



NTACT
National Technical Assistance Center on Transition

Project SEARCH: Exciting Updates, Resources and Considerations

Tuesday, November 10, 2020

Reminders:

The **PowerPoint** and all resources are **available** at: <https://www.transitionta.org>

Use Zoom **Q & A Feature** for **Content Questions** and to Share Any **Resource Suggestions**

Use Zoom **Chat Feature** for **Technology Difficulty**





Project SEARCH
NTACT Presentation
Tuesday, November 10, 2020

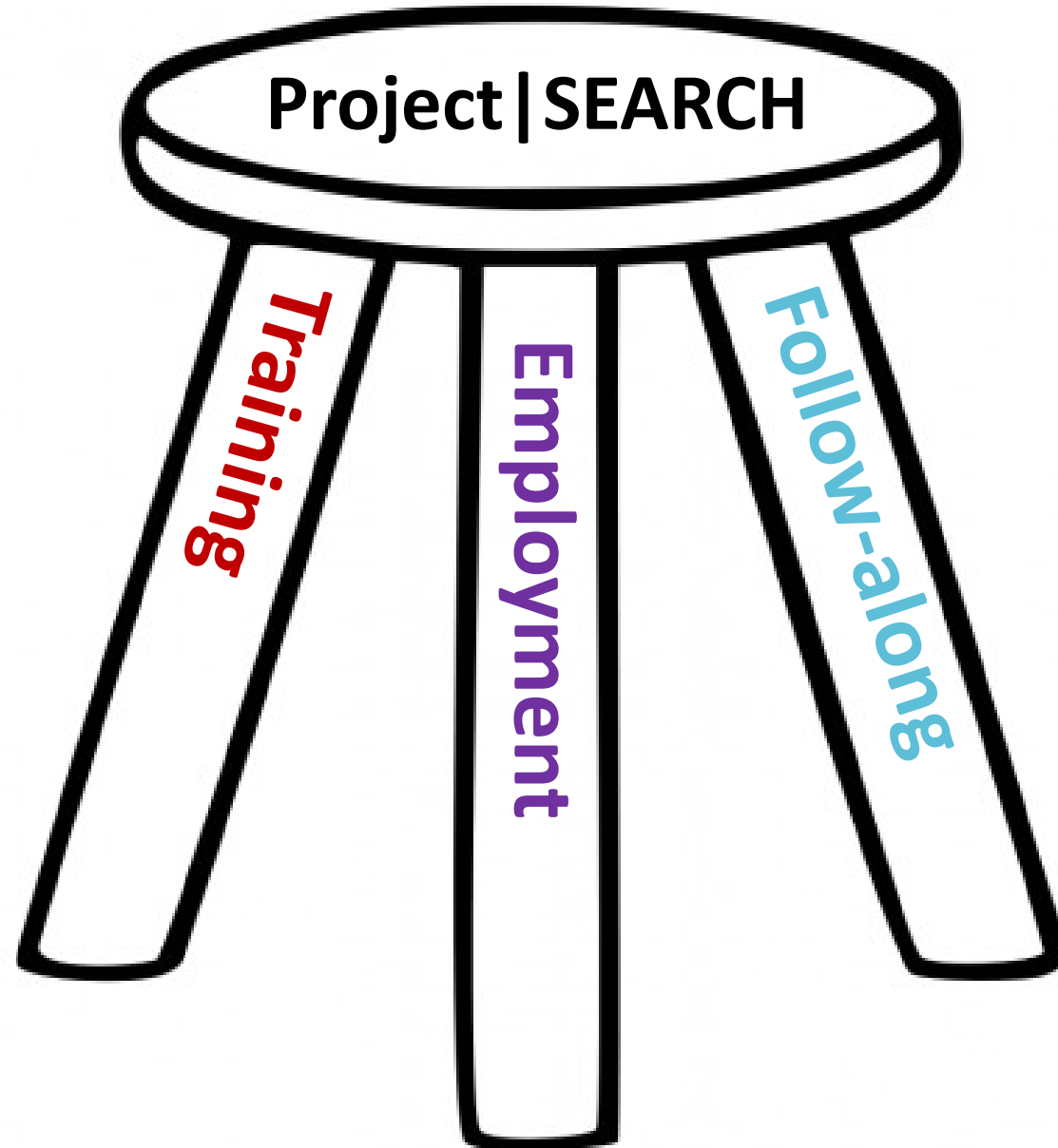


Program Philosophy

People with disabilities have the right to choose a path toward education and employment. However, while freedom of choice is given, the right to work is earned. Earning the right to work is dependent upon the student's preparation.

Stephen Simon, *ADA Quarterly*, Fall 1998





Model Fidelity: 6 Components

1	The outcome of the program is integrated, competitive employment .
2	The focus of the program is on serving young adults with intellectual and developmental disabilities who can benefit from personalized support in an intensive year of career development and internship experience .
3	The program is a collaborative partnership .
4	The program is business focused .
5	The program leads to acquisition of competitive skills .
6	The program is committed to continuous improvement .



1. The outcome of the program is competitive, integrated employment



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Program Description

- One school year
 - Program lasts one year, one additional year for job development
- 8-12 student or adults with a variety of intellectual and developmental disabilities
- Certified instructor and skills trainers
- Immersed in host business culture
- Rotations through three unpaid internships with continual feedback
- Outcome of employment in the community



Outcome of Employment

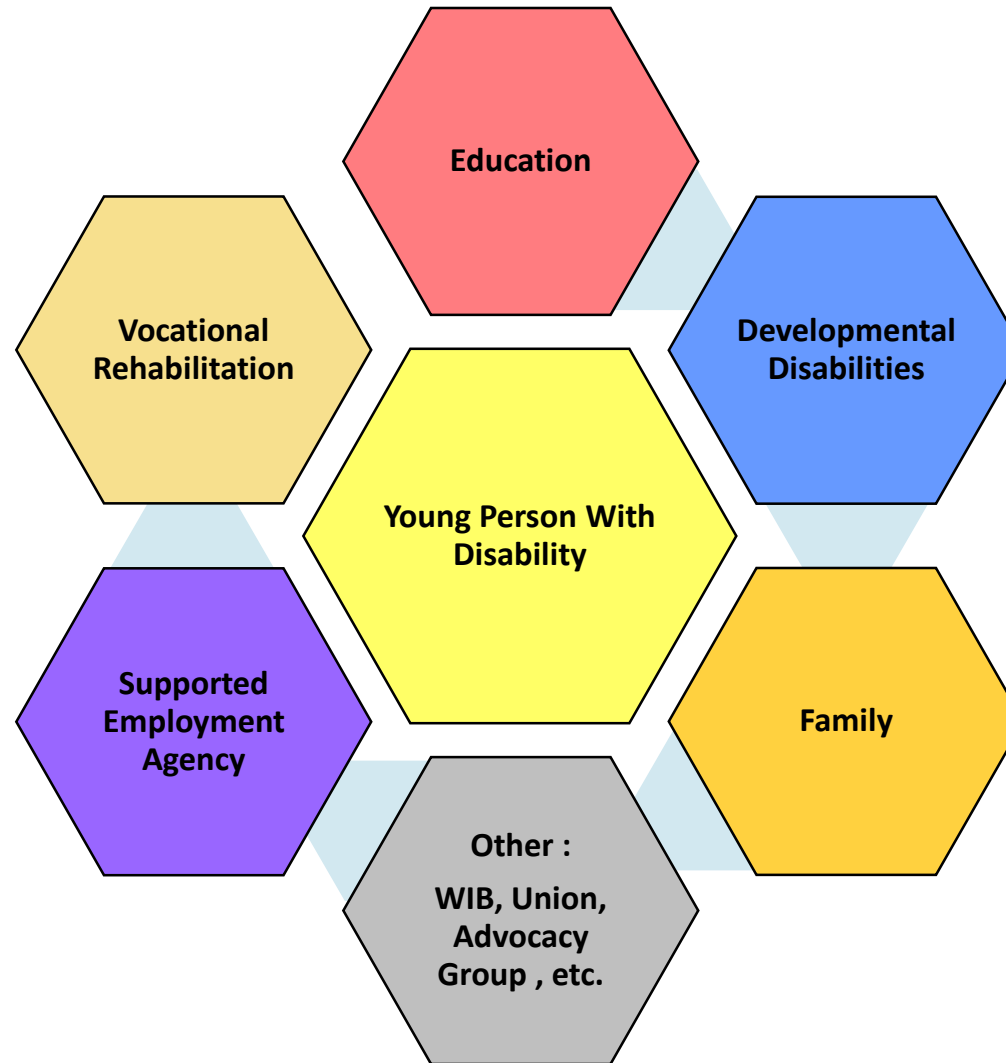
The Project SEARCH Definition of a Successful Outcome:

- Competitive employment in an integrated setting
- Year-round work
- 16 hours/week or more
- Minimum wage or higher



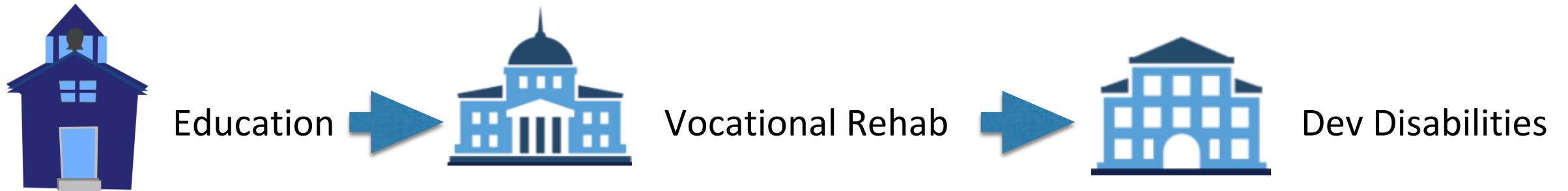
Duncan Aviation: Passing the runway safety test

Project SEARCH Partners



Funding

Traditional Funding



Project SEARCH Braided Funding



The business provides:

- **Business liaison**
- **Internships**
- **Classroom**



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Internships

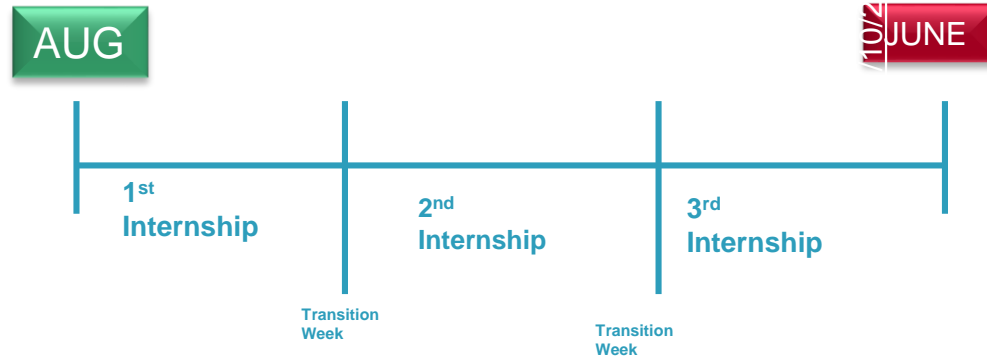


- Marketable, Competitive Transferable Skills
- Complex and Systematic
- 4 – 5 hours of day, 910 per year
- Work and Employability Skills
- Layered skills
- For the benefit of the student, not the benefit of the host employer



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If interns can do a job before Project SEARCH.....



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....these same jobs are not acceptable employment outcomes after a year of Project SEARCH training!!!



Project SEARCH Member Portal



My Program

View and manage your program site team (organizations and associated contacts), and intern data (demographics, internships, employment outcomes).

[GET STARTED](#)



Reports

Customizable, downloadable reports on program site partners, interns, and employment outcomes.

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Toolkit

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P.S. Let's Chat

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Staff Training

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Video Library

Curated videos on Project SEARCH and related topics to view or share.

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Instructions

Downloadable step-by-step instructions for using the Project SEARCH Member Portal.

