manual is written for agency staff as they plan and establish day services in the CHOICE model.
- The manual is divided into major areas such as ***Preparing the Site*** or ***Staff*** and then provides a list of considerations and examples from the existing CHOICE Sites. Some items may or may not be useful in your agency's particular situation. Use what is beneficial to you!

CHOICE MODEL OVERVIEW

The provision of day services for adults with intellectual/developmental disabilities (I/DD) is at a crossroad. From one direction, the families of children with I/DD aging out of special education make it very clear that the traditional, large, center-based, Monday–Friday day services site is not what they or their family member desire. From the other direction, it is evident that there is a national and state movement away from workshops and large congregate settings. At the intersection of these shifts is the emphasis on person-centered services, a process of continual listening and learning, focused on what is important to the person now and for the future and acting upon this in an alliance with family, friends, and community (*Sanderson, 2000*).

What is CHOICE?

Recognizing the shifts in the day services landscape, Clearbrook established the CHOICE model to embrace the concept of person-centered services and support and at the same time, incorporate smaller community-based sites. Developed around the interests and experiences of the individual and partnering with the natural supports of the community, the CHOICE model offers opportunities for employment, volunteerism, socialization, recreation, and wellness tailored to the individual.

How has CHOICE Evolved?

Clearbrook opened the doors to the first CHOICE site in February 2014 just north of Chicago. During this time, Clearbrook formed an Advisory Committee with members of Intersect for Ability including Park Lawn and UCP Seguin of Greater Chicago as well as members of the local school district and parents of future participants. The Advisory Committee met quarterly to review

program data, discuss issues, and ultimately determine the viability of the model.

In 2015, following a successful year serving twenty individuals, Clearbrook partnered with UCP Seguin and Park Lawn to expand the CHOICE model to three additional sites in the Chicago suburbs (Park Ridge, Oak Park, Crestwood). A fifth site opened in early 2016 to service participants approximately sixty miles northwest of Chicago in Crystal Lake. As of 2017, the five CHOICE sites currently serve over one hundred and fifty individuals in this non-traditional day services setting. At time of publishing, there is at least one more CHOICE site in the planning phase, scheduled to open in the suburbs of Chicago.



Since the inception of the CHOICE Model, the three agencies meeting as an Advisory Committee have collected program data on a quarterly basis to monitor, evaluate, and adjust the model. These meetings provided a forum for each site to offer suggestions and to learn from one another. Together, the agencies refined the elements of the initial CHOICE model to form the CHOICE model described in this manual.

What is the CHOICE Vision?

As the three partnering agencies began to open their new CHOICE sites, they realized that each site would be inherently different due to agency policies, location, staff, finances, and other factors. Despite these variances, they wanted to ensure that all CHOICE sites had the same vision and maintained the same core elements. The agencies developed the following vision statement that is now the foundation of all CHOICE locations.

The CHOICE model embraces

- Using self-discovery and person-directed services and supports.
- Providing opportunities to pursue personal goals such as education, employment, and leisure experiences.
- Providing daily community access through volunteering and activities that enable individuals to develop and improve skills.

Building from the vision statement, each organization provides a variety of mechanisms for incorporating person-center services and supports and choice into the daily model. Interviews, surveys, group meetings, and sign-up sheets provide insight into individual goals and interests. As specific interests are defined, the agencies provide the opportunities to pursue them through established community employment departments, appropriate community resources for volunteering, or existing social activities. Finally, the emphasis on accessing the local community equates to a large portion of each day being spent off site.

This manual, developed from the many lessons learned from the originating agencies, incorporates the above vision and provides a starting point for you and your organization as you embark on your journey to institute the CHOICE model.

DISCOVERING CHOICE

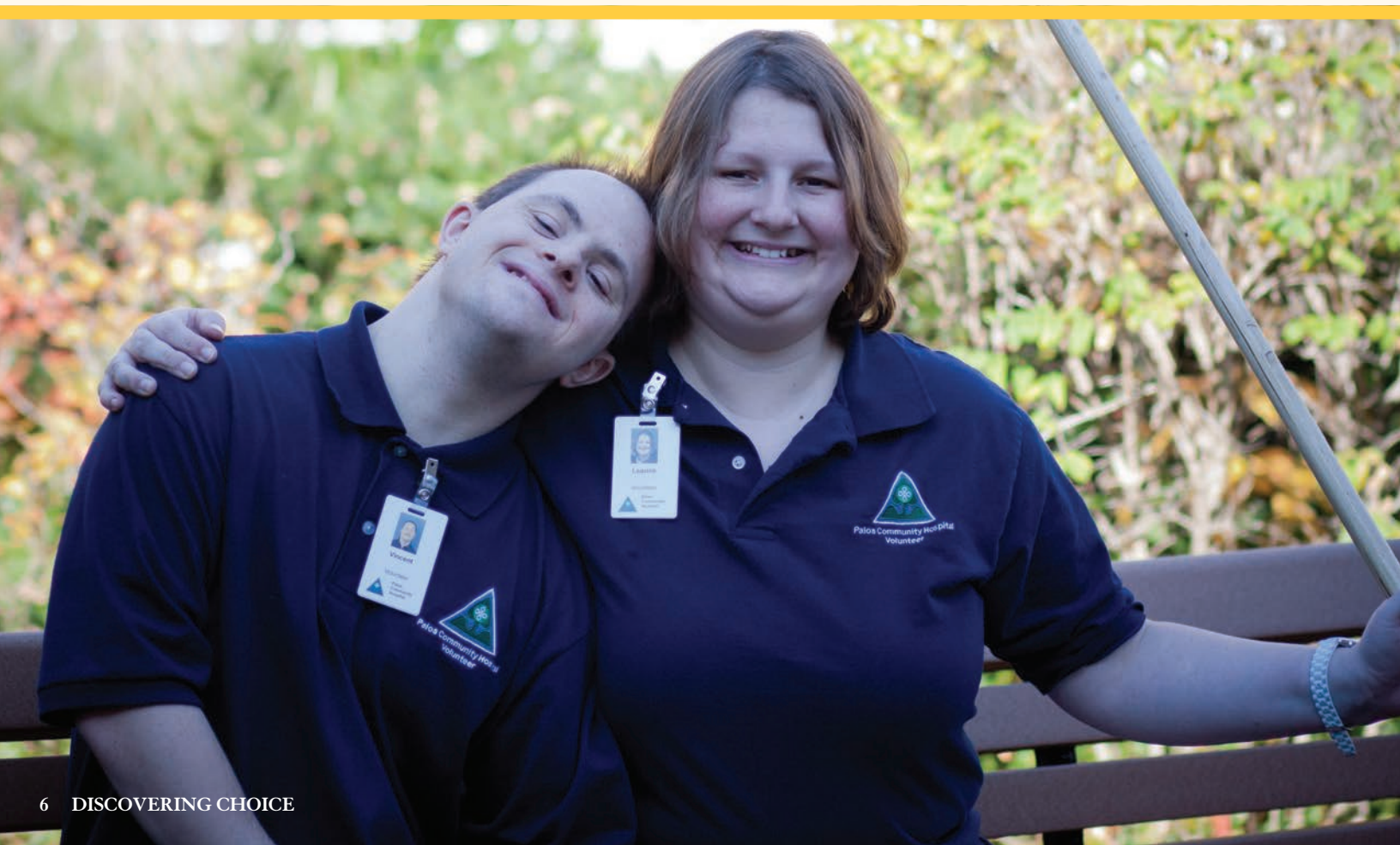
PARTICIPANTS

Of the many elements of the model you will need to define before opening day, one of the most important is determining your participants. Encompassed in this question is deciding the number of participants, determining which individuals will benefit the most from the CHOICE model, and planning a successful transition for the participants into the new model.

Number of Participants

While there is no set requirement for the number of individual participants at each location, the existing CHOICE sites currently target an enrollment of no more than **thirty full-time equivalent** participants. Given that a site may enroll part-time individuals, this may equate to many more **individual** participants.

Like many aspects of the CHOICE model, determining the correct number of participants is a balancing act. The more participants enrolled, the more financially stable the site is. Therefore, the site may be able to employ a second manager or Q (Qualified Intellectual Disability Professional.) It is estimated that a total of thirty full-time equivalent participants will financially allow for an additional manager or Q support for the site. However, enrolling too many individuals may diminish the staff's ability to incorporate person-directed services into the model and the site may slip back into a traditional day program model.



When determining the number of participants, consider the following factors:

- **Location of new site.** If the location of the new site is an area where your agency and services are well known, you may be able to enroll the desired number of individuals from the start. However, if you are opening the site in a new community unfamiliar with your agency, it may take time to build up enrollment.
- **Full-time vs. part-time participants.** Today's participants are increasingly seeking flexible day program options. Individuals may inquire about joining CHOICE for one or two days a week while participating in other social or work activities the remainder of the week. However, a large contingent of part-time participants may affect scheduling and may increase the workload on the manager or Q.
- **Size of the space.** The size of the space will also influence the number of participants at each location. The space should be large enough to accommodate all enrolled participants and staff in the event they all attend on the same day. However, since individuals are out of the facility much of the day, less square footage is required than at a traditional day program.

REAL-LIFE EXAMPLES

- **CHOICE—Evanston** opened in a new community outside of Clearbrook's existing service area. Enrollment increased slowly over the course of a year. Many individuals started on a part-time basis, gradually adding days as they became comfortable with the site. The large enrollment of part-time individuals made weekly scheduling challenging and increased the workload of the manager. Once the enrollment reached twenty full-time equivalents, Clearbrook was able to add a part-time manager to assist with the workload.
- **CHOICE—Crestwood** opened near Park Lawn's existing developmental training (DT) site. Due to the close proximity of the sites, Park Lawn was able to transition thirty full-time participants to the new CHOICE site, providing a solid financial base and facilitating the weekly scheduling process.

Helpful Hint



If you are establishing a CHOICE site in a new community, start communicating with the local school districts and families early on in the planning process to increase awareness.



Participant Selection

Given the relatively small size of the site, you may not be able to enroll all interested individuals immediately. Therefore, you may want to consider who will benefit the most from the CHOICE model during your selection process. There are no restrictions on who can or cannot participate in the CHOICE model. However, when selecting participants, it is helpful to remember the intent of CHOICE is to meet the needs of individuals using person-directed services and supports while providing access to the local community. Not all individuals have personal goals that align with this model. Using your site's own limitations as a guide, consider how participants will affect transportation, staffing support, scheduling, timing of daily activities, and the impact on the Q.

When determining which participants will benefit the most from CHOICE, consider the following factors:

- **Individual expectations including interest in employment, volunteering, and community integration.** As with all adults, adults with I/DD have different expectations for their lives. The CHOICE model is based on being in the community working, volunteering, or engaging in other activities. If a participant is not interested in these activities, the CHOICE model may not meet the needs and interests of the person.
- **Physical stamina.** CHOICE participants are on the move all day long, sometimes participating in two or more community activities a day. While some individuals may thrive in this environment, others may find the pace to be exhausting.
- **Desire for full or part-time participation.** Taking into consideration your site's own constraints with regards to staff and financial stability, you may need to manage the number of part-time placements.
- **Ability to ambulate independently, medical support needs, and behavioral support needs.** All of these factors may affect overall staffing and scheduling of community activities and should be balanced against your site's available resources.
- **Home location.** Since the CHOICE model is intended to serve people in their own community, consideration should be given to individuals who live nearby.

REAL-LIFE EXAMPLES

- **CHOICE—Park Ridge,** wanting to provide a day site closer to the home location of several participants, opened the location with a majority of non-ambulatory individuals. The dominance of people who use wheelchairs complicated many aspects of the day from transportation (Is there enough space in the vehicles for everyone?) to scheduling (With additional transition time required, how many activities can be accomplished per day?). As subsequent ambulatory participants joined and additional staff was added, the site was eventually able to find balance and meet the needs of all participants.



Helpful Hints

- ✓ It may be helpful to stagger the admission of individuals with significant needs thereby giving the staff adequate time to get to know the individuals and understand their specific requirements, thus ensuring a successful transition into the program.
- ✓ As you consider whether the CHOICE model is right for a participant, you may want to assess the participant's flexibility. Can he eat lunch at a different time each day? Will she like being with different people each day? What will be his reaction if an activity is canceled? Does she like trying new activities? Is he active and willing to move around all day?

Participant Transitions

The final element to determining participants is ensuring a successful transition. Whether participants are transitioning from an existing program site or transitioning from a school setting, the transition process can be exciting or it can be stressful for the individuals.