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Includes longitudinal data and tracks relevant information



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2015-19 Program Site Data Entry

	2014-15	2015-16	2016-17	2017-18	2018-19
# Program Sites	311	358 (+47)	427(+69)	469(+42)	542(+75)
# Sites Reporting	293	352	392	464	534
% of Sites Reporting	94%	98%	93%	99%	98%

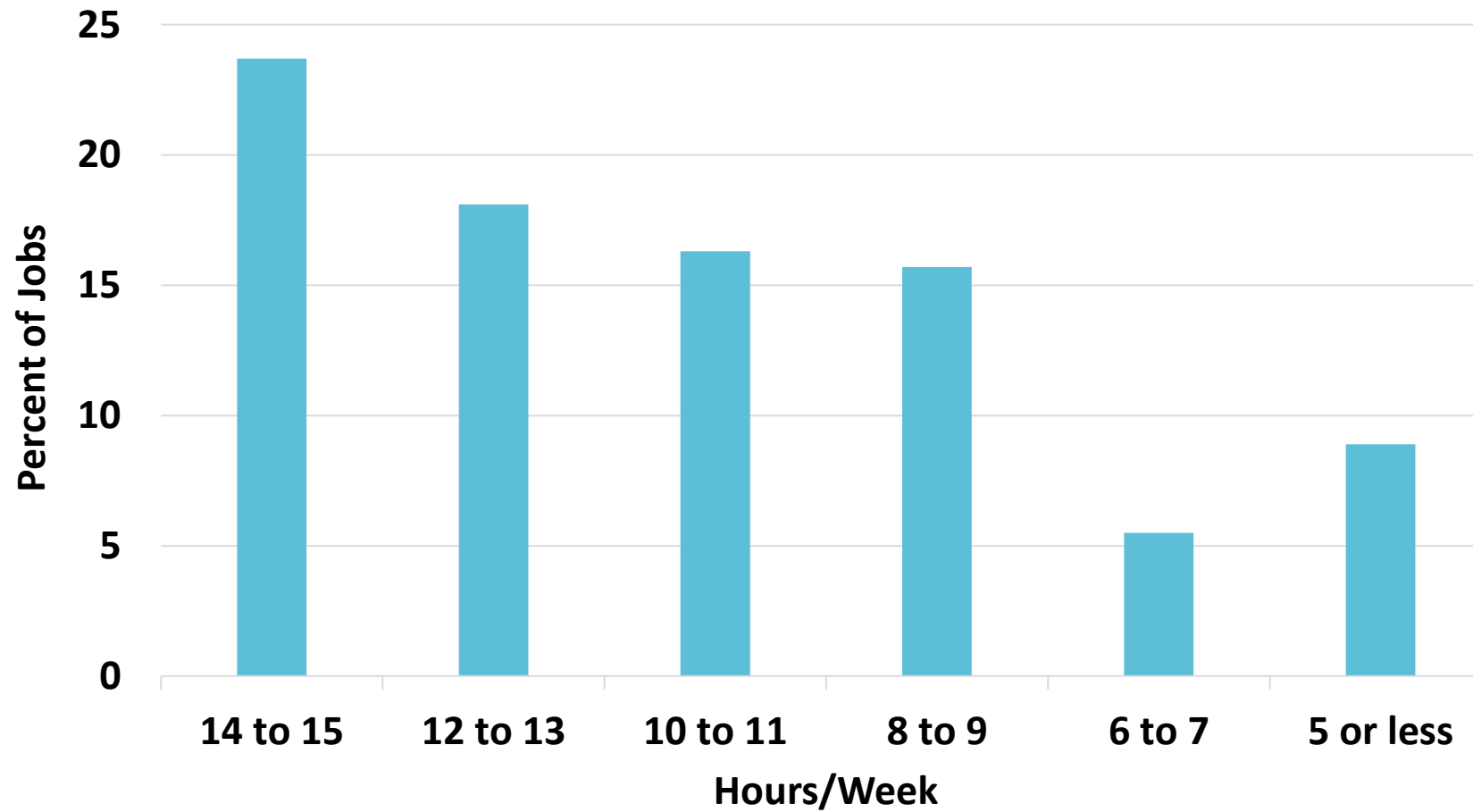


2015-19 Employment

	2014-15	2015-16	2016-17	2017-18	2018-19
# Enrolled	2370	2876	3232	3733	4166
# Completed	2205	2643	3026	3511	3868
% Completed	93%	92%	94%	94%	93%
# Employed	1697	2016	2420	2357	2907
% Employed (All Jobs)	N/A	N/A	80%	77.3%	75.2%
% Employed (Meet PS Criteria)	75.5%	75.5%	70.2%	67.1%	65.2%



Distribution of Jobs Under 16 Hours/Week



2015-19 Hours and Salary

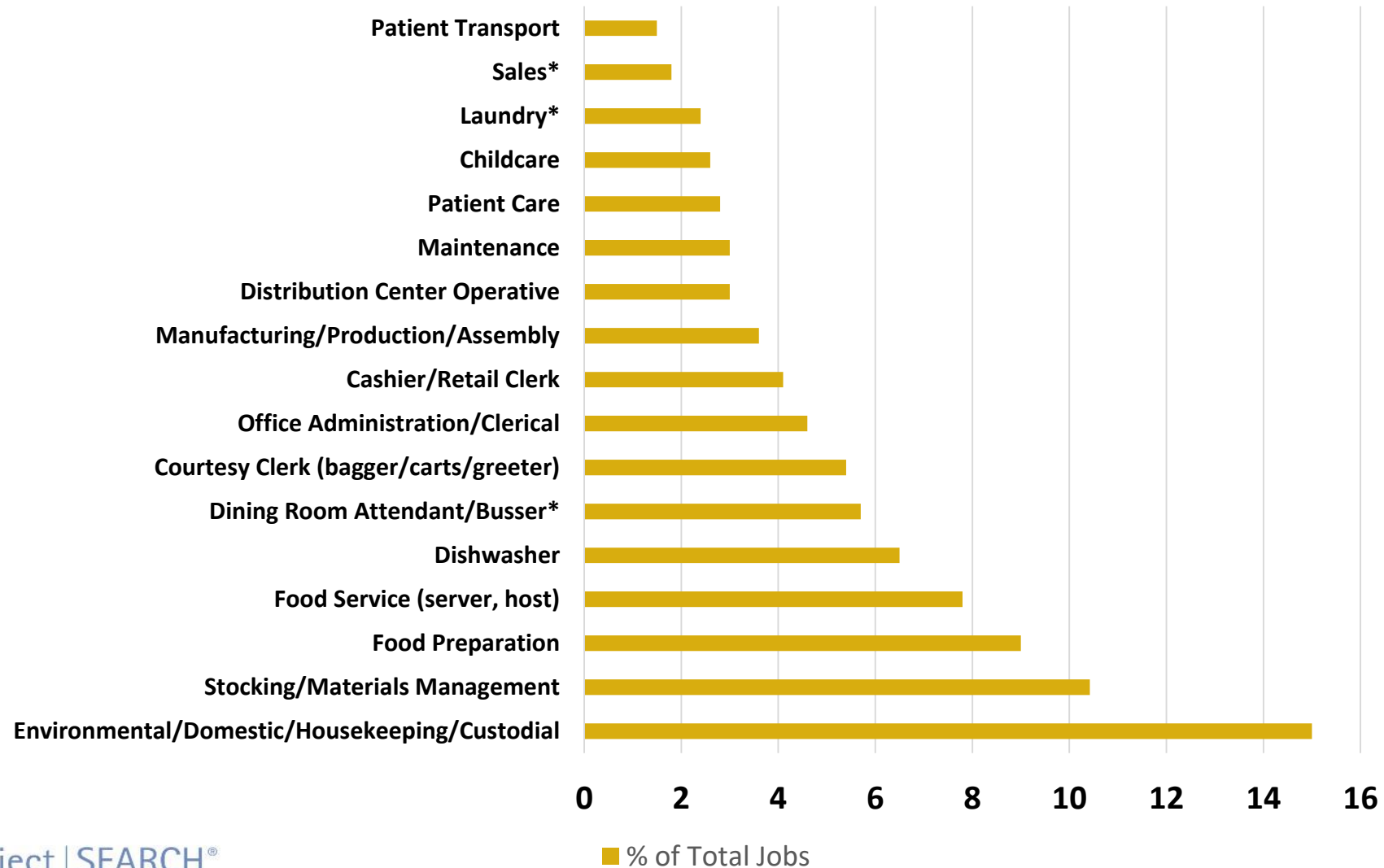
	2014-15	2015-16	2016-17	2017-18	2018-19
Avg. Hourly Pay*	\$9.61	\$9.79	\$9.98	\$10.76	\$10.85
Avg. Hours/Week	25.40	24.20	26.3	24.8	24.7



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*Hourly Wages reflect US program sites only.

Top 17 Job Types

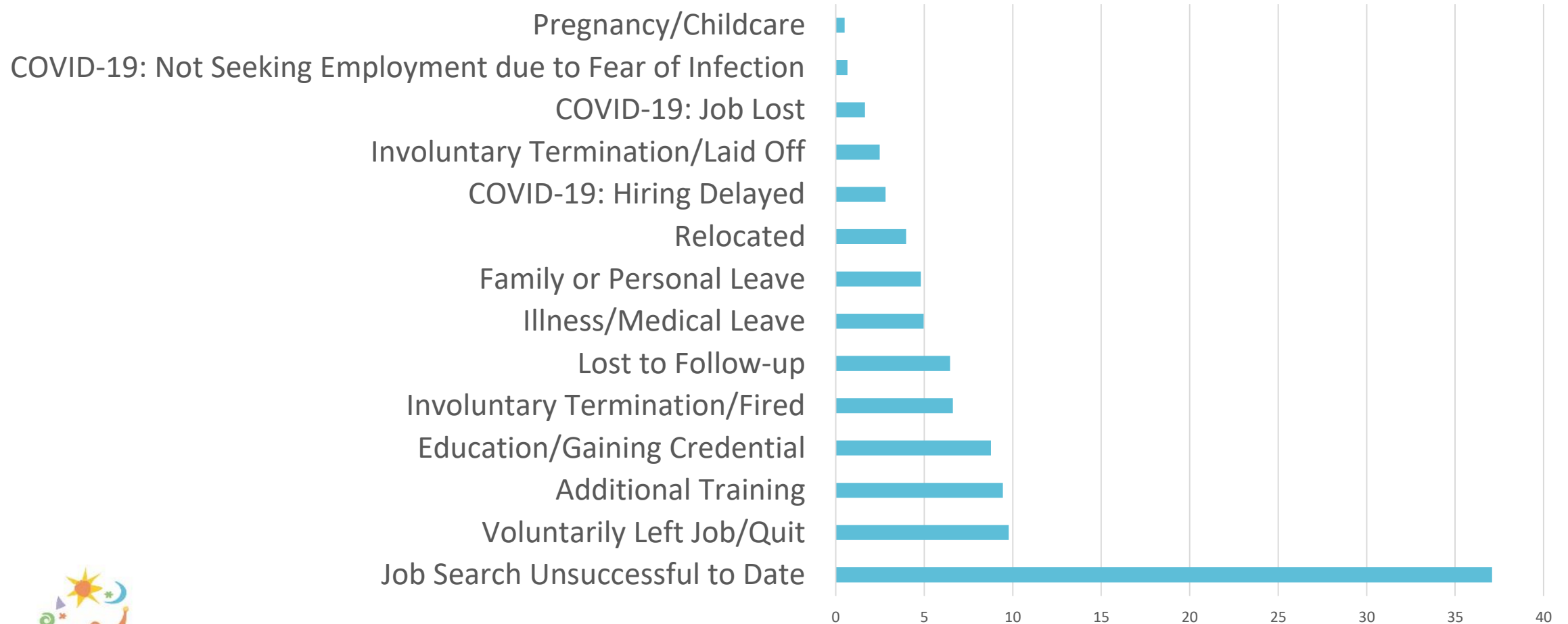


Other Jobs not in the Top 17

- 64 Patient Transporters
- 46 Front Desk Receptionists
- 43 Data Entry Techs
- 30 Grounds Crew members
- 28 Animal Care Technicians
- 24 Clinical Sterilization Technicians
- 17 Teachers/Coaches
- 16 Laboratory Technicians



Reasons for Unemployment

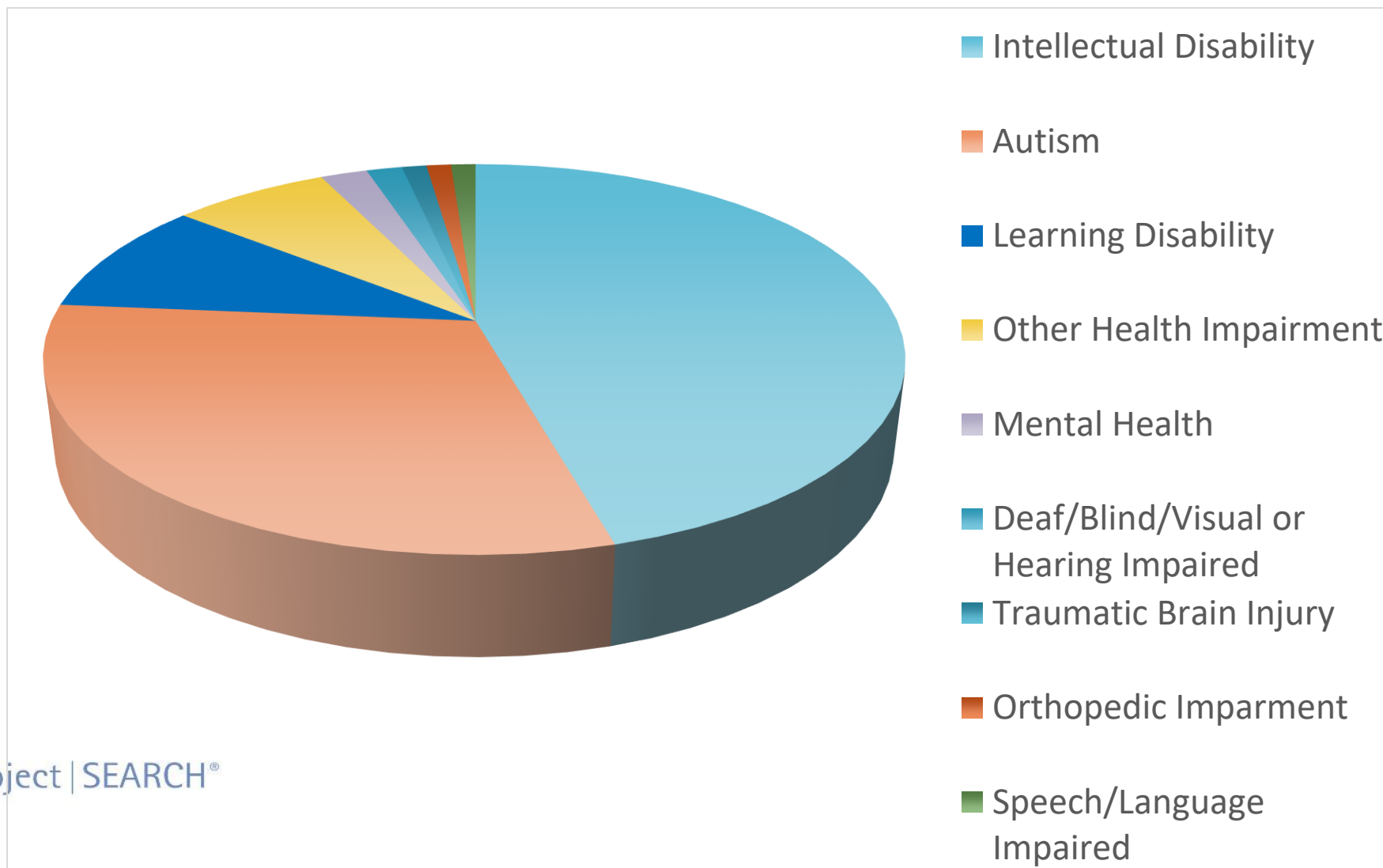


2. The focus of the program is on serving young adults with intellectual and developmental disabilities who can benefit from personalized support in an intensive year of career development and internship experience.

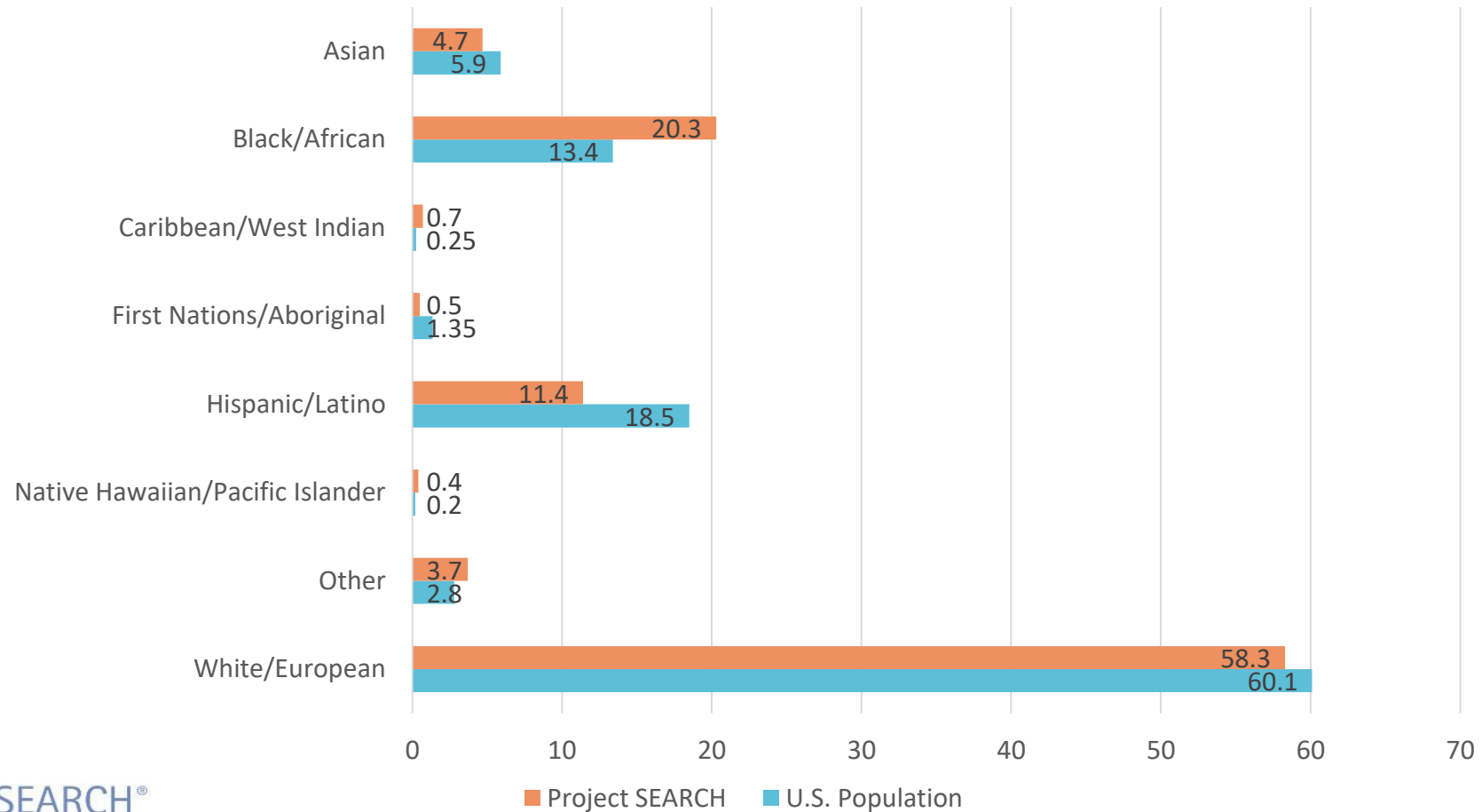


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2018-19 Disability Categories (US and Canada)



Race/Ethnicity of 2018-19 Interns



2.1 Intern Eligibility

- a. High school transition programs serve interns who are on an Individualized Education Plan (IEP) and are eligible for Vocational Rehabilitation (VR) services.
- b. Adult programs serve young adults ages 18–30, or an age range that supports cohesiveness of the group and are eligible for VR services.
- c. The program embraces interns with compounding factors such as poverty, homelessness, foster care, mental illness, and/or complex medical needs.
 - The program will access additional resources as needed.





Customize this document for your team needs. Place your team's logo banner here.

Project SEARCH Applicant Selection Rubric

Applicant name _____ Date _____ Completed By _____ Average Score (Total points / by # of applicable categories) _____

Note: When you see this symbol * below, it means they may utilize reasonable supports and accommodations that are appropriate in the business setting

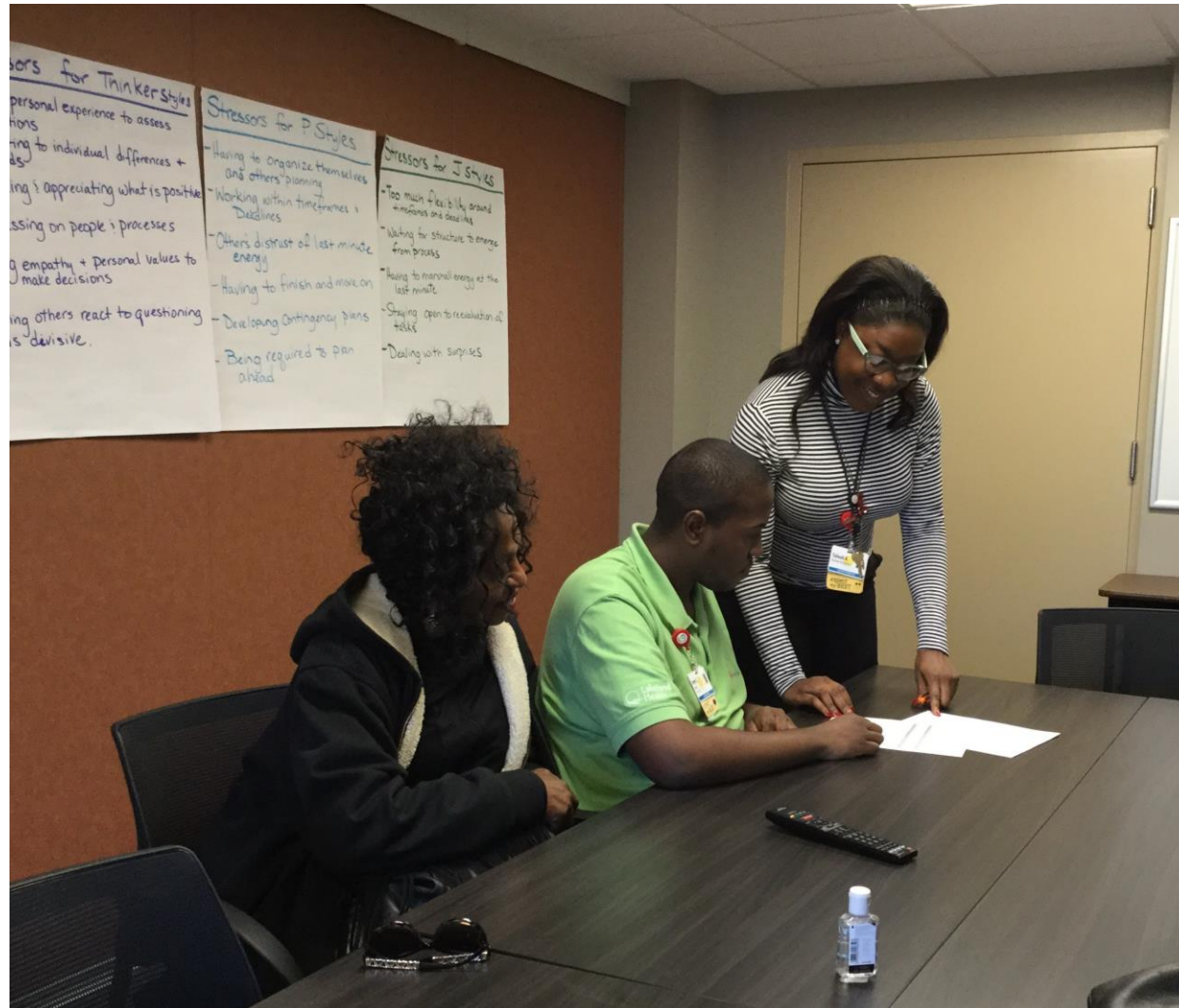
Category	Where did you get this info? Check all that apply	Where are they now? Please circle the closest answer. You can use #2 and #4 to note if they are between a score. The notes section underneath each strand is to add information that could help the team. Answer honestly. This is used for the team to discuss applicant needs and if/how the program can support those needs based on the internships and resources available within the Project SEARCH program at the host business.				
		Low (1)	2	Some (3)	4	High (5)
Age & Credits (Goal: To serve Applicants who are in their last year of high school eligibility at the start of the program, and who have the credits needed to exit high school.)	<input type="radio"/> Academic Records <input type="radio"/> Transcript <input type="radio"/> IEP <input type="radio"/> Parent/Guardian <input type="radio"/> Other:	Applicant is under 18 (if allowed by host business) or turning 22 during the program year (if allowed by the school). Applicant has more than 2 credits still needed for graduation.		Applicant has 1-2 years of eligibility remaining. Applicant needs 1-2 credits for graduation that can easily be fulfilled during the program year (team has local online or other resources to fulfill these credits).		Applicant will be in their last year of school eligibility. Applicant has all credits needed for graduation
Notes:						