When planning participant transitions, consider the following factors:

- **Inform participants and families.** At some point in the planning process, you will want to meet with the participants and families to discuss the new model. However, with so many unknowns (schedule, staff, transportation), talking to families and individuals too early in the process may create more questions than answers.
- **Plan activities for the individuals to learn about the new site.** Individuals will be interested in the new site. Consider hosting small group sessions with participants before opening to review the new model or take a trip to the new site before opening day.
- **Have a plan in place to help participants adjust to the new site.** Not all individuals will adapt to the new model easily. Make sure you have options in place to assist in the transition to the new site. One option might be to encourage participants to visit old friends for lunch.
- **Be thoughtful about moving individuals from large settings to smaller settings.** Acknowledge that the individuals might miss the social component of a large site and help prepare for the change.
- **Ask the participants to assist in decorating the new site.** Allowing the individuals to participate in decorating will also help make them feel like they belong to the new program.

REAL-LIFE EXAMPLES

- **CHOICE—Crestwood** set up a transition program consisting of a short presentation with questions and answers. When the building was ready, they escorted small groups to see the new site to look around.
- **CHOICE—Evanston** went shopping with the participants and had them help pick out furniture from thrift stores and IKEA. Some individuals also assisted with the assembly of the items.

Helpful Hint

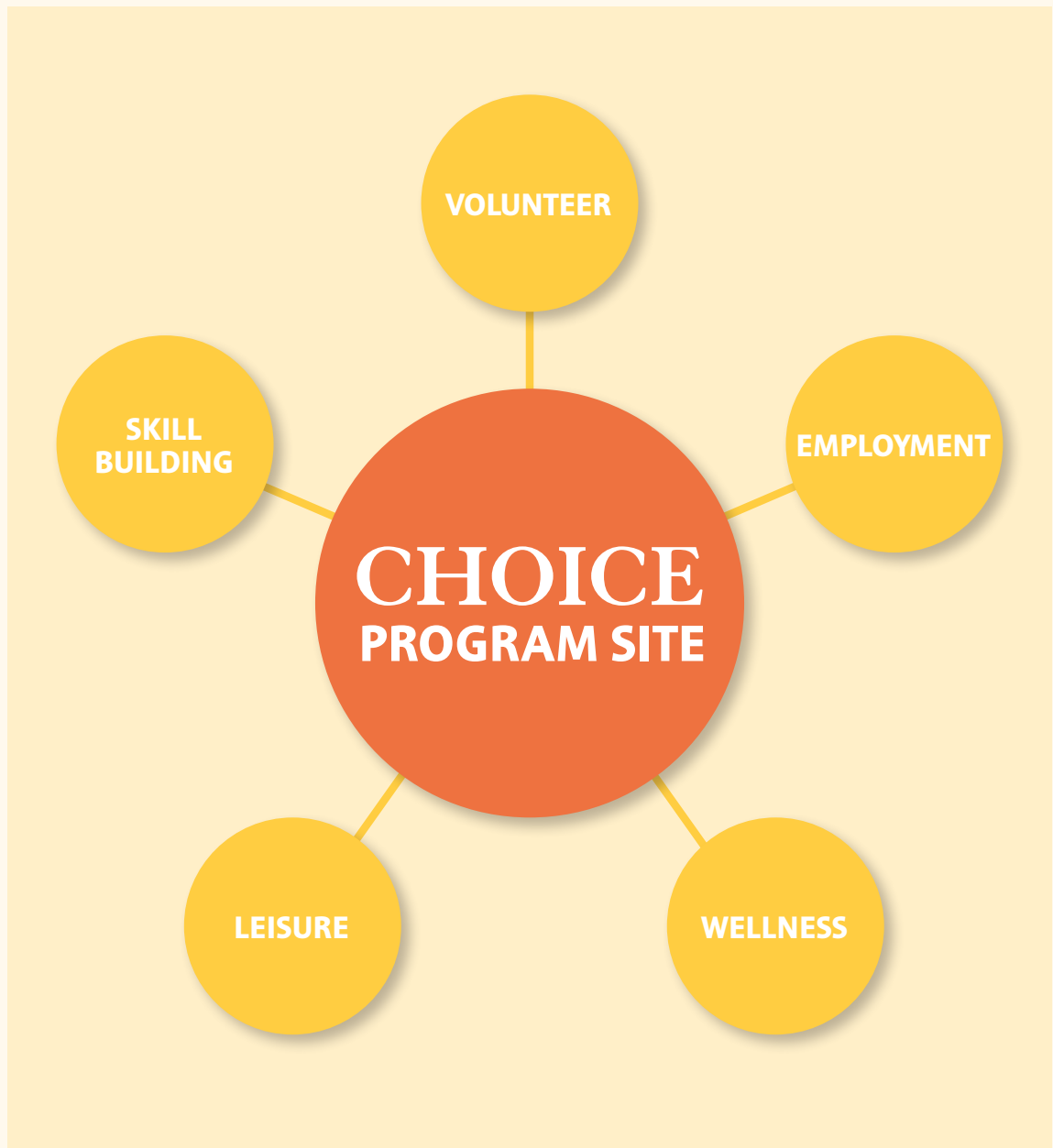


When transferring the participants to a new site, active engagement in the process eases transition worries or concerns.



SITE SELECTION

Selecting the CHOICE site may be the most challenging and time-consuming task you encounter when establishing your new CHOICE model. The perfect CHOICE site provides a centralized landing pad to gather and regroup before and after community integrations as needed to maximize CHOICE throughout the day. You can create this atmosphere by carefully considering the components of location, physical environment, and size.



Location

Location, location, location! How do you determine the best location for your new site? Ideally, you will want to locate in a setting with many community resources within walking distance and close to public transportation. However, this may not be possible due to the cost of leasing or purchasing, zoning requirements, or if the need for services brings you to a suburban or rural area. Each factor will need to be considered and weighed against your site's constraints to find the best location for you.

When determining site location, consider the following factors:

- **Cost.** There will always be a dynamic tension between a site in the best location and sustainable pricing, including lease length. You may need to sacrifice one or more items on your "wish list" to obtain an affordable cost.
- **Leasing vs. Purchasing.** Each agency has its own preference with regards to leasing or purchasing. However, renting may offer you time to determine if the location is right for your organization. Leasing agencies may also be motivated and better equipped to renovate a space to your specifications.
- **Zoning.** Each town or village will have its own zoning requirements, which may limit occupancy options in some areas.
- **Public transportation.** Being close to a train or a bus stop can open up numerous options for the participants as well as ease some of the scheduling issues that arise when transporting individuals throughout the day.



- **Community resources.** Research potential community resources in a new area. Look for parks, libraries, shopping centers, recreation and wellness activities, and volunteer opportunities in close proximity to the site.
- **Participants' home location.** CHOICE is about providing opportunities in an individual's local community. You may want to consider locating close to the perspective participants' homes if possible.
- **Existing agency program site.** You may consider locating near an existing site so that it is possible to share resources (i.e. staff or vehicles) when needed.

REAL-LIFE EXAMPLES

- **CHOICE—Park Ridge** selected a site approximately one mile from public transportation, which not only reduced the rent considerably but also affords a nice walk to the train station.
- **CHOICE—McHenry**, located sixty miles outside of Chicago, was selected to serve individuals in an underserved area. Management was not able to find a location near public transportation. Instead, they were able to locate in a shopping mall near potential employers.
- **CHOICE—Oak Park** ran into zoning issues with potential sites and decided to renovate an existing site owned by UCP Seguin in a vibrant urban area. Interestingly, the process of hiring an architect and managing the renovations internally ended up taking considerably more time to prepare the site for occupancy.
- **CHOICE—Crestwood** selected a large space in a light industrial area close to retail outlets. This space was less expensive but also near the existing DT site which allows CHOICE to utilize current support services such as nursing and transportation.

Helpful Hints

- ✓ Be sure to give yourself adequate time to find a site. Given your agency's specific constraints and other responsibilities, it will take time to find a location. Plan on spending at least two or three months to find the right site, not including the time for renovations.
- ✓ Be aware, if the new site is close to an existing site, clients may want to visit friends. Set expectations early with individuals on how often they can visit.

DISCOVERING CHOICE

Physical Environment

A CHOICE space has a different look and feel than a conventional day program site. A CHOICE space is more professional, less industrial, quieter, and conveys a welcoming environment. Rather than resembling a warehouse, the existing CHOICE sites look like traditional office spaces inhabited by office workers. The space may include large gathering areas, small breakout rooms, desks, computers, and of course, a kitchen or lunchroom. Ultimately, a CHOICE site is as unique as the individual participants.

When determining the physical environment, consider the following factors:

- **Area for group meeting and activities.** You will want a large area for the participants to gather for group activities.
- **Small breakout rooms.** Small rooms will come in handy for job training and exploration, computer lab, library, and individual lessons and classes.
- **Accessible bathroom and entryways.** You will need an accessible bathroom in the office suite or close by. Entries into the site should be accessible for everyone.
- **Parking.** Verify that there is ample parking for staff, visitors and that overnight parking is available for vehicles. Keep in mind; wheelchair accessible vehicles will need a generous amount of room.
- **Kitchen area.** Since CHOICE is a day program, the participants will eat lunch on site or in the community, so think about incorporating a small kitchen with a refrigerator and microwave for individuals to store and prepare lunches. If you have the room (and zoning allows), consider installing a full kitchen with oven and stove for cooking clubs or baking activities.
- **Space for coats and personal belongings.** Be sure to incorporate an area to hang coats and keep backpacks and other personal belongings that participants bring with them each day or store on site. Cubbies, lockers, or open shelves work well.
- **Ability to personalize.** Check with your potential landlord to verify that you can add your own touch to the site by moving walls, painting, decorating, and hanging items on the wall that will personalize the site for your CHOICE participants.

Helpful Hint



Don't forget to plan suitable space for storage (cleaning supplies, decorations, program supplies). As new activities are added to the curriculum (i.e. fishing or sewing), additional storage space may be needed down the line.



REAL-LIFE EXAMPLES



Size Requirements and other Considerations

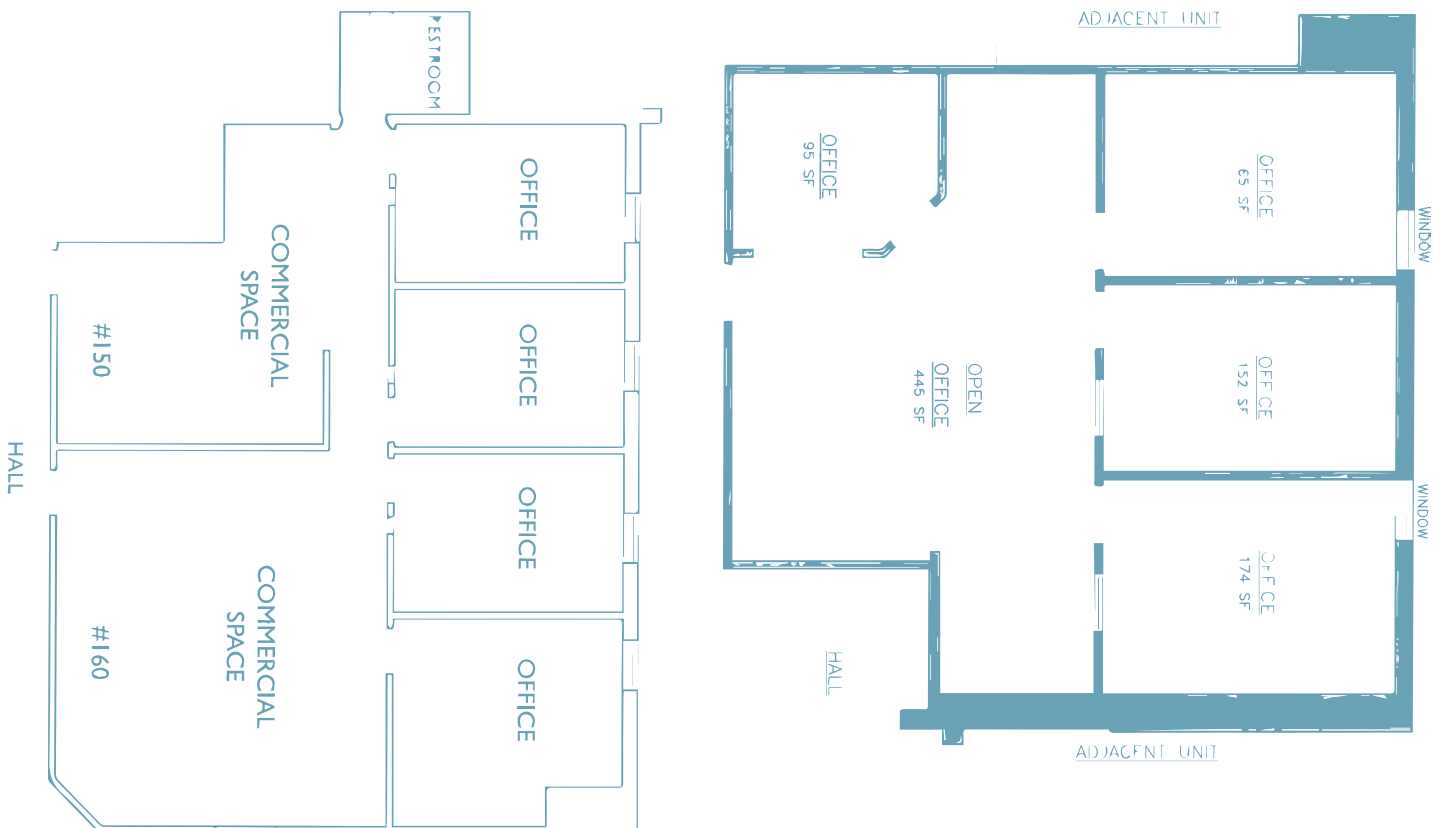
There are no set size parameters for a CHOICE site. The current CHOICE sites range from 3000 square feet to 5000 square feet, providing enough space to house a few working areas but not large enough to inhibit or discourage individuals and staff from going out into the community. If the space is larger in size, consider sharing with other agency staff such as clinical support staff and employment support staff.