<p>Communication Skills</p> <p>(Goal: Applicant will be as independent as possible* in communicating with others in the workplace.)</p>	<ul style="list-style-type: none"> <input type="radio"/> VocFit <input type="radio"/> ETR <input type="radio"/> IEP <input type="radio"/> Functional Behavior Assessment <input type="radio"/> Professional Eval/Report <input type="radio"/> Program Shadow/Visit <input type="radio"/> Parent/Guardian <input type="radio"/> Former Staff <input type="radio"/> Other: 	<p>Applicant has limited ability to clearly communicate with others.</p>		<p>Applicant can be understood and can understand others face to face, virtually and via phone, with one to two repetitions or when asked to speak more clearly*.</p>		<p>Applicant can clearly communicate* with others face to face, virtually and via phone. They understand others and are easily understood by others.</p>
<p>Notes:</p>						
<p>Social Skills / Interpersonal Skills</p> <p>(Goal: Applicant will learn to display appropriate social skills / interpersonal skills in the workplace.)</p>	<ul style="list-style-type: none"> <input type="radio"/> VocFit <input type="radio"/> ETR <input type="radio"/> IEP <input type="radio"/> Behavior Assessment <input type="radio"/> Program Shadow/Visit <input type="radio"/> Parent/Guardian <input type="radio"/> Former Staff <input type="radio"/> Other: 	<p>Applicant has limited ability to demonstrate appropriate social skills / interpersonal skills.</p>		<p>Applicant has some ability to maintain appropriate social skills / interpersonal skills*. Responds well to teaching and prompting/cues.</p>		<p>Applicant typically displays appropriate social skills / interpersonal skills*.</p>
<p>Notes:</p>						



The family is part of the journey



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Information Night

- Market to potential applicants & families
- Held at the host site
- Applicants can see the environment
- Current interns present to the applicants
- Family members can support their interns
- All Project SEARCH partners are part of the event (School, VR, DD, CRP)



Families Support the Program and Goal



Intern/Family Participation Agreement

I, _____, understand that I have been accepted into the Project SEARCH program and must abide by the following terms and conditions:

- I understand Project SEARCH is a one-year training program and I will actively pursue competitive employment when I have completed the program.
- I will complete at least three unpaid job rotations within the host business.
- I will attend the program every day as scheduled.
- I understand that the Project SEARCH program correlates with a Career Tech School school calendar.
- I will dress appropriately, and wear required attire.
- I will call my instructor and departmental supervisors when I am absent or tardy.
- I understand that I am responsible for transportation to the host site.
- I will learn to use public transportation when available.
- I will follow all the rules established by the program and host business.
- I will attend and be an active participant at our monthly meetings with my rehabilitation counselor, parents, teachers, and business staff.
- At completion of the program, I will receive my high school diploma and pursue competitive employment.



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Other Ways Families are Involved

- Benefits Analysis
- Travel Training
- VocFit Assessment
- Intern to Internship Match

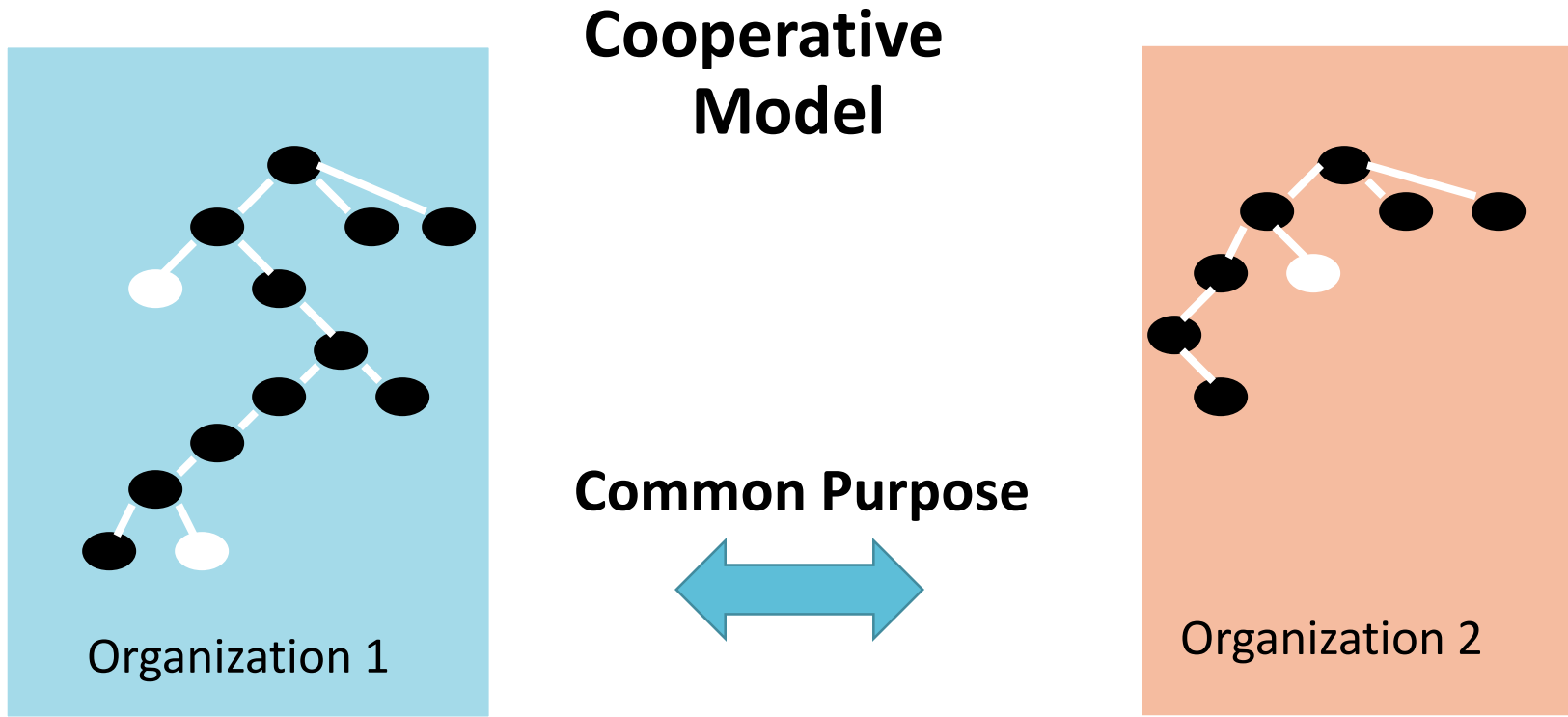


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3. The program is a collaborative partnership using support and resources from: Education, Vocational Rehabilitation, Community Rehabilitation Provider, Intellectual and Developmental Disability Services Agency, Family Engagement Advisor, and Workforce Investment Board (where available).



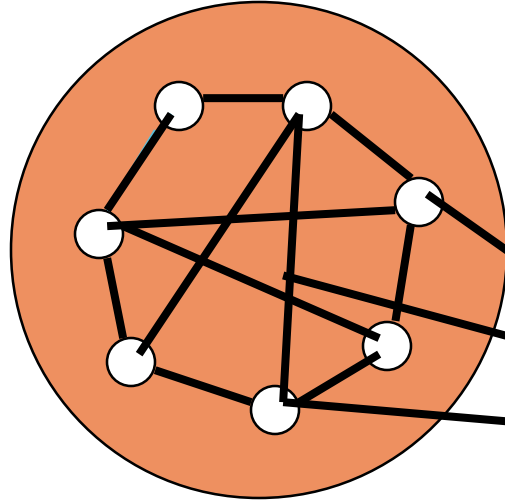
Project | SEARC



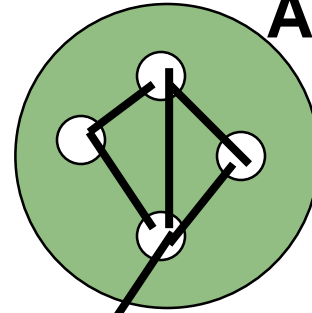
- Carrying out same work but using own set of knowledge and abilities
- Each organization attempts to solve the problem alone independently, in their own way.
- Develop different paths toward same goal
- Requires complex conflict resolution strategies



Education

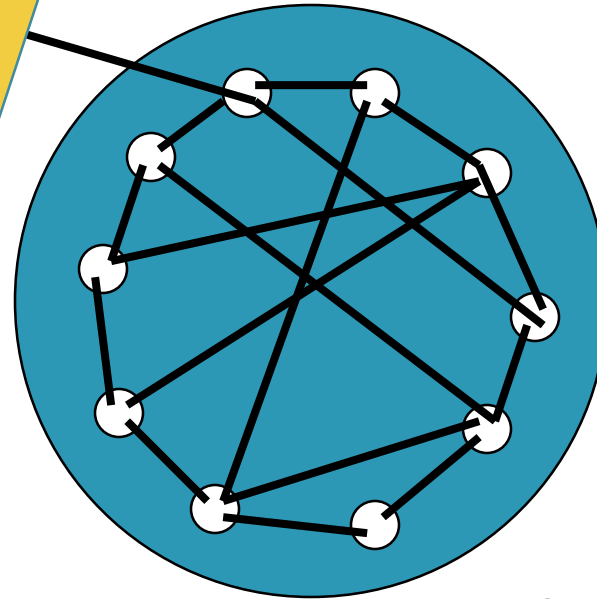


Agency / VR



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SEARCH**

Business



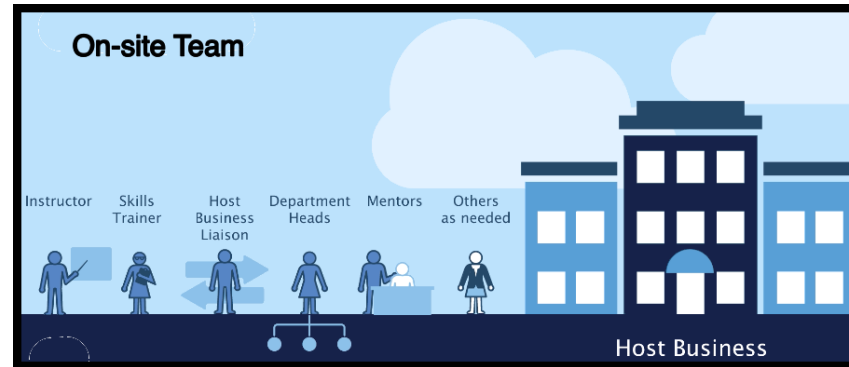
**Transformational
Collaboration**



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Boje, 1999

Project SEARCH – A Team of Teams



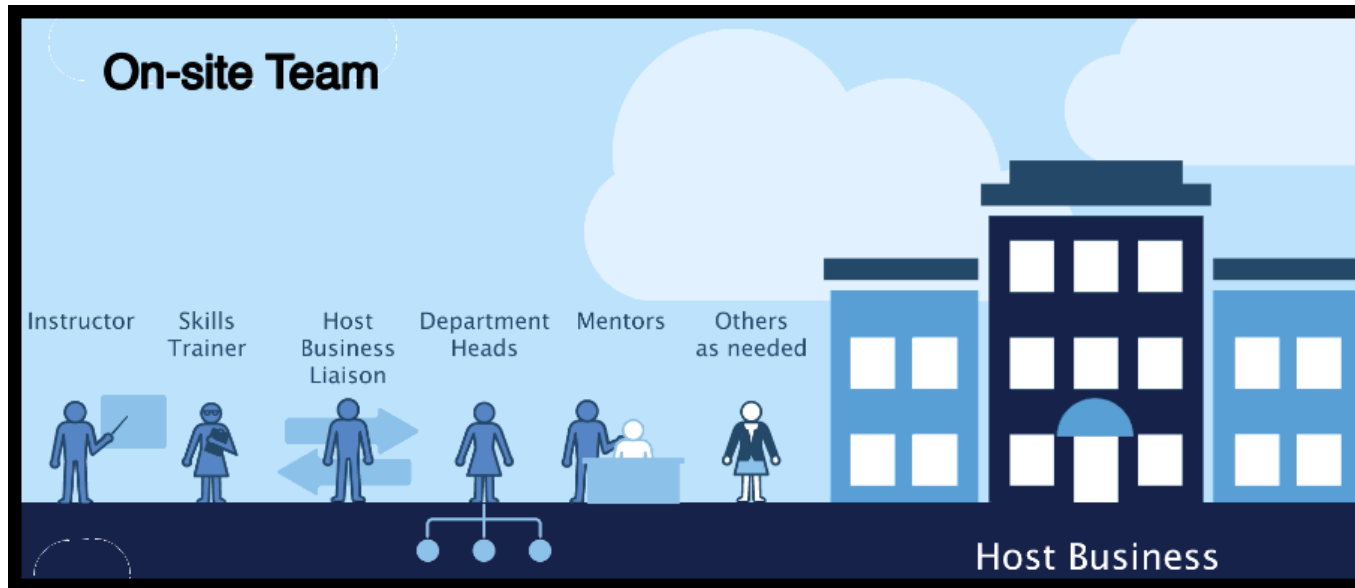
Steering Committee

Representatives from each partner:

- Host Business
- Education
- Vocational Rehabilitation
- Supported Employment Agency
- DD Long Term Support
- Meets 6-9 times per year for program improvement



On-Site Team



On Site Team:

- Instructor
- Skills Trainers
- Intern
- Business Liaison

Oversee the day-to-day operations of Project SEARCH

Employment Planning Meeting Team

- Purpose: Guide the internship and employment process with all team members.
- Held 6 times per year
- Members:
 - Intern
 - Instructor
 - Skills Trainers
 - Family Member
 - Manager / Mentor



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Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning

The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.



4. The program is business focused



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Education Rewards Effort, Employers Reward Quality and Productivity

- Shift from rewarding effort to performance
- Shift from making choices about employment based on perceived deficits
- Productivity and Quality standards set by employer
- Scaffold skills into the internship rather than carving them out
- Evaluations should mirror local business processes when possible





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Quality Exercise



Performance Review



0
Deficient, Poor
Performer



1
Marginal
Performer



2
Solid/Strong/
Good Performer



3
Superior
Performer

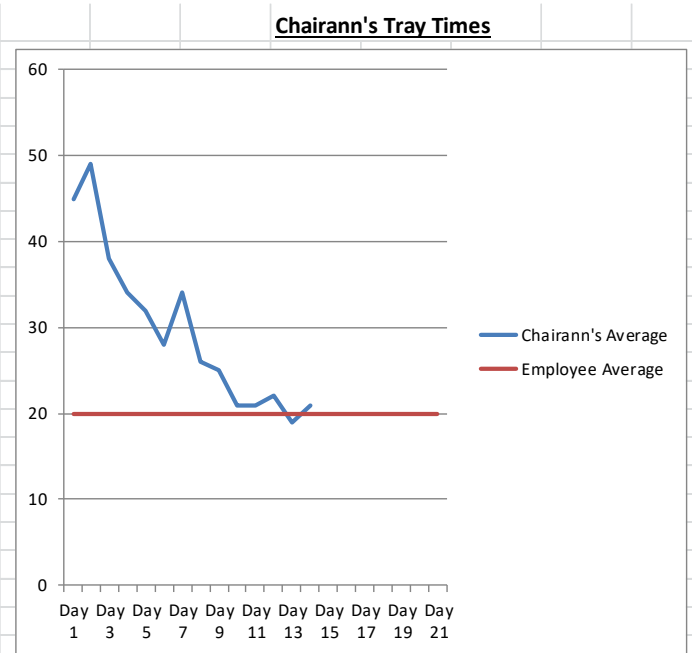


4
Top Performer
(Role Model)



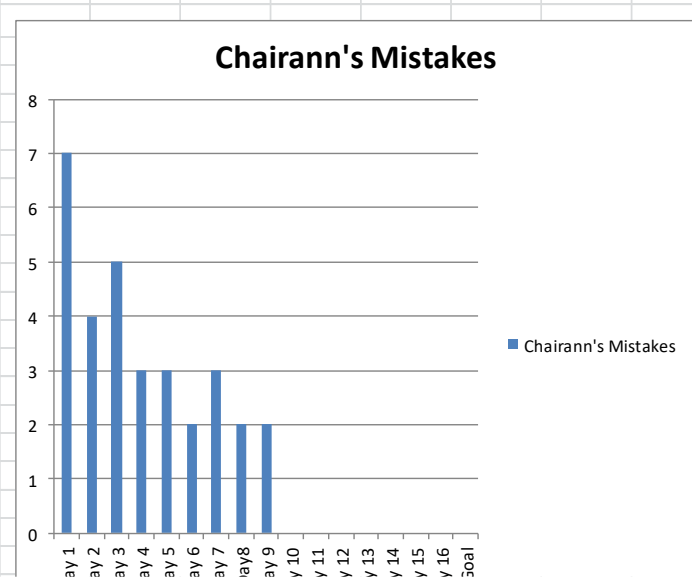
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	<u>Chairann's Average</u>	<u>Employee Average</u>
Day 1	45	20
Day 2	49	20
Day 3	38	20
Day 4	34	20
Day 5	32	20
Day 6	28	20
Day 7	34	20
Day 8	26	20
Day 9	25	20
Day 10	21	20
Day 11	21	20
Day 12	22	20
Day 13	19	20
Day 14	21	20
Day 15		20
Day 16		20
Day 17		20
Day 18		20
Day 19		20
Day 20		20
Day 21		20



Chairann's Mistakes

Day 1	7
Day 2	4
Day 3	5
Day 4	3
Day 5	3
Day 6	2
Day 7	3
Day 8	2
Day 9	2
Day 10	
Day 11	
Day 12	
Day 13	
Day 14	
Day 15	
Day 16	0



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Courtesy of UNC TEACCH

300 files a day, 98% accuracy



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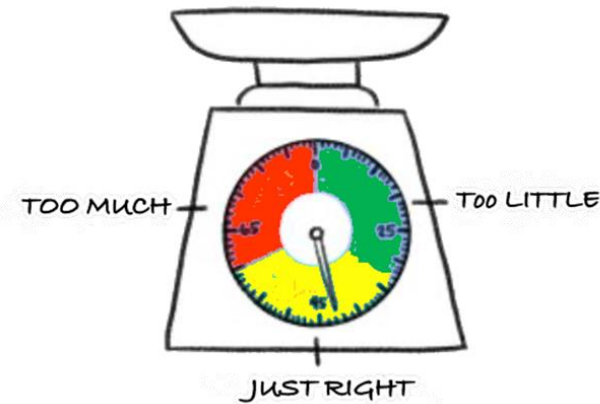
5. The program leads to acquisition of competitive skills



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'Just Right' Challenge

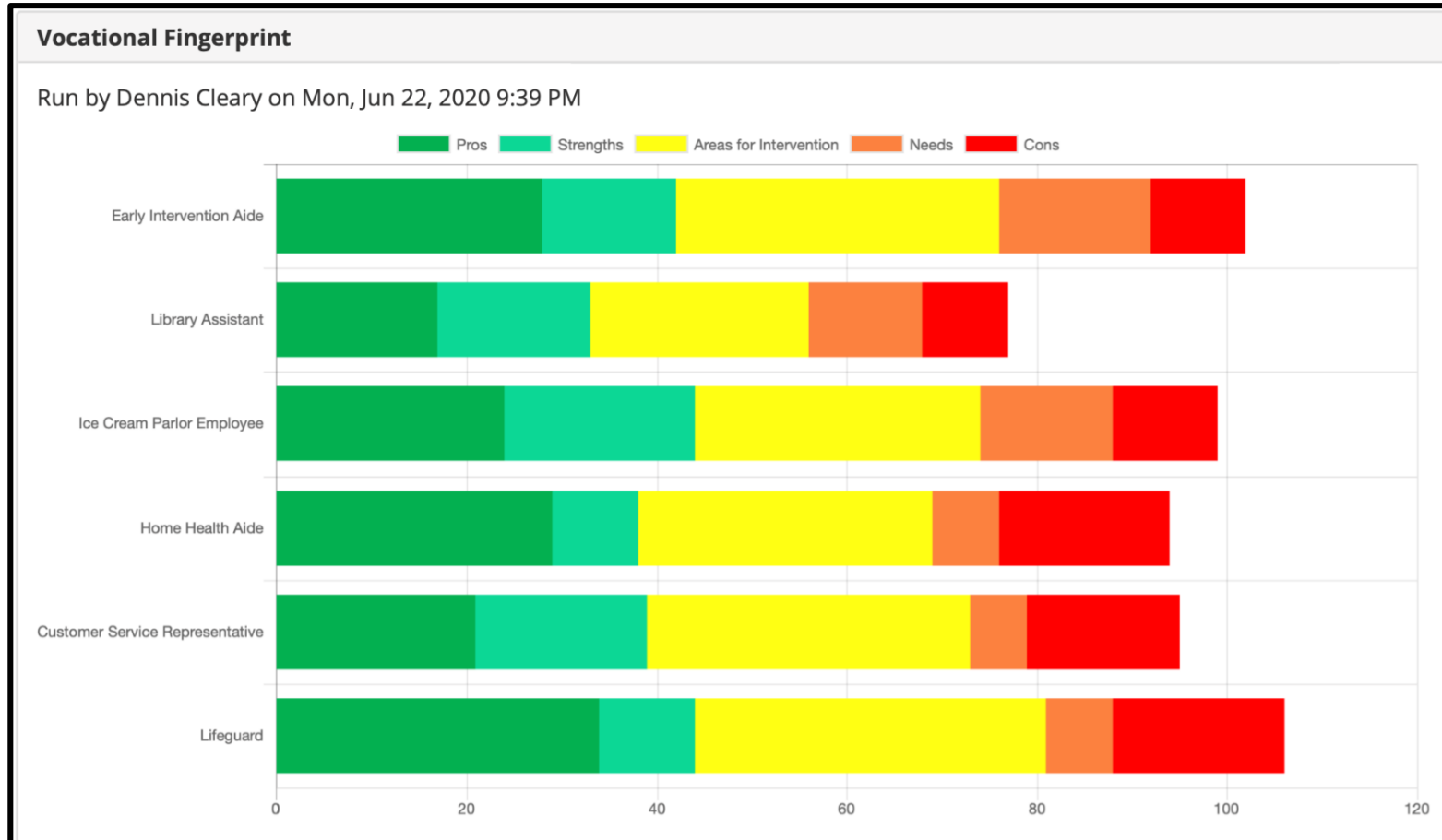
A Just Right Challenge builds on a person's strengths and interests. Select a task that is slightly above a person's current performance and require them to stretch in order to be successful.