Other factors to consider when choosing a site:

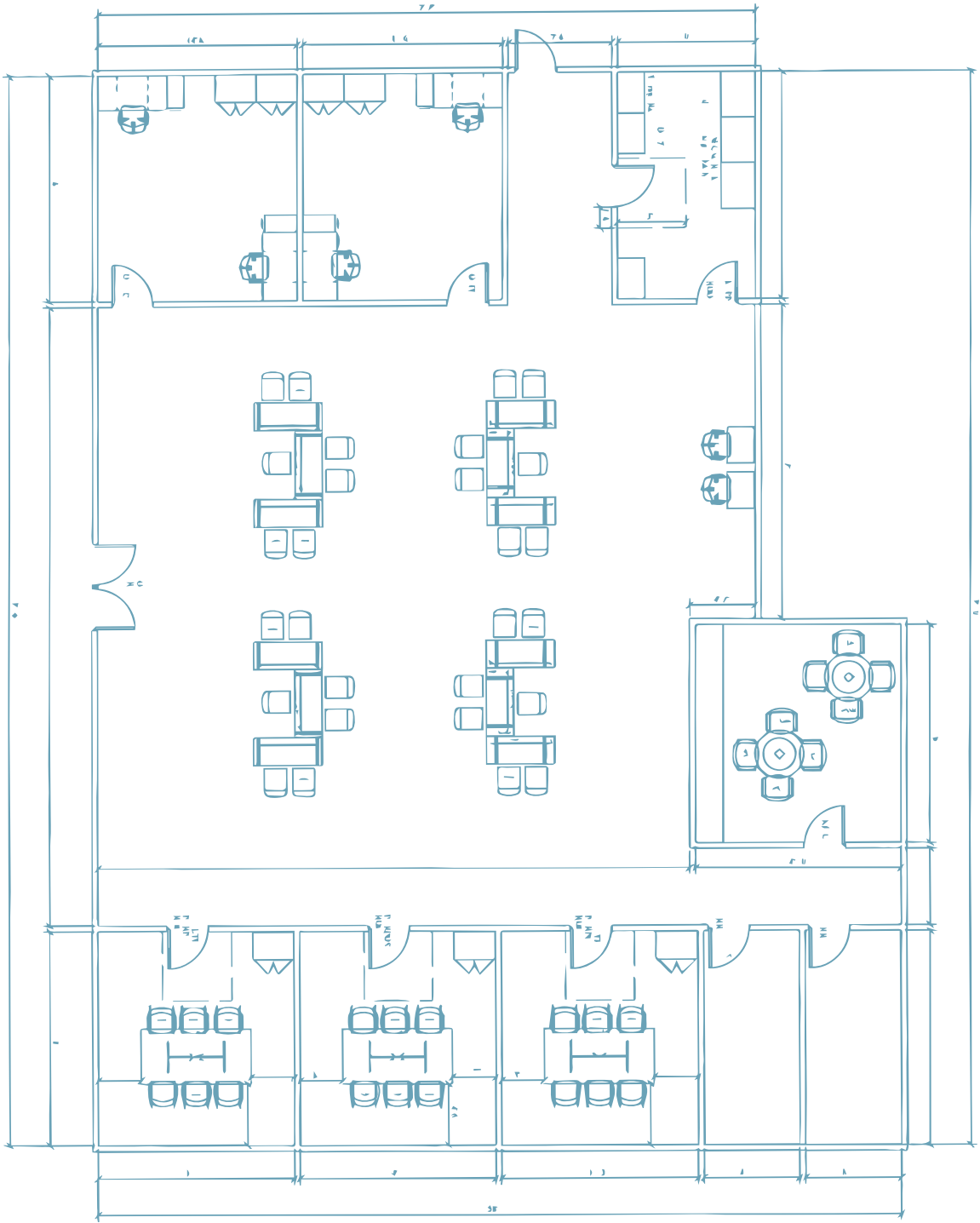
- **Nearby businesses.** Consider your neighbors when selecting a site. If you are in an office building, are there opportunities for networking with the other tenants? Do the other tenants provide the appropriate environment for the CHOICE program? Consider the types of renters (businesses or apartments) and how the CHOICE site fits with these other tenants.
- **The extent of renovations.** More than likely, you or the owners will need to complete some renovations before you move in. However, it may be well to limit the amount of renovations you are considering due to cost and time to complete.

REAL-LIFE EXAMPLES

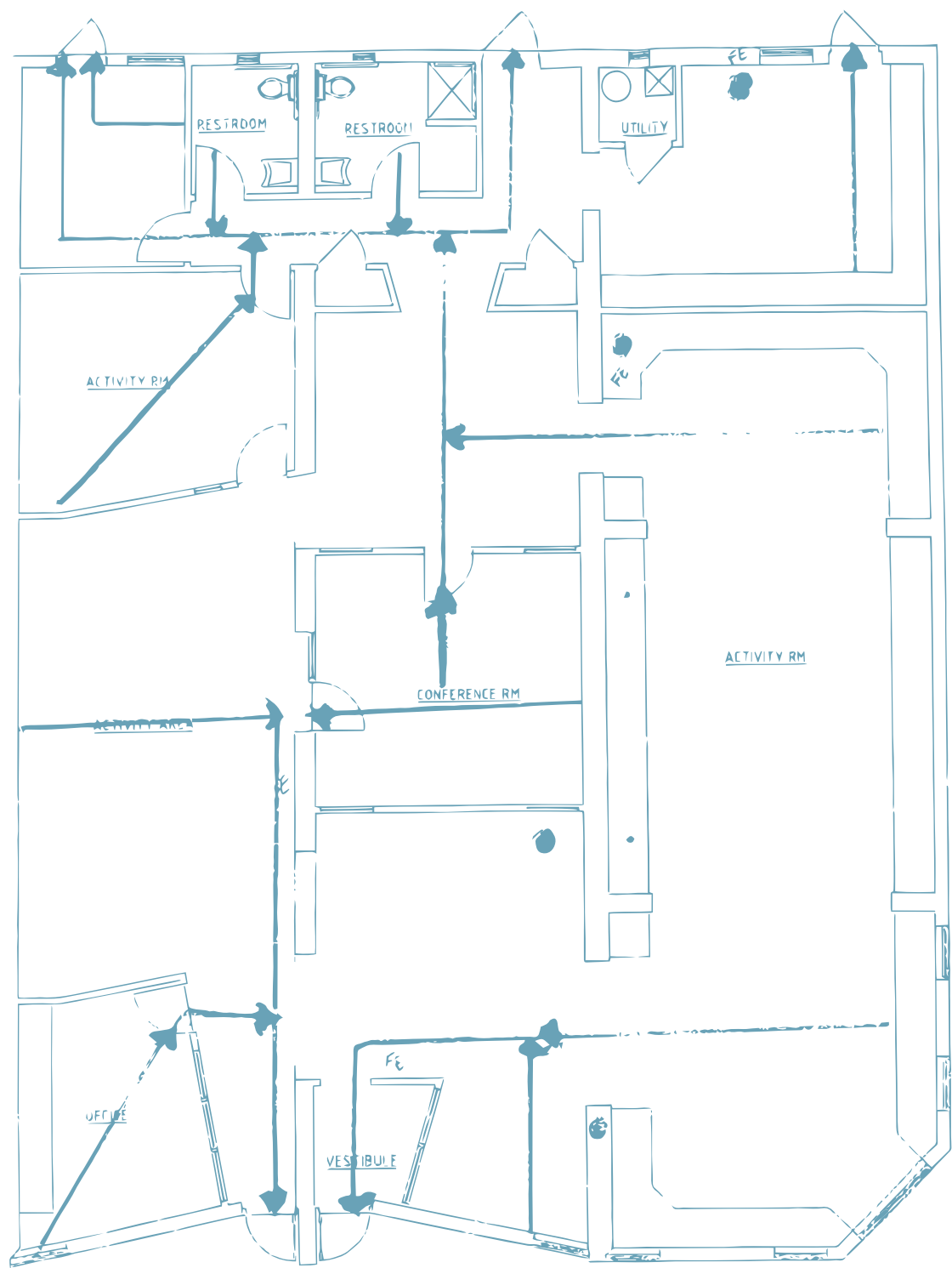
CHOICE—Evanston



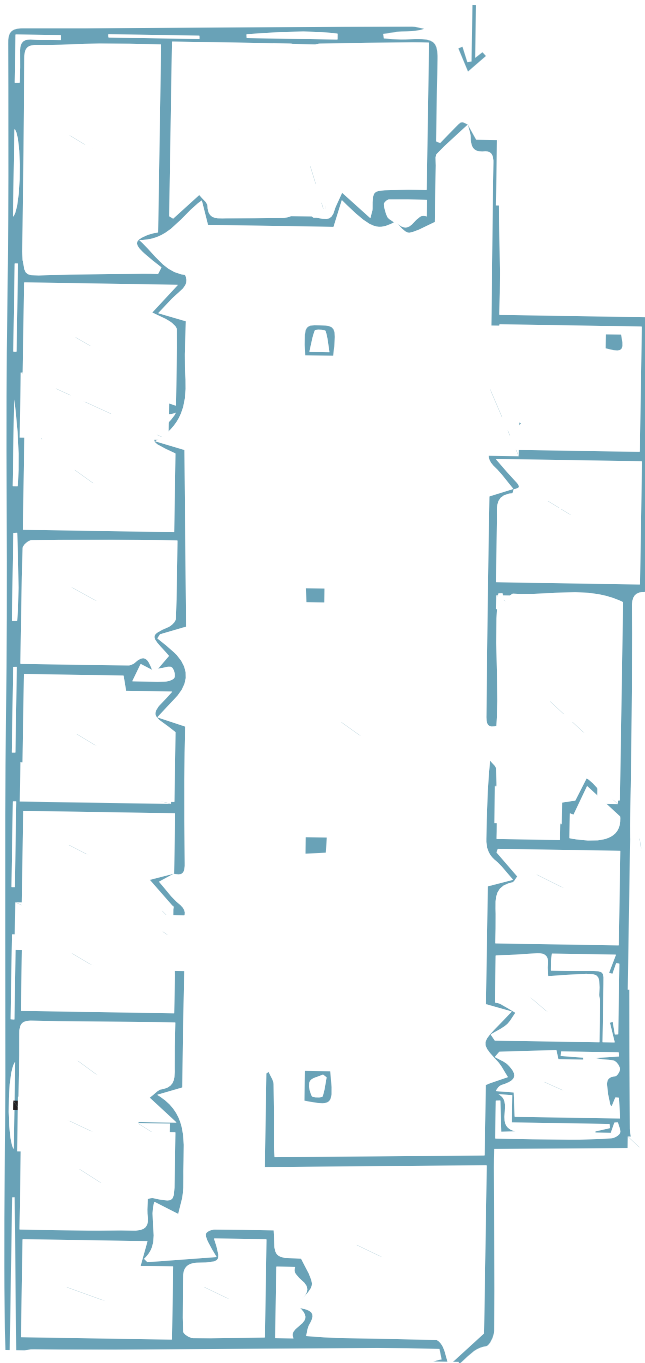
CHOICE—Crestwood



CHOICE—Oak Park



CHOICE—Park Ridge



PREPARING THE SITE

Now that you have found the perfect location for your CHOICE program, the next step is to prepare the site, which may include renovating, purchasing equipment, furnishings, and finally, securing the approvals needed to occupy the site.