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Based on the 'Just Right Challenge' work of A. Jean Ayres, Occupational Therapist

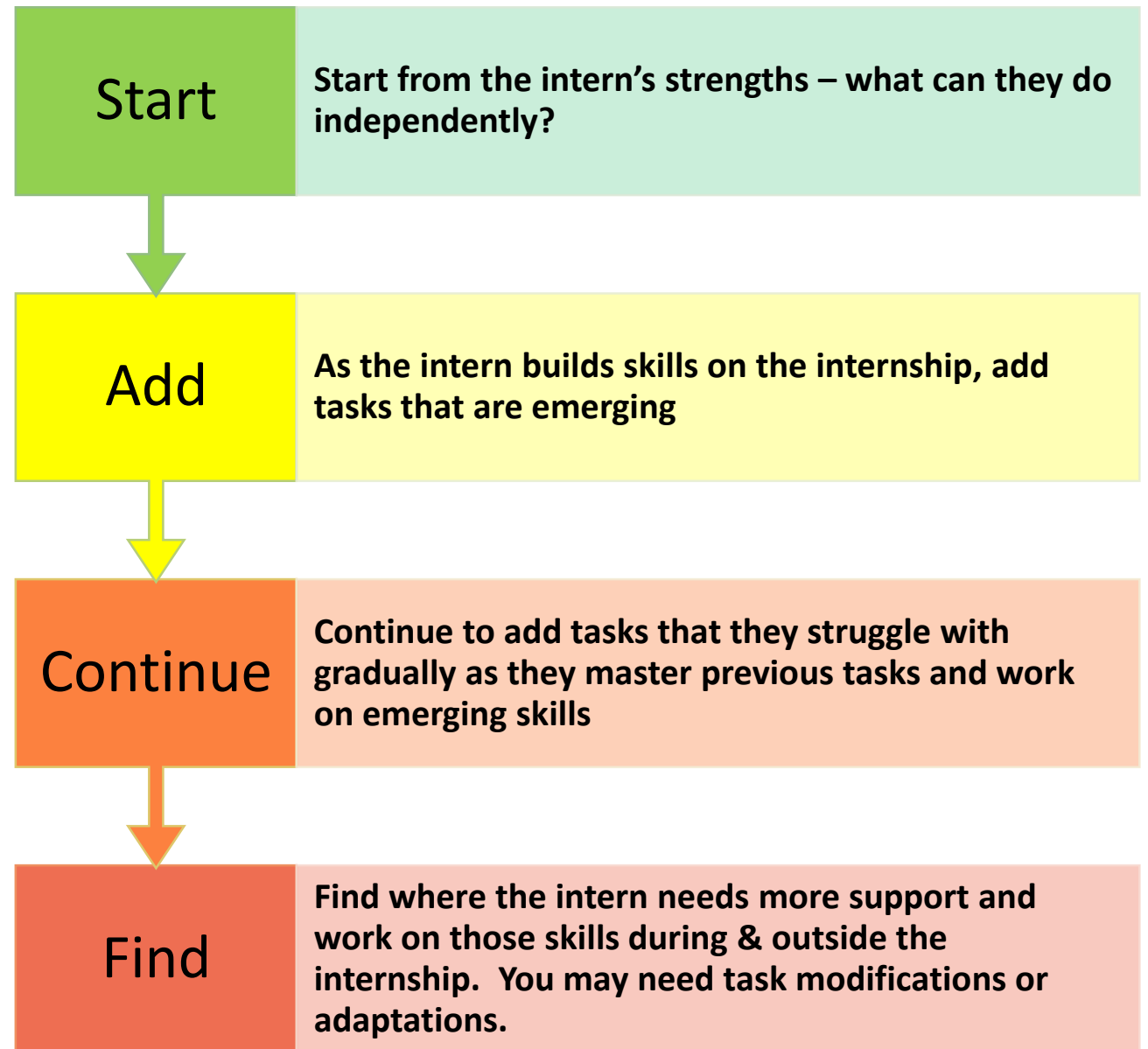
One Example: VocFit Assessment



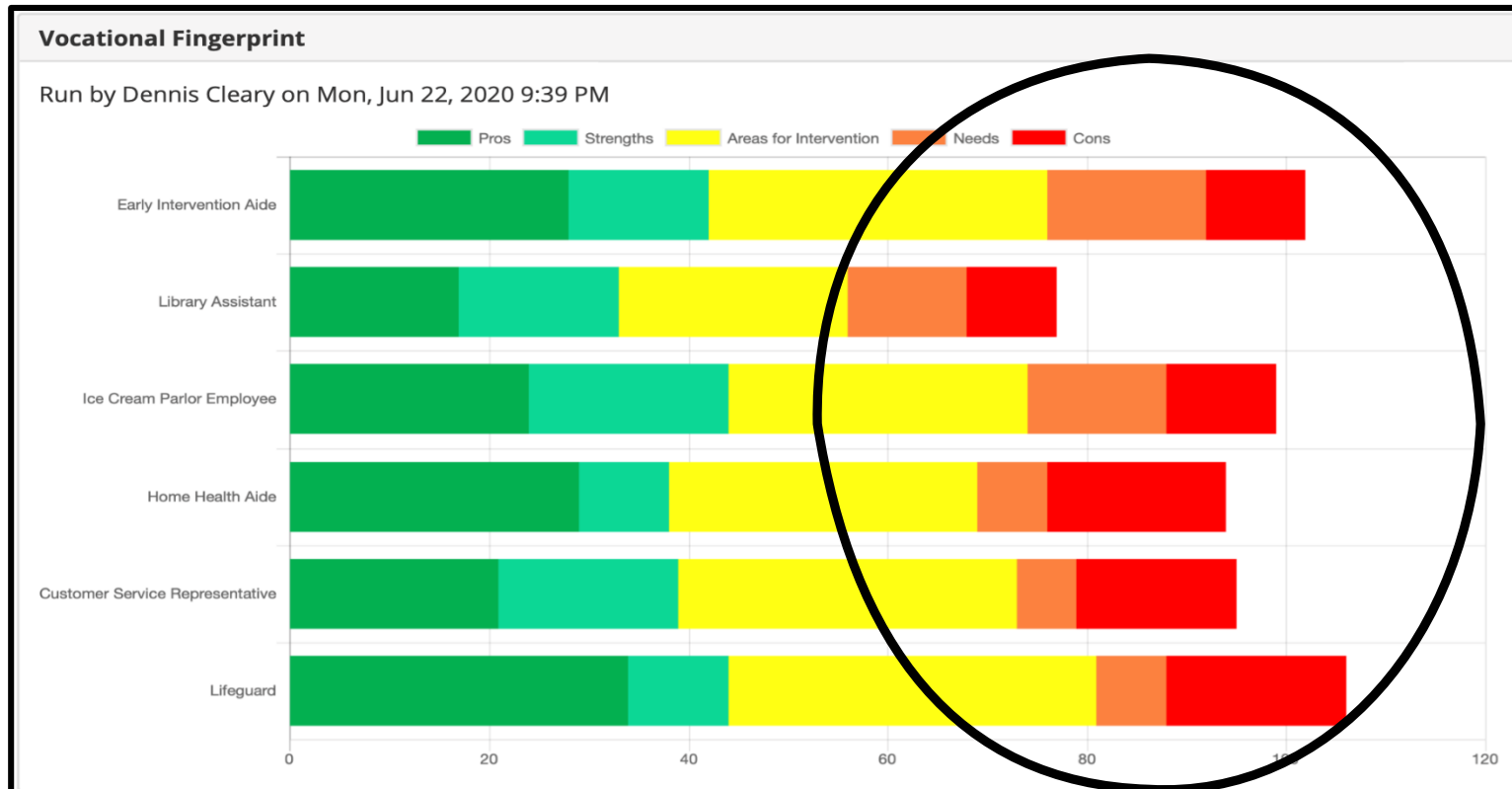
Ease the intern into more difficult skills during the internship!



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Instead of saying – ‘that’s too hard’, say ‘it’s my job to find a way’



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<https://app.vocfit.com/jmr/Dea4MDjup3817oeJwGiLOL98diXNxYNr>

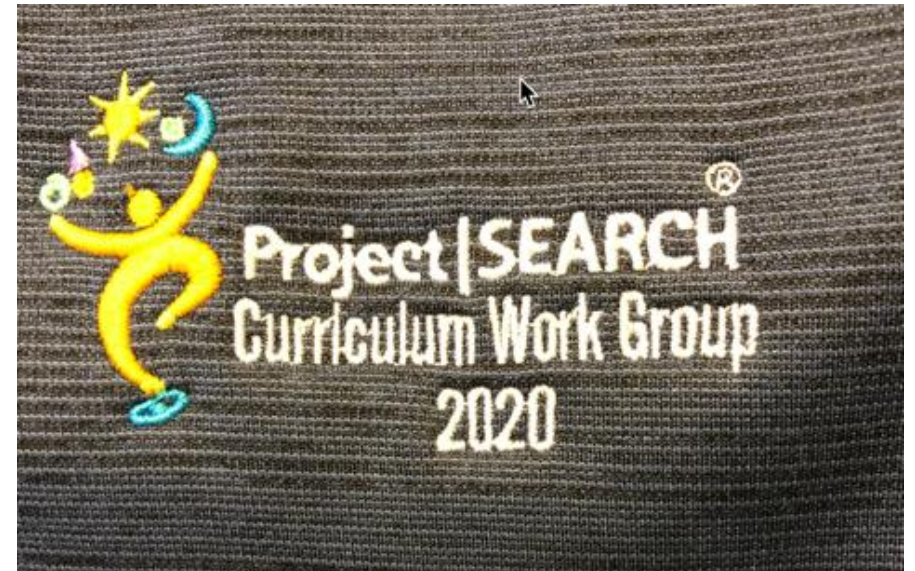
Curriculum and Resources

- Constantly reviewing and updating our resources
- It is part of our continuous improvement cycle
- We bring in experts
- Flexible and nimble in times of change



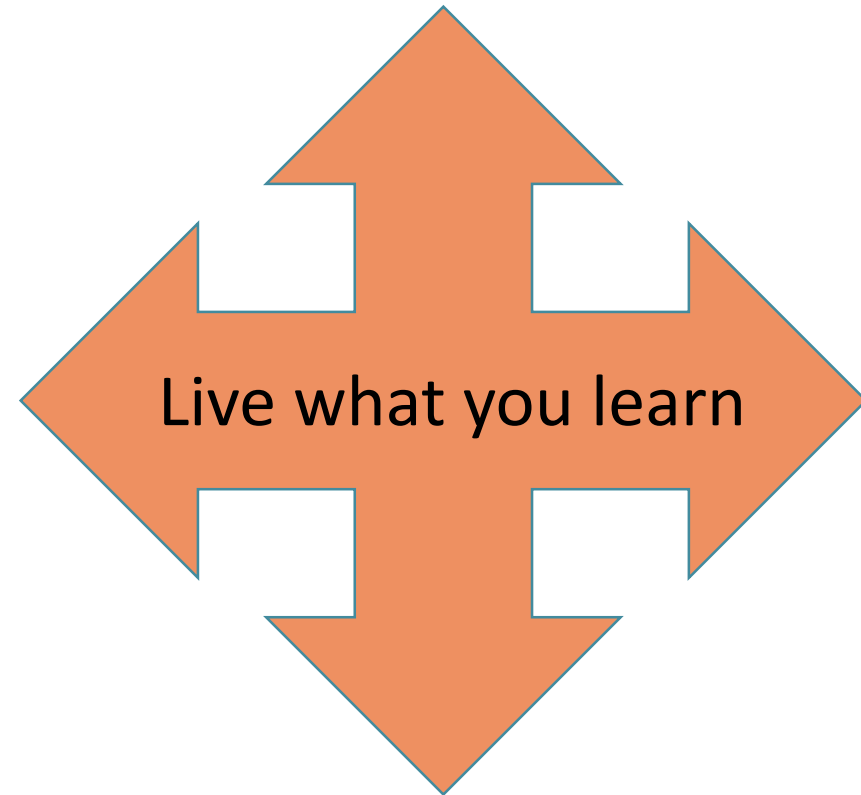
Curriculum Work Group

- 25 Project SEARCH Instructors from across the US and UK
- Revised objectives & added a new unit on Social/Communication skills
- Created a new lesson plan format giving more guidance and ideas
- Emphasizing critical thinking and higher-level skills
- Cross walking objectives to 133 VocFit skills
- OT Doctoral Students are assisting also



Project SEARCH Curriculum (8-9 and 2-3)

- 9 Units:
 - Team Building
 - Workplace Safety
 - Technology
 - Self-Advocacy
 - Maintaining Employment
 - Financial Literacy
 - Health and Wellness
 - Preparing for Employment
 - Social Skills and Communication

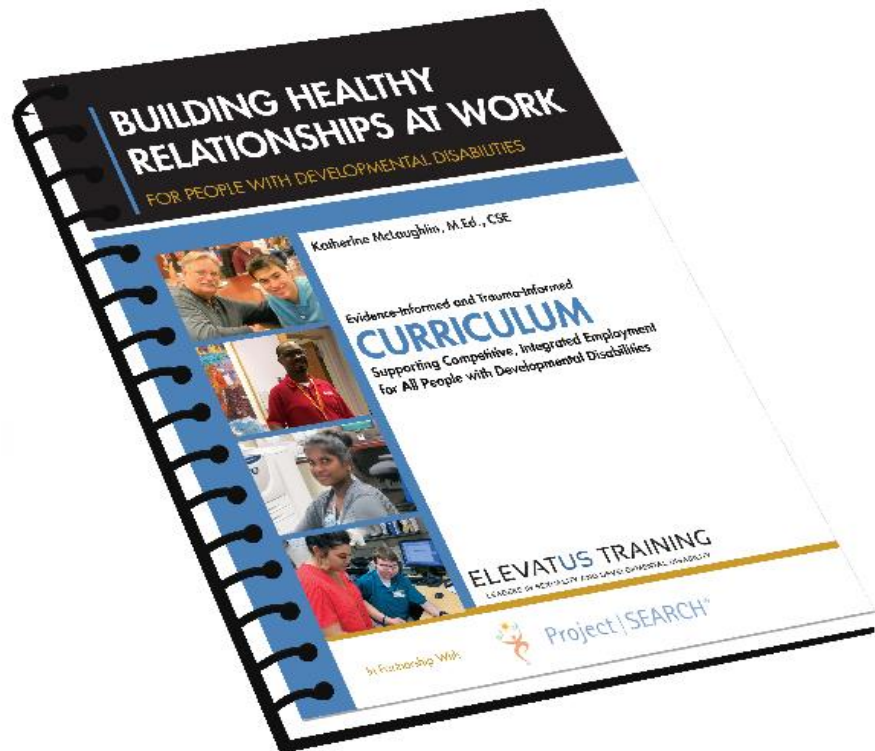


Building Healthy Relationships

In 1984, Paul Wehman stated that most people with disabilities who lose their jobs do so not because of lack of skills but because of challenging social behaviors.