Site Renovations

There is a good chance that your site will need renovations to meet your specific needs. Plan at least two to three months for renovation depending on the extent of the updates. Typical renovations include new flooring, moving or adding walls, painting, adding a kitchen, creating an accessible bathroom, and addressing safety concerns such as crash bars on the doors. Below are some examples of the renovations from the various sites (not all sites completed all renovations listed.)

- Built out offices and program rooms
- Added or remodeled kitchen
- Added or remodeled accessible bathroom
- Built coat room
- Installed electrical service to new rooms including computer cabling and telephone wiring; re-lighting the space
- Moved HVAC ducts/diffusers for new configuration
- Painted space
- Replaced flooring
- Deep cleaned carpet
- Deep cleaned resilient floor in bathrooms and kitchenette
- Striped parking lot with 2 handicap spaces
- Installed signage on doors and above entrance
- Added fire extinguishers
- Installed burglar alarm
- Installed first aid kits
- Created a "lounge" area from an office
- Installed carpet on the walls to minimize damage from wheelchairs

Site Furnishing

Unless you are re-purposing an existing site space within your agency, you will need to procure all site furnishings either by using unneeded furnishings from existing sites, donations earmarked for a new site, or purchasing new/used furnishings. Items you may need include:

- Office furniture—desks, chairs, file cabinets, shelves, cubbies, lockers
- Office equipment—copy machine, printer, fax
- Conference tables and chairs
- Kitchen tables and chairs
- Kitchen appliances
- Kitchen utensils and pots and pans
- TV or Smart board
- Computers
- iPads
- IT—Internet and phones, wireless routers
- Mat table and lift
- Decorative elements—pictures, bean bag chairs, decals for the walls
- Safety Equipment—Fire Extinguisher, First Aid Kit, AED, Evacuation Map
- Cleaning Supplies—Mop, broom, bucket, vacuum, rags, cleaning solutions
- Secure Storage—for iPads or activity funds



Approvals

Before you open your doors to your participants, you will need approvals for building occupancy. Depending on location, you will need to investigate your specific approvals needed. In general, you may need the following approvals:

Department of Human Services (or equivalent state regulating agency)

- In Illinois, common practice is to request a visit from the DHS Bureau of Accreditation, Licensure, and Certification. They will then put in a request for the Fire Marshal. Estimate two to four weeks in between your request and the DHS visit. Before doing so, verify that you meet all of the requirement of your state's rules for day programs (In Illinois -Rule 119 for Day Programs) such as having designated handicap parking spaces, locked storage space for medicine, a maintenance plan or schedule for inspecting furnace, fire extinguishers, exits and lights, doors and crash bars among other items.

Fire Marshal

- In Illinois, you will need State Fire Marshall approval, which can take from four to six weeks from the time a visit is requested until the Fire Marshal is able to inspect the premise. Again, in Illinois, call the DHS regulating agency and they will call the Fire Marshal. To minimize downtime, call as soon as the building is safe and all renovation and construction is complete. You do not need all of the furniture in place.

Business License and Occupancy Permits

- Each municipality has different requirements for obtaining business licenses and occupancy permits which may need to be posted. To minimize confusion, have someone from your agency visit the city offices in person as soon as possible after the lease has been signed to determined requirements.

✓ Helpful Hints

Here is a sample project plan to help you get started:

| Activity | Estimated Time | Begin |
|------------------------------------|----------------|-------------------------------------|
| Locate Property | 2-3 months | 6 months before opening |
| Renovate Property | 2-3 months | After property is located |
| Approvals | 1 month | Once major renovations are complete |
| Purchase Furniture | 1-2 months | 1-2 months before opening |
| IT & Phone Set Up | 1 month | Once major renovations are complete |
| Purchase Vehicle | 2-3 months | 2-3 months before opening |
| Purchase Program Supplies | 1 month | 1 month before opening |
| Select and Transition Participants | 1-2 months | 1-2 months before opening |
| Establish Community Resources | 2-3 months | 2-3 months before opening |

Sample Site Approval Checklist – New DT Sites

- ☐ **Water Temperatures:** (At all faucets to be used by participants: run water for 2 minutes, check temperature. Temperature must read between 100°-110° Fahrenheit.)
- ☐ **Bathrooms:**
 - ☐ Toilet Paper Filled
 - ☐ Soap filled
 - ☐ Paper Towels Filled
 - ☐ Toilets flush properly
- ☐ **Safety:**
 - ☐ First Aid Kits mounted and labeled
 - ☐ AED Mounted & Labeled (if you currently have an AED, it must be mounted.)
 - ☐ Evacuation Plans Posted
 - ☐ Evacuation Policy – Available for surveyor
- ☐ **Medication**
 - ☐ Medication Cart or locked box for medication storage
- ☐ **Telephone**
 - ☐ Working Telephone
 - ☐ Telephone Number on site
 - ☐ Emergency Numbers Posted On Site by all telephones
 - ☐ Poison Control
 - ☐ 911
 - ☐ Non-emergency police number
 - ☐ Office of Inspector General
 - ☐ Other appropriate numbers
- ☐ **Maintenance Plan Available**
- ☐ **Designated Handicap Parking Spaces**

Sample Fire Marshall Checklist – New Site Approval

- ☐ **Sufficient Fire Extinguishers**
 - ☐ Check Tags to be sure they are not expired
 - ☐ Fire Extinguishers are mounted on walls
- ☐ **Evacuation Plans are posted**
 - ☐ Sprinkler Inspection Report available for Inspector
 - ☐ Fire Alarm Inspection Report available for Inspector
 - ☐ All sprinkler heads have ring around them
 - ☐ All sprinkler heads are clean and unobstructed and have no paint on them
 - ☐ All exits are marked with lighted signs and signs are open

STAFF

With a site selected, you can focus on hiring your staff. Again, each agency may have a different staffing model or naming convention, but, in general, you will need a manager, direct care staff, and, potentially, a nurse.

Managers

As with traditional day programs, your management requirements will include duties performed by an on-site manager or CSM (Client Service Manager) and a Q (Qualified Intellectual Disability Professional). A good estimate is that 30 full-time (or an average daily attendance of 30) will allow for two manager positions. As your site grows, one individual may perform both roles until enrollment is large enough to support another manager. Depending on how long it takes to build enrollment, consider hiring a full-time CSM and a part-time Q to bridge the gap until you reach 30 FTEs.

Your selection of an on-site manager is critical. In addition to routine responsibilities including hiring and managing direct service personnel, maintaining the safety and security of participants, and implementing the CHOICE model, and the normal responsibilities of a Q, developing individual personal plans, managing participants files, and running the annual staffing, CHOICE managers also have the following unique responsibilities:



- **Building management.** The on-site manager will need to coordinate all aspects related to the space including working with building management to resolve problems with heating, cooling, plumbing, alarms, safety, and so on.
- **Relationship building in the community.** One aspect of building relationships is cultivating community partnerships with volunteer sites, school districts, and other local businesses. Equally as important is providing knowledge to the community about the individuals you serve and offering an open and welcoming environment for the community to get to know and understand the participants. A manager who understands and works towards both of these facets will be well suited to deliver person-directed activities for the participants.

- **Coordinating the overall schedule.** Unlike a traditional day program, the scheduling of daily activities and transportation creates a daily puzzle that can be both challenging and time consuming. A CHOICE manager must be able to navigate these tasks and get participants to where they need to go in an orderly and timely manner.
- **Money management.** Because CHOICE participants have more opportunities to spend money in the community, money management will be complicated. Whether it is a trip to the thrift store, a stop at Starbucks, or a large group outing to the zoo, tracking and assisting the participants in managing their money will be complex given that each individual may spend varying amounts during the week.

Qualities of an excellent CHOICE Manager include being:

- **Committed to the CHOICE model.** Excellent CHOICE managers are invested in developing the model and providing the best person-directed service for the participants.
- **An advocate.** To create the opportunities for volunteering, employment, wellness, and leisure for the participants, a CHOICE manager must vigorously network within the community. In a sense, the manager is “selling” the merits of the CHOICE model and convincing community members that it is in their best interest to partner with CHOICE. A manager who is comfortable in this role, is enthusiastic, and persistent will be an asset.
- **Flexible.** Each day in a CHOICE model brings new challenges. A CHOICE manager must be able to gracefully deal with schedule changes, emergencies, staff issues, and weather surprises on any given day.
- **Creative and innovative.** The mission to provide all participants with person-directed services and supports means that the manager must think outside of the box with respect to finding opportunities for the participants.
- **High energy.** Just as the participants need to be able to adapt to the pace of the CHOICE model, so does the manager. The manager sets the example for the participants and the staff.
- **Independent.** CHOICE managers must be able to work with relative autonomy. They must be able to make everyday decisions concerning site operations swiftly and efficiently without guidance from upper management.
- **Organized.** With up to thirty full-time participants, each pursuing several different activities each day, a CHOICE manager must be organized with schedules, setting plans in place, and anticipating possible back-up needs.

REAL-LIFE EXAMPLES

- **CHOICE—Crestwood** employs two managers who share responsibilities and whose skills complement each other. One has an enrichment background while the other has experience with job development. They both take on CSM and Q responsibilities.
- **The CHOICE—Oak Park** site lost a seasoned manager just before the site opened. A new, inexperienced manager replaced the previous manager. This was a difficult transition for the new manager as she was learning how to be a manager and then was asked to handle the unique responsibilities of setting up a CHOICE site. At Oak Park, there is a Q that handles the Q responsibilities based on home settings and that Q is not part of the CHOICE program.
- **At the CHOICE—Evanston** site, the first manager was low key and lacked direction. He did not take the initiative needed to build the community relationships needed for a successful CHOICE site. He was replaced early on by an experienced manager who was very independent, organized, and enthusiastic and was able to lead the new site through a very successful first year.

Helpful Hint

- ✓ Having a new or inexperienced manager can be a positive asset. Inexperienced managers, although familiar with traditional DT methodology in theory, are likely to be enthusiastic in their approach to making their mark with this new and innovative CHOICE model and programming. Inexperienced managers may need a bit more support as they learn the CHOICE model and hone their management skills, however, the energy and desire to succeed they generally bring can completely offset any negatives.



Direct Support Professional

CHOICE Direct Support Professionals (DSPs) are known by many names such as Community Coaches or Life Skills Instructors. Essentially, DSPs work directly with the participants to support community integration. Ideally, your DSP staffing ratio should be as small as your finances allow. Small groups provide the best support for individual choice. As with the CHOICE manager, there are many unique responsibilities for a CHOICE DSP beyond their regular responsibilities:

- **Assist participants to integrate successfully into the community.** A CHOICE DSP will help participants navigate social and employment situations in the community by re-enforcing appropriate behavior. Conversely, he can also help the community members accept the individual by normalizing the individual's participation in society and acting as a role model for others on how to interact with I/DD adults.
- **Act as a liaison between agency and community.** A CHOICE DSP must realize that she is representing the agency and the CHOICE site in the community and act accordingly.
- **Foster relationships with community.** A CHOICE DSP should consider himself an ambassador of the program and see every encounter in the community as an opportunity to build relationships and strengthen the model.
- **Build relationships with the individuals.** A good DSP develops a relationship with the participant to better understand the individual's goals and help pursue those goals. The DSP also believes in the individual's right to be part of CHOICE and receive person-directed services.
- **Work with minimal supervision.** As much of the DSP's time is spent in the community, she must be able to manage independently and make decisions without close oversight from the manager.
- **Keep individuals safe and secure during community excursions.** Since so much time is spent in the community, the safety of participants is a big concern. CHOICE DSPs need to be able to keep track of all participants at all times.

NOTE: CHOICE DSPs are typically not job coaches. A few sites did experiment with having the DSPs act as job coaches but determined it was too difficult. Job coaches require specific training and it is not realistic to expect one staff member to be responsible for both community and employment related activities. In addition, in all participating agencies, the Community Employment Services (CES) department is responsible for developing employment opportunities and maintaining those relationships. It makes sense that the job coaches report to that CES department to maintain communication with the job sites.

When looking for a top-notch DSP for your CHOICE site, consider hiring a staff that embodies the following characteristics:

- **Committed to the CHOICE model.** As with the CHOICE manager, excellent DSPs are invested in developing the model and providing the best person-directed service for the participants.
- **Trustworthy.** CHOICE DSPs are frequently away from their supervisor, unlike large program settings with a high administrative overview. You must be able to trust your staff member to drive an agency vehicle, take the participants to their activities, be on time, supervise and assist with social and volunteering activities, and assist with money management—all with little to no oversight from the manager.
- **Independent.** A CHOICE DSP must be able to work independently, problem-solve, and handle emergencies as needed since the manager may not always be present.
- **Cheerleader.** Just as a CHOICE manager needs to network and “sell” the benefits of the model to the public, so does the staff. A staff that promotes CHOICE in a positive manner within the community and actively works to build strong relationships will be a great addition.
- **Motivated.** A staff member that is motivated will increase the success of the site with a positive attitude and the ability to innovate and create new opportunities for the participants.
- **Resourceful.** The ability of a staff member to take a general concept (i.e. camping club or drama club) and develop a meaningful curriculum will dramatically expand the prospects for the participants.

REAL-LIFE EXAMPLES

- During one week in the summer at CHOICE-Crestwood, the staff that runs the disc golf club kept a watchful eye on the weather. It was predicted to rain on the day of the disc golf outing. The staff took it upon himself to arrange a backup outing in the event of bad weather. It did indeed rain that day and the staff was prepared and seamlessly provided an alternative activity for his group.
- Due to a family emergency, the art program, provided by an outside agency for CHOICE-Crestwood, was canceled for the day. The Community Coach that assisted with this program took the initiative and created an alternative art project. This allowed the individuals to participate in their chosen activity as planned.



✓ Helpful Hints

- ✓ Consider having the staff plan activities or clubs based on their own hobbies and interests. This allows the staff to bring in their own passion and enthusiasm to daily activities.
- ✓ Consider offering a body mechanics class with the standard training especially if there will be participants in wheelchairs and a lift will be in use.
- ✓ Maximize opportunities for funding for additional staff. In Illinois there are several opportunities for one-on-one funding.

Nurses

Depending on the number of participants with medical needs, the site may not need a full-time nurse and may be able to hire a part-time nurse for a few hours during the day. Alternatively, you may consider sharing a nurse with a nearby location. To match the dynamic needs of the CHOICE model, consider hiring a nurse who will want to participate in the program as a whole, and provide more than just typical medical support.

REAL-LIFE EXAMPLES

- **CHOICE-Park Ridge** and **CHOICE-Evanston** (both Clearbrook sites) each share a nurse with the agency's Residential program in the surrounding area.
- **CHOICE-Oak Park** shares a nurse with a program housed in the same building.
- **CHOICE-Crestwood** shares a nurse with a larger DT site that is nearby.
- **CHOICE-McHenry** hired a part-time nurse just for their site.

✓ Helpful Hint

- ✓ A nurse is the perfect staff member to lead a wellness activity on healthy eating.

CURRICULUM

With the physical attributes of the site complete, it is time to turn your attention to developing the curriculum. This is the process and strategy that you will use to provide individuals with the person-centered services that allow them to participate in the local community through employment, volunteering and enrichment activities.

High-Level Process

As with other elements of CHOICE, each agency will execute the CHOICE model in their own way, but the high-level process should include the same basic elements. Every organization should have a method of getting to know the individual, a way for individuals to select activities, a method to encourage daily participation, and finally, a feedback mechanism that encourages participants to take part in planning and suggesting new activities.

How the CHOICE model provides person-centered services:



Step 1: Gather Information

The first step in the process is to get to know the participant. What has she done in the past? What does he like or dislike? Does she want to be employed? Where would he like to volunteer? This information forms the basis of your curriculum. You can collect this information in a variety of ways such as from an interview or a survey. For example, The CHOICE Advisory Committee developed an online tool to gather and aggregate this information to assist with initial planning. Ideally, this step takes place within the participant's first thirty days so you can start shaping activities that align with the person's interest.

The purpose of Step 1 is to:


- **Assist staff to get to know the individual.** When a new participant joins the site, this dedicated one-on-one time offers a great opportunity to learn about the person including likes and dislikes.
- **Determine past experiences.** Staff can learn about a person's history, specifically past work and volunteer experience.
- **Determine future work and volunteer goals.** Talking to the individual about what jobs he might like to pursue can provide initial ideas on future work and volunteering goals. Use this step to guide the individual in seeking community employment services, volunteering, or wellness activities.
- **Determine similarity in interests across the group.** Use the results of the tool or interviews to develop the first round of activities to schedule based on group preferences.

REAL-LIFE EXAMPLES


- Clearbrook, in conjunction with UCP Seguin and Park Lawn, developed the Personal Exploration Process (PEP) Tool using Survey Monkey, an online survey application, to be able to determine individual interests and provide the ability to aggregate to the group level. See a sample of some of the questions from the PEP Survey in Appendix A.



Helpful Hints



The one-on-one time spent with the individual to complete the tool and focus on personal likes and dislikes is generally a positive experience for the participants and helps to build the initial relationship between the staff and individuals.



You can go back and refer to a survey or interview throughout the year if needed. Consider administering the survey yearly to get fresh perspectives as interests change.

Step 2: Provide Opportunities to Choose Activities

Allowing individuals to choose how they participate on a daily basis is a key component of the CHOICE model. Do not underestimate the importance of this step. With up to thirty full-time participants or part-time equivalents, you cannot plan each day separately and hope to provide meaningful activities for all participants. You need to offer a mechanism to generate ideas and then allow people to pick activities that they want to join. Most of the current CHOICE sites utilize sign-up sheets for at least some of their activities including clubs (fishing, sewing, hiking), volunteer experiences, and one-day special excursions (i.e. zoo).

The purpose of Step 2 is to:

- **Provide a framework for the model.** Sign-up sheets provide a real idea of what people want to do, thus forming the basis for setting daily priorities.
- **Validate the concept of CHOICE.** "How do people choose?" This will be a question that your team is asked over and over again. Sign-up sheets are a tangible way to demonstrate how participants choose their daily activities.
- **Gauge interest in activities and events.** Sign-up sheets allow you to gauge how many people want to participate in activities. If the slots on the sheet are filled in the first day, it is a popular activity. Popular activities can be offered multiple times during the year.

REAL-LIFE EXAMPLES

- **CHOICE—Crestwood**, the largest site with thirty full-time participants, offers activities in eight-week blocks. Managers hang the new sign-up sheets one month before the new session begins. They generally offer four morning activities and four afternoon activities. To minimize confusion for the participants, managers will put up Monday's choices one day and then Tuesday's choices the next day continuing until activities for all five week-days are hung up. Placing each day up separately helps the participants factor in their own availability based on individual work or volunteer schedules. Prep work to determine the activities offered begins one to two months before the sign-up sheets go up.
- **CHOICE—Park Ridge** enrolls twenty-four full and part-time participants and does not use sign-up sheets. Managers offer five options on most days—two volunteer options, and two recreational options with the fifth option being to stay back to work on areas of interest. Staff uses the white board during the morning meeting and again after lunch to determine who would like to do what activities. Due to the weather or other circumstances, the schedule may be modified, leaving 3 options. There are never more than six options per day due to staff or vehicle availability. There are never less than two options offered per day because the group size becomes too large.
- **CHOICE—Evanston** offers two to three options in the morning and again in the afternoon, generally limiting the group size to a maximum of 10 individuals. This ensures that there is enough space on the bus for participants and their wheelchairs.



Helpful Hint

Keep a watchful eye on the sign-up sheets. Occasionally, participants have been known to cross off other names so they can join a popular activity.





Step 3: Confirm Daily Participation

Whether your agency asks participants to commit to activities in advance, or you allow participants to choose activities the day of, or you employ some combination of both, you will have put a great deal of effort into planning each day. Therefore, some thought must be given to how you will confirm daily participation and if you can accommodate changes. Set expectations early on as to how much leeway you will allow participants to change pre-planned activities. Each site may differ in their ability to absorb schedule changes based on their unique factors such as transportation, staffing, and location.

The CHOICE model should not imply that a participant can make random choices each day; he must make his choices within the daily structure you establish. Think about your own life; you make choices to work, volunteer, and participate in extra-curricular activities. However, as an adult, you take responsibility for these choices and honor your commitments. The same philosophy applies to the CHOICE model. You and your staff will spend a great deal of time searching for activities that align with individual's goals, establishing connections in the community, scheduling activities, and arranging transportation and staffing. Having individuals fail to participate in planned activities, especially employment and volunteer sites can jeopardize your relationship with a community partner or at a minimum, throw your transportation plan for the day out of whack.

Develop a way to confirm daily participation in pre-planned activities and encourage participants to follow through on their commitments. Conversely, understand that there might be times when a participant has a legitimate reason for not participating (i.e. not feeling well or anxiety about an outing) and in these cases, you will want to be prepared with alternative, structured activities. Staff can help participants work on communication skills by clearly expressing their desires.



The purpose of Step 3 is to:

- **Set participation expectations.** The staff and participants should understand how much change is permitted in pre-planned activities. Each site will differ. Sometimes the schedule can accommodate changes; sometimes it cannot. Participants should understand that it is important to honor previous commitments, specifically with work or volunteer sites.
- **Increase communication skills.** This is a good opportunity to help individuals articulate reasons for not wanting to participate; sometimes there are valid reasons.
- **Anticipate changes in participation.** By anticipating and planning for some possible changes in activities each day, you and your staff will be able to minimize disruptions to the entire schedule.

REAL-LIFE EXAMPLES

- **CHOICE—Crestwood** encourages individuals to stick with their previous commitments. This includes staying with clubs that meet over a period of 4 to 8 weeks.
- **CHOICE—Park Ridge** has some events each day that are selected that day. For instance in the afternoon, participants can choose between a trip to Savers and a trip to the park for a walk.



Helpful Hint

Be mindful of participants asking to stay behind so they can get extra time on the computer, iPad, or other electronic devices. Have pre-planned activities ready to go.

Step 4: Offer Opportunities for Feedback

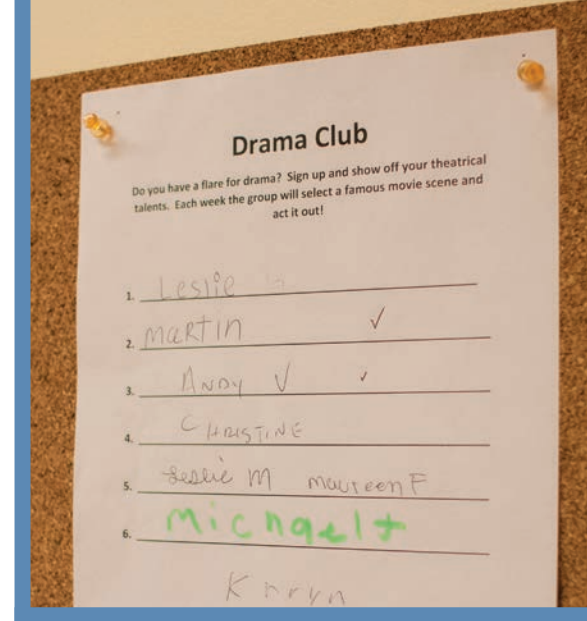
Feedback sessions offer another validation of the CHOICE model. These sessions offer the participants a chance to voice their opinion of whether activities will be offered again or not, make suggestions on new activities, and share their experiences with the other participants who might want to try something new.

Opportunities for feedback may include:

- **End of the day recap of activities.** Having short recaps of the day is a great way to get immediate feedback on the day's events.
- **Individual conversations.** For participants who do not like to talk in front of a group, individual conversations may be a better alternative to share likes and dislikes. You can also track this information on a worksheet.
- **Weekly Small Group Sessions.** Staff can sit down with small groups and discuss the schedule for the next week and solicit feedback on the previous week's schedule and activities.
- **Monthly Client Council Meetings.** Use these meetings to review activities during the month and suggest new activities.
- **Comment and Suggestion Board.** Boards offer a way to visualize new ideas. Individuals can participate by adding their own suggestion or adding on to other's suggestions.