Our employment data show that one of the primary reasons our graduates lose their jobs is because of inappropriate social and relationship skills.

Last year we wrote a grant to bring in national relationship expert Katherine McLaughlin and asked her to create a course tailored to the needs of our interns and our host business sites.



Building Healthy Relationships

- Katherine McLaughlin, author
 - Nationally recognized Sexual Educator / Trainer
- 12 Lessons including:
 - Sexual Identity
 - Levels of relationships
 - Public versus Private
- Available on the Project SEARCH Member Portal
 - Lesson plans
 - Handouts
 - Power Points
 - Strategies for Business Liaisons, Managers, Mentors
 - Academy Digital Training available later this year



Health Matters Curriculum

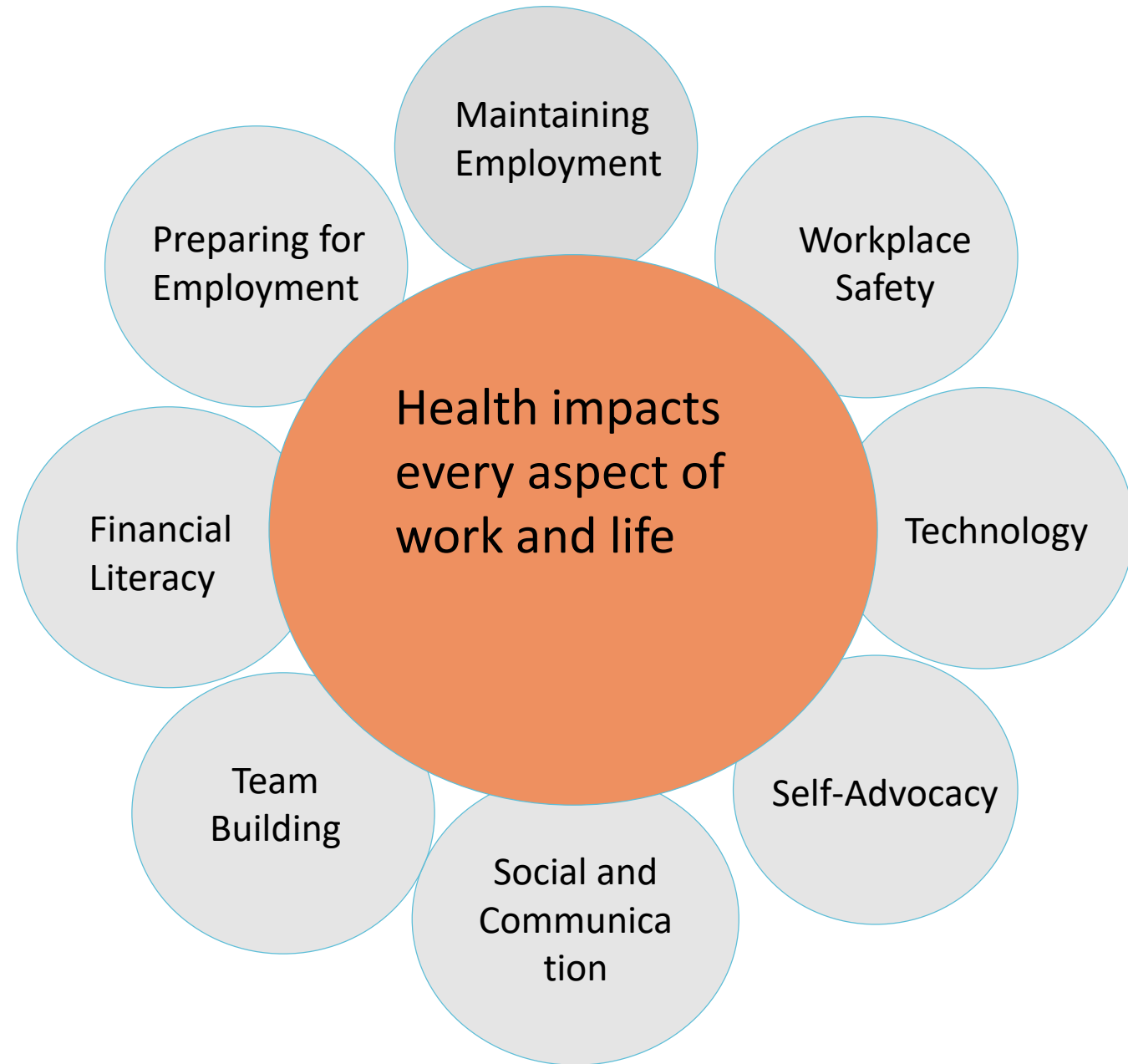
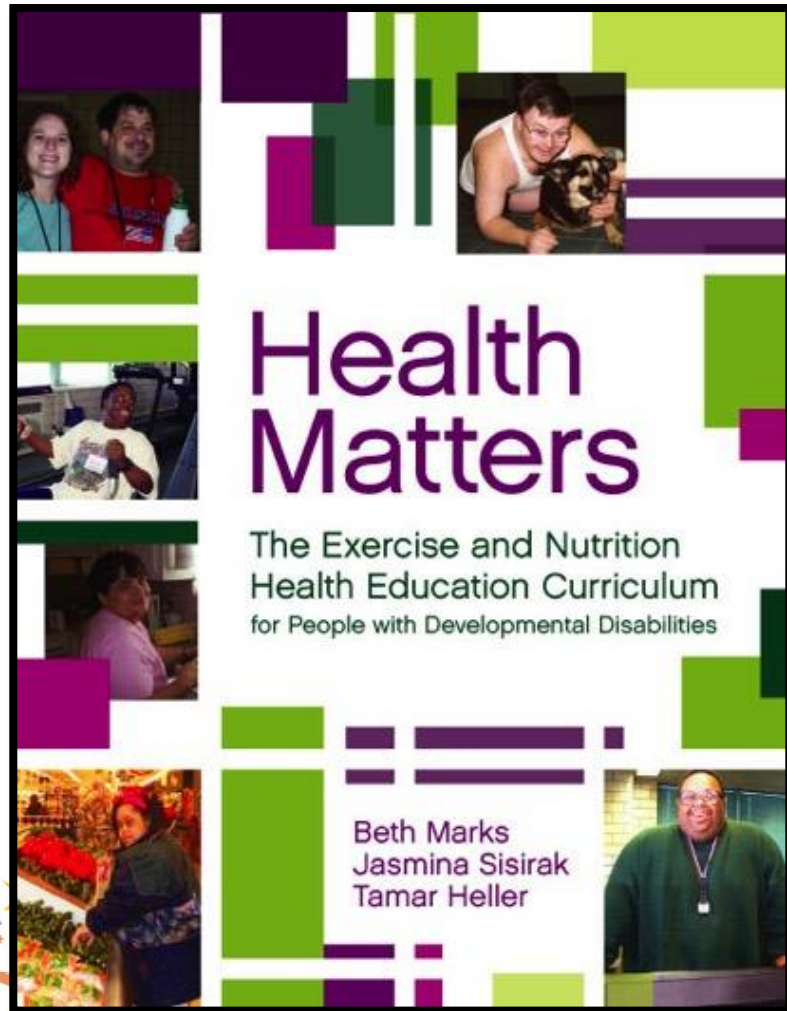


Research shows that health and wellness positively impact our ability to gain and maintain employment. Dr. Beth Marks, a disability and health expert, has worked against the assumption that if you have a disability you must be unhealthy. She created tools to help people with disabilities understand their health and become self advocates for their own health and fitness.

In Cincinnati, our employed graduates have experienced multiple health crises – including death. Together with Dr. Marks we wrote a grant to the Ohio Developmental Disabilities Council and for the past four years we've been working with her and many of our Ohio teams to field test her curriculum called Health Matters.



Health Matters



Virtual Skill Competencies

- Many Transition Programs will Be Online
- Some work skills will need to be learned in the home
- Need to shift focus from rewarding effort to measuring quality and productivity
- We have created 30 lessons
 - Skill-building at Home Activities
 - Cross walked to Voc Fit Skills

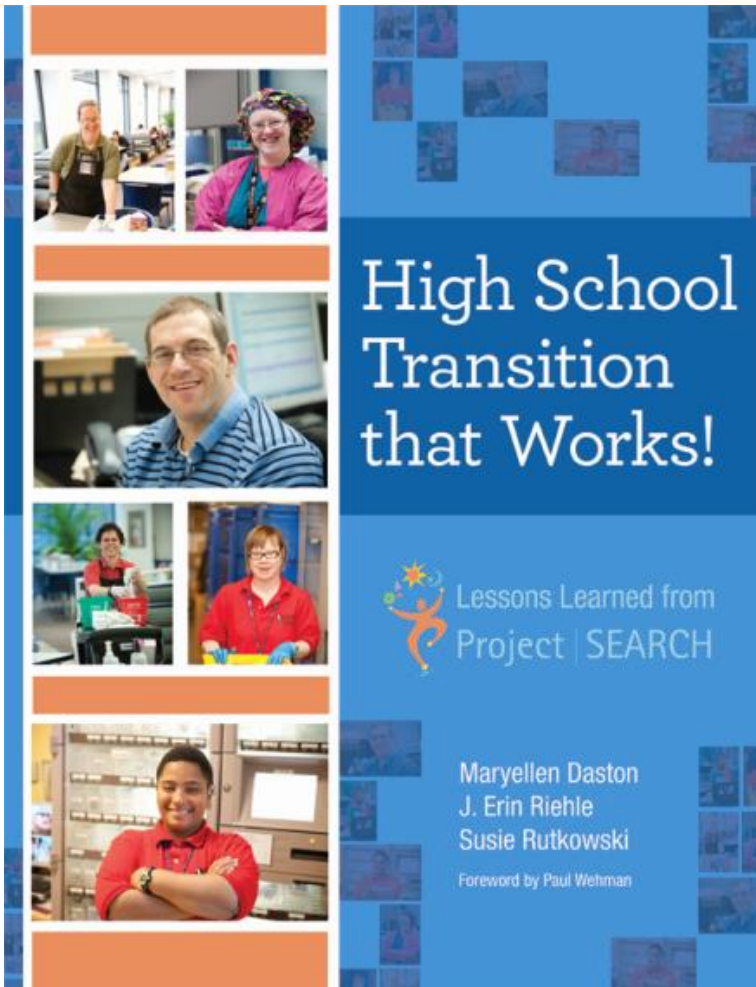


COVID-19 Lesson Plans

- Cleaning and Disinfecting Materials
- COVID and PPE
- Handwashing, Coughing, Sneezing
- Mental Health
- Social Distancing

*All lesson plans can be used virtually





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6. The program is committed to continuous improvement



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Project SEARCH Member Portal



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Toolkit

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Video Library

Curated videos on Project SEARCH and related topics to view or share.

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Instructions

Downloadable step-by-step instructions for using the Project SEARCH Member Portal.