REAL-LIFE EXAMPLES

- Weekly Meeting Document. **CHOICE—Crestwood** uses a template to document a weekly meeting with each participant to review the week and provide a mechanism to capture new ideas.
- Before joining **CHOICE—Crestwood**, an individual actively worked to get himself fired while in a different program because he thought he was missing his friends in the workshop. When he joined the CHOICE site, the other working participants who talked about their jobs inspired this individual. He is now employed at an auto body shop and loves it.



✓ Helpful Hint

Seeing other participants excited about a job or activity or excursion will often ignite interest in others. Be prepared to offer popular activities more than once if everyone who shows interest cannot join the first time.

Community Employment

Employment provides many benefits to the individual such as affording a sense of accomplishment, building self-esteem, fostering independence, and of course, providing a means to earn money. Working in the local area builds on these attributes by furthering an individual's connection to her community and re-enforcing his sense of belonging. Therefore, the CHOICE model places special emphasis on employment activities for all participants as a means to develop and improve skills and participate as an active member in the community.

Starting with Step 1: Gathering Information, determine if an individual has an interest in employment. From there, depending on your agency's process, either make a referral to your agency's Community Employment Services or start a search in your area for an appropriate job based on the individual's interests. Be patient. This process can take time. It can take time to build relationships in the community, time to find the right job, and possibly time for the individual to develop the necessary skill set for the job she wants. The CHOICE model values and encourages employment, keeping in line with the National Employment First Initiative. Therefore, all participants should be encouraged to participate in employment related activities.

Pre-employment activities include:

- Writing resumes.
- Developing soft-skills including appearance, social interactions, ability to take directions, and absorbing stressors.
- Searching for employment online.
- Developing employment related skills by volunteering or improving skills at the CHOICE site.
- Exploring different jobs in the community.

REAL-LIFE EXAMPLES

- **CHOICE—Crestwood** developed a 12-week class focused on soft-skills that is one of the weekly activities.
- **CHOICE—Park Ridge** encourages participants to use their iPad time to look up different jobs on Indeed.com.
- **CHOICE—Oak Park** planned an excursion to the airport to learn about the various jobs available at the airport.
- See Appendix B for a list of sample employment activities.



Helpful Hints



Sometimes individuals have a goal in mind that is not immediately obtainable. For example, one individual wanted to work at a library. It is difficult to find paying jobs at a library without experience so the staff looked for a volunteer job at a school library. Sometimes you need to think outside the box and use volunteering to develop work-related skills.



Encourage employed participants to talk about their jobs with the other program participants. This type of dialog will often inspire other individuals to want to work. The small size of the program facilitates these types of interaction.



Volunteerism

Volunteering provides many of the same benefits as working in the community while at the same time providing the participants with a way to give back to society. Arguably, the biggest benefit to volunteering is that it is an invaluable opportunity to build new skills while being a low risk way for an individual to learn what type of work she likes and does not like to do.

Because participants are not paid for volunteering, it can be easy for individuals and staff to take these obligations less seriously. Remember, volunteer commitments are commitments, not throwaway opportunities and these sites rely on your participation. Volunteer sites will not invite you back if you cancel often or do not complete the desired tasks. Staff members

need to monitor participation and set reasonable expectations for what will be accomplished during the session. Treat volunteer sites as you would a work site; be on-time, dress appropriately, be prepared, and act professionally.



Tips for finding Volunteer Opportunities include:

- **Build community resources.** Seek out opportunities that participants have expressed interest in such as animal shelters or nature preserves.
- **Beware of the type of work that is being performed.** Verify that the group or individual is not crossing over into labor that other people are being paid to do. You do not want an organization to take advantage of your group. For example, it is OK to play bingo in a nursing home but it is not OK to be on the tray line and serve dinner. It is OK to serve cookies and tea at a special event.
- **Track on spreadsheet.** Keep a record of the contact name, phone, email, and response. Don't be afraid to try again in six months. Circumstances can change.
- **Understand that volunteer opportunities will evolve over time.** For new CHOICE sites, there might only be a few volunteer opportunities and it may be necessary to volunteer with larger group sizes. However, as the managers build community relationships and find more opportunities that are participant specific, the number of opportunities per week will increase and the group size will decrease.
- **Ask staff members to make recommendations.** Staff members may know of food pantries or other opportunities in the area.
- **See if staff can receive credit for volunteering.** Consider having the staff volunteer at the same time so they can gain volunteer hours and feel more invested in the activity.

REAL-LIFE EXAMPLES

- At **CHOICE-Crestwood**, the volunteering opportunities are presented to each participant and if they are interested they bid for the job. Candidates are selected based on their availability, interest, and skill set. The number of volunteers varies from site to site. Some volunteer positions originate from the Supported Employment Program and are supported by SEP job coaches and the Park Lawn Transportation department. The other volunteer sites are supported by CHOICE community coaches and generally have anywhere from 4-6 people depending on the need and the site.
- See Appendix B for a sample of Volunteer Activities

✓ Helpful Hint

Be sure to call ahead to determine parking and accessibility of the site in general for all activities.



Community and Enrichment Activities

While working and volunteering will occupy a considerable amount of time in the CHOICE model, there will be time open for community and enrichment activities. When contemplating enrichment activities, recall the CHOICE vision and seek out activities that provide daily community access and enable individuals to develop and improve skills. Look to your own hobbies and pursuits for inspirations such as book club, shopping, swimming, cooking, knitting, fishing, or hiking. Consider activities that are close by the site to help build that community connection. Utilize the concept of Live – Work – Play, incorporating the natural environment to stay in the local community. Additionally, some part of each day may be spent at the CHOICE site either in group or individual pursuits.

While you may want to schedule larger outings to the zoo or a museum every once in a while, these types of outings should not be the norm. As in your own life, you probably do not go to the zoo every week or even every month. First, you are busy working, volunteering, or pursuing other goals. Second, these excursions can be expensive. Not all participants will have the same amount of disposable income. Consider offering various free activities for those who cannot afford to attend paid events.

When researching enrichment activities consider the following factors:

- **Ask the participants to generate ideas.** Use individual meetings, group meetings, idea boards, or asking your staff to suggest activities.
- **How you will monitor money for individuals.** This can be a very time consuming task. Two alternatives include a) sending home requests for money for each activity or, b) requesting a monthly stipend and then track funds used per individual during that month.
- **Each site may have its own personality or likes and dislikes.** One site may prefer more wellness activities and another might prefer more artistic endeavors.

REAL-LIFE EXAMPLES

- **CHOICE—Oak Park** has planned several outings around public transportation so that participants can practice this skill.
- **CHOICE—Park Ridge** participants prefer volunteering as opposed to participating in community enrichment activities.



- **CHOICE-Crestwood** has successfully utilized clubs to introduce new activities such as walking, sewing, and poetry. Interest has been so great at times that managers need to run the clubs multiple times.
- See Appendix B for a list of Enrichment Activities.

Helpful Hints

- ✓ To minimize individuals picking activities based on the staff member leading the activity, do not place staff member names on sign-up sheets.
- ✓ Institute a process to track and charge iPads on a regular basis. Keep iPads locked up when not in use.
- ✓ In the community, individuals should carry IDs and cards with a staff member's phone number just in case they are separated from the group. Make sure that the staff has a list of participants' cell phone numbers as well.
- ✓ Consider having ready stocked backpacks for staff for outings that include emergency contact information and first aid kits.



SCHEDULE

Now that you have your participants and staff, and have begun to define your curriculum with employment sites, volunteer sites, and enrichment activities, you will need to put it all together in a weekly schedule that gets everyone where they need to be at the right time. Transportation is a crucial factor in scheduling. For purposes of clarity in this manual, Schedule and Transportation are separate. Ultimately, scheduling and transportation go hand in hand and should be considered together. The nature of the CHOICE model makes scheduling (and transportation) one giant puzzle—there is no right answer and it may take multiple tries to get a schedule that works given:

- Multiple activities each day
- Multiple group sizes
- Varying ability to ambulate
- Varying employment schedules
- Varying staffing ratio based on attendance

When determining the weekly schedule consider:

- **Setting up a block schedule.** Outline for a set period (4 – 8 weeks) with time slots for volunteering, clubs, enrichment, and employment.
- **Adopting a rain or shine mentality.** Activities should not be canceled or weather used as a crutch to stay back at the site.
- **Monitoring the weather in all schedules.** The participants and the staff can get overheated in the summer with too many outdoor activities. Make sure that one staff member is not leading all the outdoor activities in one day.
- **Being prepared with guided choices.** Individuals who decide to stay at the site instead of participating in pre-planned activities will need alternate choices.
- **Establishing limits on iPad and computer usage.** Individuals should not be tempted to stay at the site so they can have more screen time.
- **Monitoring staff assignments.** Keep an eye on staff assignments so that one staff member does not always lead the same activity each day or week. It is good for both staff and participants to mix up the groups.



Helpful Hint

Have a few pre-planned alternative activities ready for snow days in the winter or excessive heat days in the summer.

REAL-LIFE EXAMPLES

CHOICE—Park Ridge: Thursday, September 1, 2016

| | Keenan | Keenan | Chris | Chinkie | Dominique | Trina |
|---|------------------|--|--|----------------------------------|---------------------------------|---------------------------|
| 8:30–8:45 | Transportation | Make coffee, prep board, find activities for clients | Job Coaching Eric | Find activities for reading club | Find activities for math club | Social Skills Class |
| 8:45–9:00 | | | | | | |
| 9:00–9:15 | | | | | | |
| 9:15–9:30 | Unload clients | Start Goals | | Season's Hospice | Client activity and goals | |
| 9:30–9:45 | | | | | | |
| 9:45–10:00 | | | | | | |
| 10:00–10:15 | Wagner Farm | | | | Client Lunch and Restroom Break | Client lunch and restroom |
| 10:15–10:30 | | | | | | |
| 10:30–11:00 | | | | | | |
| 11:00–11:30 | | | | Goals | 2nd outing. Client choice. | |
| 11:30–12:00 | | | | | | |
| 12:00–12:30 | | | | | | |
| 12:30–1:00 | Lunch Break | Not here | | | | |
| 1:00–1:30 | | | Clean up program. All trash to be taken out and bags replaced. | | | |
| 1:30–2:00 | Enter Attendance | | | | | |
| 2:00–2:30 | | | | | | |
| 2:30–3:00 | | | | | | |
| 3:00–3:30 | Transportation | Enter Attendance | Enter in Goals | Goals and activities | | |
| 3:30–4:00 | | | | | | |
| Clients: Erin, Dan, Cindy, Tani, John, Maelyn, Zach, Todd, Lizzie, Dara, Tracey, Jess, Kurt, Louis, Eric, Bryan | | | | | | |

CHOICE—Crestwood: Wednesday, February 1, 2017

| 1-Feb | Marshay | Joe | Tori | Shannon | Niki |
|----------|---|--|---|--|---|
| 9:00 AM | Would You Rather | Creative Writing Karyn, Tish, Sioban, Paul Leanne, AJ, Martin | Astrology Club Leslie G, Craig, Chris, Nicole, Vinny, Marshawn | Mah Jong Club Troy, Andy V, Emily, Kyle | Accountability for: Diane, Leslie M, Mike R, Andy M, Alfredo (AM) Leslie M (PM) |
| 9:30 AM | Dance Shop Joe, Christine, Nikki, Kim, Bianca | | | | |
| 10:00 AM | | | | | |
| 10:30 AM | | | | | |
| 11:00 AM | | Lunch | | | |
| 11:30 AM | Mad Science | Lunch | | | |
| 12:00 PM | Lunch | Mad Science | Lunch | Budgeting Bonanza | Janitorial |
| 12:30 PM | Social Media | | | | |
| 1:00 PM | Billiards Club Marshawn, Troy, Vinny, Martin, Diane, Tish | | | Woodworking Club Chris, Karyn, Andy M, Leslie G, Joe, Nicole | |
| 1:30 PM | | | | | |
| 2:00 PM | | | | | |
| 2:30 PM | | | | | |
| 3:00 PM | | | | | |
| 3:30 PM | | | | | |
| 4:00 PM | | | | | |

No Attendance: Katie

Work Schedules: Maureen (9am–12:30pm), Mike J (9:30am–2pm), Leslie M (10am–2pm), Alfredo (10am–12pm)

Volunteer Schedules: Andy M, Mike R, Diane (9:30–10:30am)

CHOICE—Oak Park

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--|-----------------------------------|--------------------|--|---|
| 8:30–9:00 a.m. | Arrival/ Sign-in | Arrival/ Sign-in | Arrival/ Sign-in | Arrival/ Sign-in | Arrival/ Sign-in |
| 9:00–10:00 a.m. | Recreation/ Leisure Activity/Public Transportation | | | Volunteer site: Meals on Wheels | Volunteer site: Meals on Wheels & Recreation and Leisure Activity |
| 10:00–12:00 p.m. | Return/ Leisure/Public Transportation | Volunteer Site: Little Red School | Volunteer/OPRF | VA Hosp/M.O.W Volunteer site: Meals on Wheels & Recreation and Leisure Activity | MOW/Parenthesis |
| 12:00p–1:00 p.m. | Volunteer Site: Parenthesis/Lunch | L.R.S.H/Lunch | Lunch/MOW | VA Hosp/M.O.W | MOW/Parenthesis |
| 1:00p–2:00 p.m. | Parenthesis/Lunch | | | Lunch | Lunch |
| 2:00p–3:00 p.m. | Return/Leisure | Return/Leisure | Return/Leisure | Return/Leisure | Return/Leisure |
| 3:00p–3:30 p.m. | Departure/Sign-out | Departure/Sign-out | Departure/Sign-out | Departure/Sign-out | Departure/Sign-out |

Recreational/Leisure Activities:

Public Transportation
Zumba
Library
Bowling

Museums
Oak Park Conservatory
Brookfield Zoo, Lincoln Park Zoo
Neighborhood walks
Visit to Local Colleges

Theaters
YMCA
Darien Dog District
I-Pad usage

Laptop usage
Desktop usage
Visit local shops
* Workshops, trainings, etc...
Employment Search

Communication with Families

Another important thing to consider is your communication with participants' families or homes. With multiple activities and needs per week, you may be sending messages home with notes to pack a lunch, bring money, or dress warmly. To simplify this process, consider using a group texting application such as Remind, or Group Me, or an online share site with calendar application such as Shutterfly.