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Demonstration, Anytown, OH

SUMMARY ORGANIZATIONS CONTACTS DETAILS INTERNS TA TRACKING LICENSING

Program Start

Inaugural Date: 08/23/2017

Key Personnel

[Manage Contacts](#)

Instructor(s): missing data

Skills Trainer(s): Jane Jetson

Business Liaison(s): missing data

Fiscal Contact: Maryellen Gmail

Fiscal Contact Organization: Anytown Public Schools

Licensing Contact: Jane Jetson

Licensing Contact Organization: Demonstration CRP

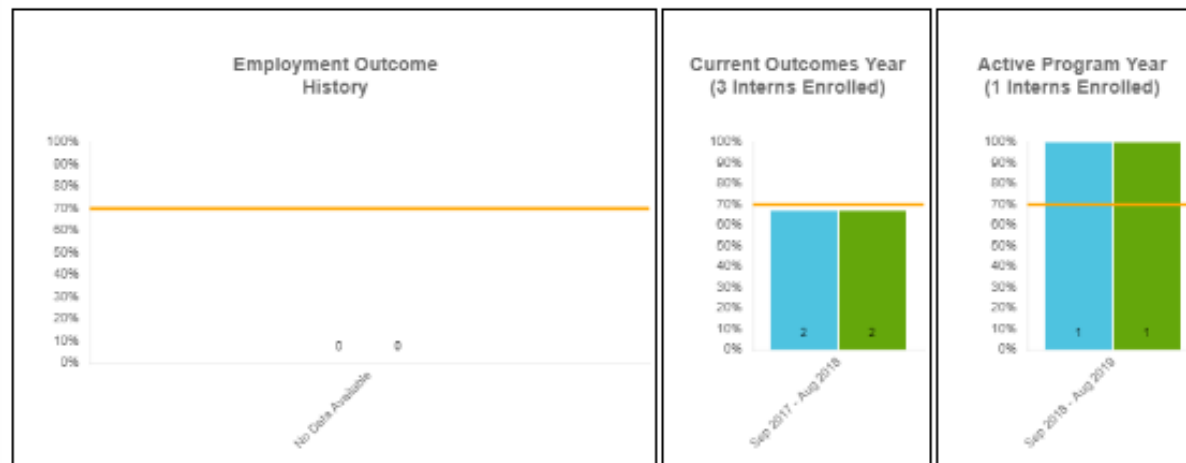
Database Roles

Program Site Database Coordinator(s): Maryellen Gmail, Fred Flintstone

Intern Data Entry Coordinator(s): Maryellen Gmail, Jane Jetson

Employment Outcomes

Interns With Jobs Interns With Jobs That Meet Criteria Outcomes Award % Threshold





Reports

Customizable, downloadable reports on program site partners, interns, and employment outcomes.

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Data Reports

Report

- Annual Outcomes
- Intern Demographics
- Job Types
- Jobs Wages and Hours
- Licensing Status
- List of Contacts
- List of Partner Organizations
- Program Characteristics
- Regions
- TA Billing Status





Toolkit

Access to the Resource Guide and Curriculum: tools to manage and implement a successful program site.

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Resources

[Search](#)

Folder/File Name	File Size	Modified Date	
 COVID-19 Resources		10/14/2020 1:08:46 PM	Edit Remove
 Curriculum		10/14/2020 1:04:07 PM	Edit Remove
 Instructions		10/23/2020 2:03:43 PM	Edit Remove
 Model Fidelity Tools		10/14/2020 1:10:21 PM	Edit Remove
 Resource Guide		10/14/2020 1:01:08 PM	Edit Remove
 Vocational Fit Assessment		10/14/2020 1:10:24 PM	Edit Remove



[Resources](#) > [Curriculum](#)[Search](#)

Folder/File Name	File Size	Modified Date	
 1 Curriculum Overview Documents		10/14/2020 1:04:15 PM	Edit Remove
 2 Employability Skills Lesson		10/14/2020 1:04:24 PM	Edit Remove
 3 Building Healthy Relationships at Work		10/14/2020 1:10:20 PM	Edit Remove
 4 Skill Building Activities for Home		10/14/2020 1:10:20 PM	Edit Remove





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Member Portal

? Instructions

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📊 Reports

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🔧 Toolkit

🎥 Video Library

🎓 Staff Training



P.S. Let's Chat



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12 unread topics

0 messages





dastonmm@gmail.com
my profile

Program Operation

THREADS



LATEST POST

 <p>Implementing Project SEARCH Starting and operating a program; setting up the host business, onboarding interns, uniforms, funding, staff, audits and using the member portal</p>	1	Welcome New Teams!... 1 days ago
 <p>Gathering People: Meetings And Events Recruitment events, graduation, celebrations, employment planning meetings, business advisory events, family involvement</p>	2	It's Conference Time... 1 days ago

Interns And Internships

THREADS



LATEST POST

 <p>Building Skills: Curriculum And Internships Curriculum (lesson plan ideas, health and wellness, financial literacy) and Internship development (Tasks and skills, Vocational Fit Assessment, working with managers and mentors)</p>	1	Orientation Weeks... 1 days ago
 <p>Guiding Intern Conduct Soft skills, attendance, host business policies, conduct, relationships, and sexuality</p>	1	Attendance... 1 days ago

Finding Employment

THREADS

LATEST POST

 <p>The Job SEARCH Networking for jobs, applying for jobs, resumes, portfolios, and interviews</p>	2	Job development best... 1 days ago
 <p>Long-Term Support Eligibility and funding sources for long-term support</p>	0	



Project | SEARCH®



Staff Training

Learn more about the Project SEARCH model through these brief online courses; take the quizzes and earn certificates.

[GET STARTED](#)



Project | SEARCH®

Welcome ERIN RIEHLE

The Project SEARCH® training portal contains a collection of brief online training courses designed for anyone interested in learning about Project SEARCH. Those new to the program, including recently hired staff members, can gain a basic understanding of what Project SEARCH is all about. Experienced staffers can use the courses to refresh their skills, or dive deeper into specific topics.

After taking a course, please fill out our brief survey to let us know about your experience.

Thanks very much.

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This training is made possible thanks to the generosity of the following organizations and individuals:

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Pre-Approved Continuing Education

We now offer continuing education credits from the Commission of Rehabilitation Counselor Certification (CRCC). You will be eligible for two credit hours upon completion of six of these Project SEARCH Academy courses. To receive a verification document for submittal to CRCC, please forward your six completion certificates (provided after completing the course, quiz, and survey) to projectsearch@cchmc.org. Use this subject line: CRCC Credits.

CESP Certification: We also have materials that you can use to apply these courses towards APSE CESP certification. Please inquire at projectsearch@cchmc.org using this subject line: CESP Certification.



Project SEARCH Fundamentals:

Developing Quality Internships

[Start](#)

You have previously started this course.

This course deals with what is perhaps the most fundamental aspect of a Project SEARCH program: How to identify and develop internships that will provide productive learning experiences for interns. You'll get an up-close look at Project SEARCH from several different perspectives: The 5000-foot view, which analyzes the local employment picture ... The 500-foot view, which examines opportunities in the host business ... the 50-foot view, which looks at workflow and departmental dynamics ... and the 5-foot view, which details intern tasks, step-by-step.

Skills Training: Strategies and Tools

[Start](#)

You have previously started this course.

This course provides valuable information on one of the most essential activities in the Project SEARCH year: teaching young adults with intellectual and developmental disabilities the marketable, entry-level skills they need to gain meaningful, competitive employment. While the course concentrates on skills training, it will be of interest to anyone who works in a Project SEARCH course in any capacity.

The Project SEARCH Annual Calendar

[Start](#)

Join us for a look at a typical year in a Project SEARCH program site. We'll cover what you need to do in preparation for the year, what happens during the fall, winter, and spring terms, and the activities that wrap up the year (and set the stage for the following year).

Project SEARCH Intern Selection and Recruitment

[Start](#)

This course provides Project SEARCH staff with information to help them reach out to prospective interns...recruit them for the program...and select the candidates most likely to benefit. We'll cover the logistics of marketing Project SEARCH, recruitment, application, intern selection, and more.

Collaboration: Working Together for Success

[Start](#)

You have previously started this course.

Reviews of highly successful Project SEARCH sites show that collaboration between team members is one of the most critical elements for a successful program. This course walks through the elements of true collaboration, examples of collaboration from real-life, and tools that can help you establish and maintain effective collaboration at your site. We also discuss the effect funding has on collaboration...and more.

Aspirational Career Development

[Start](#)

This course provides Project SEARCH staff with information to help them identify job openings for graduating interns that will start them on meaningful careers...assist interns in gaining the skill needs for those jobs...and help graduates apply and get hired for positions that match their skill sets and career objectives.



Project | SEARCH®



Video Library

Curated videos on Project SEARCH and related topics to view or share.

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Project | SEARCH®



DFN Project SEARCH (UK)
13 videos



Erin and Susie
11 videos



Family Perspective
6 videos



Graduation
4 videos



HealthMatters Curriculum
16 videos



Host Business Perspective
10 videos



Inclusive Hiring
10 videos



Intern Perspectives
10 videos



Programs in Distribution
3 videos



Programs in Government
3 videos



Programs in Healthcare
24 videos



Programs in Hospitality
6 videos



Research Team / Plan

- We currently have active grants from:
 - The Ohio DD Council
 - The Chicago Community Trust
 - NEXT for Autism
 - Mitsubishi Electric America Foundation; and a collaborating role on an
 - Institute for Education Sciences grant with researchers at Michigan State University.
- In addition, we have a 20 year licensing agreement with DFN Foundation to disseminate the Project SEARCH model throughout the United Kingdom and Iberia. And last year Project SEARCH was part of a team that won a \$2.2 million NIH R01 grant with partners from Colorado State University, Indiana University, Temple University, and the University of Florida.



Research Plan:

We have an ambitious agenda designed to improve Project SEARCH outcomes and drive scholarly articles. The 5 core strands of our research plan will focus on the:

1. Project SEARCH curriculum
2. VocFit Assessment
3. Project SEARCH database and portal
4. Relationship between health and employment status
5. Use of accommodations and adaptations to overcome deficits



Continuity of Operations Plan

- The pandemic is a rapidly changing situation. Therefore, there is uncertainty about what the 2020-21 program year will look like.
- Many businesses are dealing with response and prevention efforts and are not yet certain how this evolving situation will affect our programs.
- We recommend that program sites do what our business partners have done – create a Continuity of Operations (COOP Plan) – to address possible scenarios and offer a variety of possible solutions.



Continuity of Operations Plan

Scenario	Option	Pros	Cons	Comments	Proposal
<p>Scenario 1 <i>The host business is available to the interns, but the classroom is too small to accommodate social distancing such that only half the interns can be in the classroom at one time</i></p>	<p>Option 1: Start one group at 8.30 AM and another at 9.30 AM</p> <p>Finish in the classroom at 3.30 PM and 4.30 PM</p>	<ul style="list-style-type: none"> All interns will receive lessons from the employability curriculum each day All interns start the day with the employability curriculum Interns will get more individual attention in class 	<ul style="list-style-type: none"> The group dynamic will not be as strong Instructor spends two hours repeating the work 	<ul style="list-style-type: none"> This might help also with pressures on the skills trainer We might have to select the departments for the earlier and late starts 	Preferred option for scenario 1
	<p>Option 2: Do all the classroom activity on Friday in a larger classroom at the location of the education partner (school, career tech campus, or community college)</p>	<ul style="list-style-type: none"> Less time spent by the instructor delivering curriculum Interns all work together 	<ul style="list-style-type: none"> Interns may not feel as immersed in the business 	<ul style="list-style-type: none"> Education partner may not have room available to accommodate this option 	



Partnering with Occupational Therapists

- Learning ways to teach people with disabilities in the home setting
- Gaining expertise in accommodations and adaptations
- Working to establish virtual consult service for individuals with disabilities and their families



New Training Modules for Project SEARCH Staff

1. Transition from School to Internship to Employment
2. Collaboration, Communication, Roles and Responsibilities
3. VocFit Assessment
4. Internship Development
5. Preparing for Internship Training
6. Internship Fundamentals: What Happens Between 9:00 – 2:00
7. Employment Planning Meetings
8. Aspirational Career Development



Erin Riehle

Erin.Riehle@cchmc.org

Susie Rutkowski

Susie.Rutkowski@cchmc.org



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National Technical Assistance Center on Transition

THANK YOU
for joining us!





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