Helpful Hint

Each family brings their own dynamic and it is important for the managers to work with them and keep the site working efficiently.

TRANSPORTATION

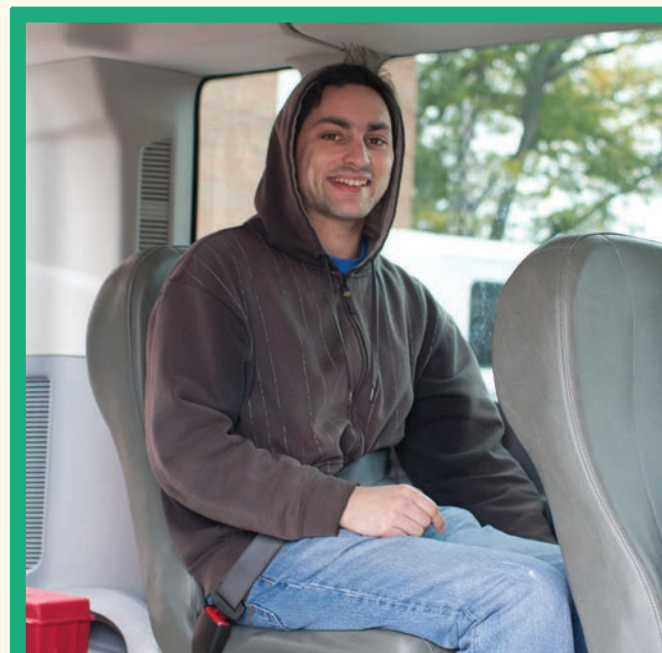
Transportation can be one of the most expensive and trickiest pieces to manage and will always factor into the decisions you make regarding scheduling. In order to give your site the most flexibility with scheduling, think outside of the box and incorporate the Live-Work-Play in the community mentality. Below you will find tips with respect to Within the Day transportation and To/From the Site transportation that may help with planning.

Within the Day

With so much time spent in the community, the best-case scenario is to have dedicated vehicles for the CHOICE site. Current sites have between two and three vehicles but this is largely dependent on location and the number of participants.

When planning Within the Day Transportation, consider the following factors:

- **Leasing vs. owning.** Depending on your agency's finances and/or policies, you might decide to lease or own your vehicles.
- **Acquiring a wheelchair accessible van.** Depending on individuals' ability to ambulate, you might decide to acquire a wheelchair accessible van. Ford Transit can be configured to accommodate many different scenarios.
- **Obtaining vehicles that can be re-configured.** Depending on your flexibility needs, you might want to acquire a vehicle that can be reconfigured (take seats in/out) as needed. Ford Transits are a good option.
- **Borrowing or sharing a vehicle.** For occasional or atypical trips, consider borrowing a vehicle for the day from a sister site or nearby partner agency.
- **Planning activities in the same direction.** For efficiency, select volunteer and enrichment activities in the same direction as employment sites.
- **Establishing a radius around the site.** Define your travel by establishing a radius that forms your community (5-10 miles etc.). Note: The radius may need to be considerably larger in rural areas as the distance to community resources may be greater.
- **Utilizing public transportation.** When possible, utilize public transportation for work, volunteer, and enrichment activities to take the load off the vehicles as well as providing a training tool for participants.
- **Ensuring all staff members are certified to drive.** Having all staff members certified to drive will ensure transportation in case of illness or other unforeseen occurrences.





REAL-LIFE EXAMPLES

- **CHOICE—Crestwood** utilizes two standard, seven-passenger minivans and an agency CILA van when needed. Normal radius is twenty miles.
- **CHOICE—Oak Park** has two vehicles, one minivan and one Ford Transit. There is currently no firm radius in place but local activities are highly encouraged.
- **CHOICE—Park Ridge** utilizes two Transits that can be re-configured and one bus with seats that can go up and down. There is no radius at this time.

Helpful Hints



Consider multiple smaller vehicles. Larger vehicles are more difficult to park and fit into parking garages and encourage larger group size.



Consider purchasing transit cards to minimize public transportation costs. Factor in the costs of staff using public transportation in your operating costs.

To / From the Site

Some agencies provide transportation to and from the CHOICE site. A few items to consider with respect to transportation to and from the CHOICE site include:

- If individuals are being transported from agency residences in agency vehicles, perhaps it is possible to transport individuals to other volunteer sites or employment along the route.
- Consider whether the transportation cost will increase due to location of the CHOICE site compared to the current site. This pertains to existing clients only and is another reason to locate the CHOICE site near participants' home.
- If available, consider utilizing public transportation for participants traveling to and from the site or to and from a work site. In Illinois, participants can be certified to use the public transportation service, PACE, which will pick up and drop off individuals at the CHOICE site and at employment sites.

FINANCES

Finances will be a major factor when opening a new site particularly as agencies transition from larger day services sites to smaller sites like CHOICE. All organizations should understand and plan for the financial ramifications of a new site including start up costs and on-going operation costs.

Start Up Costs

Start up costs will vary from area to area and will depend on outside factors such as the real estate market and the economy. Unfortunately, because of these factors, this manual cannot provide a detailed cost estimate for all new sites. You can reduce costs by repurposing equipment from other sites or asking for donations of items like office equipment and furniture. If possible, consider applying for a grant to pay for the start up costs including:

- Facility renovation
- First year rent
- Information technology and phone equipment
- Furnishings
- Program supplies
- iPads
- Vehicles
- First year salary of manager

REAL-LIFE EXAMPLES

- **CHOICE—Evanston** benefited from a donation of office furniture, which helped save costs during the first year.

Operation Costs

Operation costs will also vary by region and agency model. However, the originating CHOICE sites estimate that twenty full-time participants or part-time equivalents have covered the cost for one on-site manager. If you are opening a site in a new area and will build your enrollment over time, plan to supplement the operating costs during the first year. Other considerations to reducing operating costs include:

- Sharing a nurse with another site
- Sharing vehicles



Helpful Hint

Look within your community for additional resources. For example, offices that are closing or moving may donate equipment. Research your specific county or township for grants that can offset any of the other costs such as staff positions or excursion costs.

OTHER CONSIDERATIONS

The authors have compiled a list of other items that you might want to consider as you put your site together.

The CHOICE Model and CQL Personal Outcome Measures

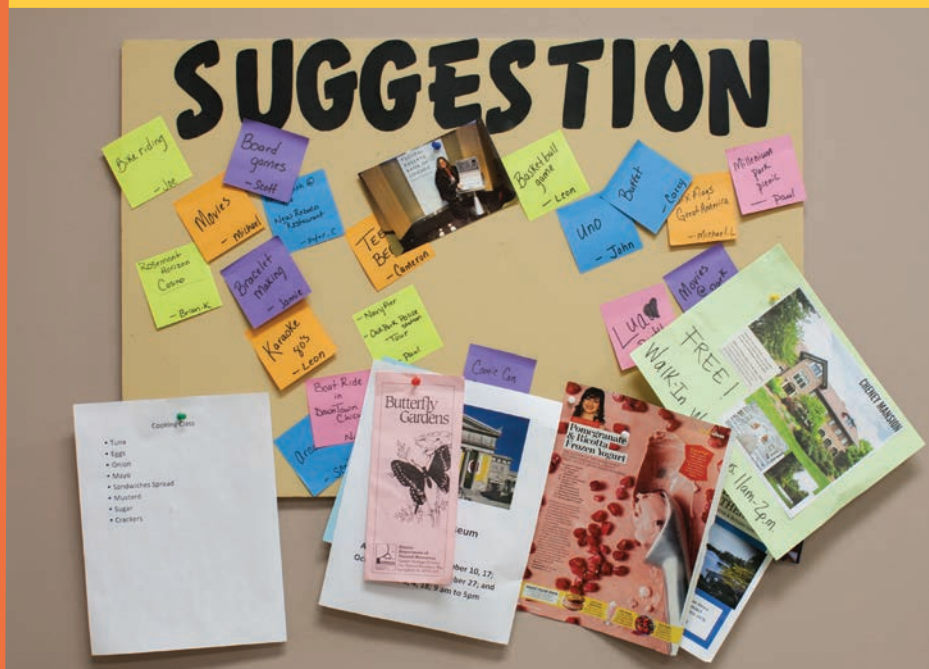
The Council of Quality Leadership's (CQL) has set high expectations for the I/DD community by establishing Personal Outcome Measures (POM) Indicators. We have used the POMS indicators as a roadmap during the development of the CHOICE model, informing the direction of our curriculum where possible. We believe strongly that embracing this mindset will provide the best services for our participants and aligns with national indicators.

Showcasing the CHOICE Model for Visitors

One of the enduring questions with the CHOICE program, is how to demonstrate to prospective participants and families how the program works. The community-based nature of the program means that many times when visitors come to see the site, the participants are off-site. It is not always easy to bring a tour to a community activity. Ideas for conveying the scope of the program are listed below.

- Display a large map of the community with flags for the various activities/destinations.
- Create a large block schedule on the wall for the day or the week. Use laminated (or sheet protected) pictures of the activities or destinations. Create flags for the individuals that they can attach to the activity they participate in.
- Collect brochures from activities or volunteer sites and make a collage on the wall.
- Print schedules on 11X14 paper so they are more usable.
- Use a Check-in/Check-out Board with a spot for each participant. Have the participants mark themselves "In" the site or "Out" in the community.
- Show the schedule on the TV (must be a smart TV).
- Create a picture wall showcasing the activities. Make it "artistic" with black and white photos or use "newer" photo formats (think Instagram) for a modern take.
- Create photo albums and scrapbooks.
- Use the video function on the iPad to collect footage from outings and compile a video or create a Power Point presentation.

REAL-LIFE EXAMPLES



Helpful Hint

Encourage staff to take pictures on all outings so that recent pictures are always available.

Dedicated Project Manager for Start Up

Given the large amount of work required to open a new site, consider hiring a project manager to assist with site set-up. A dedicated project manager will help the project team stay organized by:

- Creating a task list and a timeframe for completing those tasks.
- Facilitating communication with team members.
- Creating project documentation and lessons learned.
- Tracking issues.

Note: this is a time-limited position to help with the extra work required to open a new facility and should end when the site is operational.

REAL-LIFE EXAMPLES

A dedicated project manager was hired to assist with the set up of all five CHOICE Sites. The project manager used an online project management tool, Teamwork, to help keep everyone working together. The role of project manager was added to the grant request and approved in the final grant.



Helpful Hint

Even if not utilizing a formal project manager, make sure to clearly identify who is responsible for each task. Delays can arise when one team member believes that the other team member is responsible for a task.

CHOICE Advisory Committee

Clearbrook and their Intersect for Ability partners, UCP Seguin and Park Lawn, have used the concept of the Advisory Committee in many of their projects. An Advisory Committee is a great way to invite other agencies to provide feedback as you develop a new initiative that may have future benefits to the other organizations. Having an outsider's view can be invaluable when determining what direction to pursue, as they will often ask the difficult questions. You may also consider inviting parent representatives, community resources (employers, nonprofits, or school districts) and participants to get their feedback and input into the overall program. Generally, these meetings are held quarterly but can be held more often if needed.

Community Outreach and Involvement

There are many reasons that you may want to be engaged in the community. For example, if you are opening a site in a new area, it is important to reach out to the community to build community resources and to ensure schools and families are aware of the new opportunities. Consider the following activities:

- **Host an open house.** Invite your local school district representative, businesses, and neighbors to an Open House.
- **Create promotional materials.** Send flyers to the local school district and PAS agencies to familiarize them with your organization.
- **Join the Chamber of Commerce.** Regular participation in the Chamber of Commerce or other business networks may introduce your agency to a variety of potential employment and volunteer activities in your area.
- **Participate in community events.** Participating in area festivals, fundraisers, races, and other activities are helpful ways to introduce your agency to the community as well as network with other organizations.

CONCLUSION

We hope that you find this manual helpful and meaningful in planning and opening your own CHOICE site. While this manual contains the experience of the originating agencies, we urge you to keep an open mind when using this tool. Having the ability to offer person-centered services and supports often relies on being flexible and thinking outside of the box as well as being willing to embrace new opportunities as they emerge.

Good luck!



SUPPORTING MATERIAL

Appendix A Personal Exploration Process (PEP) Survey

Clearbrook, in conjunction with UCP Seguin and Park Lawn, developed the Personal Exploration Process (PEP) Tool using Survey Monkey, an online survey application, to be able to determine individual interests and provide the ability to aggregate to the group level. Below is a sample of some of the questions:

Vocational Interest—Volunteering

Have you ever volunteered?

- ☐ Yes
- ☐ No

If Yes, what did you do?

Would you like to volunteer?

- ☐ Yes
- ☐ No

If Yes, what would you like to do?

Vocational Interest—

Community Employment

Please share with us your experience and plans for jobs and volunteer opportunities in the community.

Have you worked in the community?

- ☐ Yes
- ☐ No

If Yes, what did you do?

Would you like to work in the community?

- ☐ Yes
- ☐ No

If Yes, what would you like to do?

Independent Living—Daily Tasks

We would like to understand the daily living tasks that you like to do. For each of the activities presented, please check the box that applies best.

Please use the comment box to tell us if you have help with those activities.

| | I definitely would participate | I might participate | I don't know if I would participate | I might not participate | I definitely would not participate | N/A |
|---------------|--------------------------------------|------------------------|--|----------------------------|--|-----------------------|
| Plan meals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Grocery shop | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cook meals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clean kitchen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Independent Living—Transportation

We would like to know how comfortable you are with different forms of transportation. Please tell us if you use any of the modes of transportation listed below.

| | I definitely do | I might do | do | I might not do | not | N/A |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Public bus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pace bus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Community Integration & Recreation—Community Outings

We would like to know about the community outings that you would like to do. For each of the outings presented, please check the box that applies best. Please use the comment box to tell more about these activities if needed.

| | I definitely would participate | I might participate | I don't know if I would participate | I might not participate | I definitely would not participate | N/A |
|-------------|--------------------------------|-----------------------|-------------------------------------|-------------------------|------------------------------------|-----------------------|
| Many People | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Loud | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Independent Living—Money Matters

Do you have your own spending money?

☐ Yes

☐ No

Comments:

Do you carry your own money?

☐ Yes

☐ No

Comments:

Community Integration & Recreation—Home Life

Please tell us about your home life.

Are you happy in the home that you are living in now?

☐ Yes

☐ No

If Yes, tell us what makes you happy?

If you are not happy in your home now, can you tell us why not?

Appendix B Sample Activities List (Employment, Volunteer, and Enrichment)

| CHOICE Site | Activity | Description | Miles from Site | Employment | Pre-Employment | Volunteering | Wellness | Education | Leisure |
|-------------|--|----------------------------------|-----------------|------------|----------------|--------------|----------|-----------|---------|
| Crestwood | Savers | Discount Store | 9.1 | • | | • | | | |
| Crestwood | Alsip Apartments | Apartment Complex | 3.2 | • | | | | | |
| Crestwood | Chili's | Restaurant | 6.5 | • | | | | | |
| Park Ridge | ComEd | Utility | 10.1 | • | | | | | |
| Crestwood | Desmonds | Restaurant | 5.6 | • | | | | | |
| Crestwood | Fannie May | Candy Store | 4 | • | | | | | |
| Park Ridge | Garvey's | Restaurant | 2.8 | • | | | | | |
| Park Ridge | Glenview South Junior High School | School | 4.3 | • | | | | | |
| Crestwood | Marcus | Movie Theater | 10.3 | • | | | | | • |
| Crestwood | Mariano's | Grocery Store | 3.8 | • | | | | | |
| Crestwood | Nothing Bundt Cakes | Retail | 3.8 | • | | | | | |
| Crestwood | Oak Lawn Toyota | Car Dealer | 6.2 | • | | | | | |
| Crestwood | Park Lawn Center | Community Center | 4.8 | • | | | | | |
| Crestwood | Park Lawn School | School | 4 | • | | | | | |
| Crestwood | Walgreens | Retail | 6.8 | • | | | | | |
| Crestwood | Webb Chevy | Car Dealer | 5.8 | • | | | | | |
| Crestwood | Season's Hospice | Hospice | 3.7 | | • | • | | | |
| Park Ridge | Feed My Starving Children | International Food Distributions | 12.7 | | • | • | | | |
| Park Ridge | Wings ReSale | Nonprofit Retail | 10.9 | | • | • | | | |
| Park Ridge | Breakthrough | Homeless Shelter | 14.3 | | • | • | | | |
| Park Ridge | Community Tool Bank | Tool Lending | 18.3 | | • | • | | | |
| Park Ridge | Salvation Army, Red Kettle, Jewel-Osco | Donation Collection | 3.7 | | • | • | | | |
| Park Ridge | Parenthesis Family Center | Support & Education for Families | 0.8 | • | • | | | • | |
| Park Ridge | Park Ridge Metra Station | Transportation | 0.6 | | • | | | | • |
| Park Ridge | Wagner Farm | Farm Clean Up | 7.6 | | | • | | | |
| Park Ridge | Palos Hospital | Community Hospital | 6 | | | • | | | |
| Crestwood | The Bridge | Teen Center | 6 | | | • | | | |
| Crestwood | Oak Lawn Children's Museum | Museum | 6.2 | | | • | | | |
| Crestwood | Operation Blessing | International Relief Agency | 1.5 | | | • | | | |
| Crestwood | Marist High School | School | 3.5 | | | • | | | |
| Crestwood | Meals on Wheels | Food Distribution | 6.8 | | | • | | | |
| Crestwood | Manor Care | Senior Care Facility | 5.2 | | | • | | | |
| Crestwood | Crestwood Library | Library | 0.4 | | | • | | | |
| Crestwood | Field Museum | Museum | 21 | | | • | | | |

| CHOICE Site | Activity | Description | Miles from Site | Employment | Pre-Employment | Volunteering | Wellness | Education | Leisure |
|-------------|---------------------------------------|----------------------------------|-----------------|------------|----------------|--------------|----------|-----------|---------|
| Evanston | Random Acts of Flowers | Flower Recycle | 1.6 | | | • | | • | |
| Evanston | Habitat for Humanity | Retail | 6.1 | | | • | | • | |
| Evanston | Animal Shelter | Animals | 2.8 | | | • | | • | |
| Oak Park | Hines VA Hospital Food Pantry | Food Pantry | 3.1 | | | • | | • | |
| Oak Park | Little Red School House/Nature Center | Nature Center | 12 | | | • | | | • |
| Oak Park | Dog District | Animals | 14 | | | • | | • | • |
| McHenry | Lake in the Hills Food Pantry | Food Panty | 2.9 | | | • | | | |
| McHenry | Ellie's Resale and Rescue | Nonprofit Retail | 9.4 | | | • | | | |
| McHenry | Cary Food Pantry | Food Panty | 3.7 | | | • | | | |
| McHenry | Feed My Starving Children | International Food Distributions | 18 | | | • | | | |
| Crestwood | Walking Club | Wellness | 0.5 | | | | • | | |
| Crestwood | Poetry Club | Education | 0.4 | | | | | • | |
| Crestwood | Correspondence Club | Education | 0.4 | | | | | • | |
| Crestwood | Dancing | Wellness | 4.7 | | | | | | • |
| Crestwood | Billiards Club | Leisure | 4.4 | | | | | | • |
| Crestwood | Technology Club | Education | 8.2 | | | | | • | |
| Crestwood | Sky Deck | Leisure | 21.4 | | | | | | • |
| Crestwood | Pickleball | Wellness | 4 | | | | | • | • |
| Park Ridge | Grocery shopping at Jewel-Osco | Wellness | 0.25 | | | | • | | • |
| Park Ridge | Book Club at Starbucks | Education | 0.8 | | | | • | • | • |
| Park Ridge | Park Ridge Public Library | Education | 0.7 | | | | | • | • |
| Park Ridge | Shopping at Dollar Tree | Leisure | 1 | | | | | | • |
| Park Ridge | Emily Oaks Nature Center | Wellness | 6.8 | | | | • | • | • |
| Park Ridge | Fishing at Montrose Harbor | Leisure | 12.4 | | | | • | • | • |
| Park Ridge | Lincoln Park Zoo | Leisure | 15 | | | | • | • | • |
| Park Ridge | River Trail Nature Center | Wellness | 10.6 | | | | • | • | • |
| Park Ridge | Nature Museum | Wellness | 7.9 | | | | • | • | • |
| Evanston | Sculpture Park | Leisure | 3.6 | | | | • | • | • |
| Evanston | Social Skills Class | Education | 0 | | | | • | • | • |
| Evanston | Coffee with a Cop | Education | 0.9 | | | | | • | • |

| CHOICE Site | Activity | Description | Miles from Site | Employment | Pre-Employment | Volunteering | Wellness | Education | Leisure |
|-------------|---|-------------|-----------------|------------|----------------|--------------|----------|-----------|---------|
| Evanston | Bahai Temple | Education | 2.2 | | | | | • | • |
| Evanston | Lake Front Walk | Wellness | 0.8 | | | | | • | • |
| Evanston | Downtown Evanston | Leisure | 0.6 | | | | | | • |
| Evanston | Botanic Gardens | Wellness | 12 | | | | | • | • |
| Evanston | Mitchell Museum | Education | 2.8 | | | | | • | |
| Evanston | Gross Point Garden | Education | 1.5 | | | | | • | • |
| Evanston | Montrose Beach | Leisure | 7.5 | | | | | | • |
| Oak Park | Oak Park Conservatory | Leisure | 0.7 | | | | | • | • |
| Oak Park | YMCA | Wellness | 2.4 | | | | | • | • |
| Oak Park | Public Transportation CTA Blue Line | Education | 0.5 | | | | | • | • |
| Oak Park | Morton College | Education | 3.5 | | | | | • | |
| Oak Park | Lake Katherine Nature & Botanic Gardens | Leisure | 14 | | | | | • | • |
| Oak Park | Federal Reserve Bank of Chicago/Money Museum | Education | 7.8 | | | | | • | • |
| Oak Park | Val's Records | Leisure | 0.3 | | | | | | • |
| McHenry | Reading club | Education | 1.4 | | | | | • | • |
| McHenry | Cooking | Wellness | 1.3 | | | | • | | |
| McHenry | Bingo | Leisure | 1.1 | | | | | | • |
| McHenry | Book Club | Leisure | 1.2 | | | | | • | • |
| McHenry | Learning about Space— Yerkes Observatory | Education | 26 | | | | | • | • |
| McHenry | Anderson's Candy Shop | Leisure | 17 | | | | | | • |
| McHenry | Tour of Theatre | Leisure | 1.9 | | | | | | • |
| McHenry | YMCA | Wellness | 1.9 | | | | • | • | |
| McHenry | Tour of Fire Station | Leisure | 1.5 | | | | | | • |

DISCOVERING CHOICE

ACKNOWLEDGEMENTS

This manual was created from the dedication and hard work of the CHOICE managers and staff of five separate locations over the past three years. However, without the support of many other individuals and organizations, publication would not have been possible. Therefore, we would like to extend our sincere gratitude to them all.

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It is not
our abilities
that show us
who we truly are,
it is our
CHOICES.

DISCOVERING
CHOICE