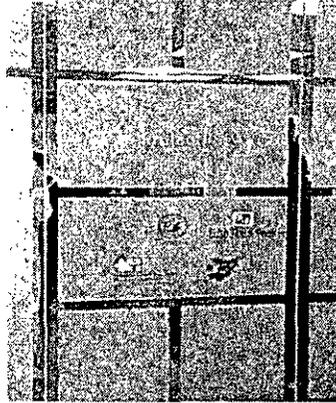




Key Concepts

- **Collaboration with business, education, rehabilitation (VR) and DD**
- **Braided funding**
- **Immersion and impact**
- **Training in real work settings**
- **Low risk, low cost for business**
- **Hiring students who are “good fit”**
- ***Goal of employment***

Project SEARCH is doing more than providing valuable work experiences for students. It is massaging and changing corporate culture and the receptivity of workplaces to employ people with disabilities.



Diversity World Magazine, November 2006

© CCHMC 1/3/06

Why is hiring people with disabilities important to a hospital?

- People with chronic illnesses and disabilities are a major source of hospital revenue – we want to be their provider of choice.
- People with disabilities working in our environment enhances our image (Gallup Poll).
- Our employees with disabilities serve as role models for our patients and families and give them a sense of hope, which is reflected in our satisfaction surveys.
- Employment is the #1 priority of young adults – not healthcare – and belief in a productive future increases compliance.

© CCHMC 1/3/06

- Universal design helps all employees.
- ~~As an organization that serves the public, we should mirror the public!~~
- The ability to attract national talent.
- People with chronic illnesses and disabilities represent the fastest growing market segment in the US.
- Families with relatives with disabilities have increased their gifts to hospital programs.
- The hospital has experienced increased local, regional and national recognition.
- Performance and retention in some high-turnover, entry-level positions has increased dramatically.

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Benefits of Project SEARCH for School Districts

- Focus on preparation for employment: Disability Education laws.
- Intense level of supervision from education, rehabilitation and business.
- Career exploration for those with little work experience.
- Partnership with agencies and business = shared cost + improved results.

Benefits for Students

- Post-secondary training and internship experience (no cost).
- Opportunity to work in high-status organization.
- Develop strength areas.
- Work toward independence in many areas such as transportation, daily living skills, etc.

Research

- Work Based Learning promotes:
 - Problem Solving
 - Adult Thinking processes
 - Team work
 - Social relationships



Program Description

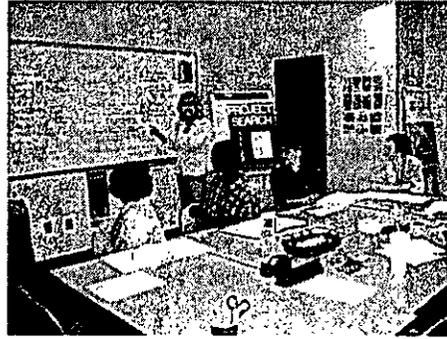
- **One school year program**
- **12 students**
- **Students with a variety of disabilities**
- **Last year of HS eligibility**
- **Rotation through unpaid internships with continual feedback**
- **Outcome of employment**

Eligibility Guidelines

- **18 – 21 years old**
- **Appropriate hygiene, social and communication skills**
- **Ability to take direction and change behavior**
- **Access public transportation**
- **Pass drug screen, background check, immunizations**
- **Desire to Work!**

School Day

- 8:00 Employability Skills
- 9:00 Worksites
- 11:30 Lunch
- 12:15 Worksites
- 2:00 Review, Plan
Communication
Skills
- 2:30 Depart



Employability & Livability Skills

- Work Behavior
- Problem Solving
- Communication
- Budgeting
- Team Work
- Technology

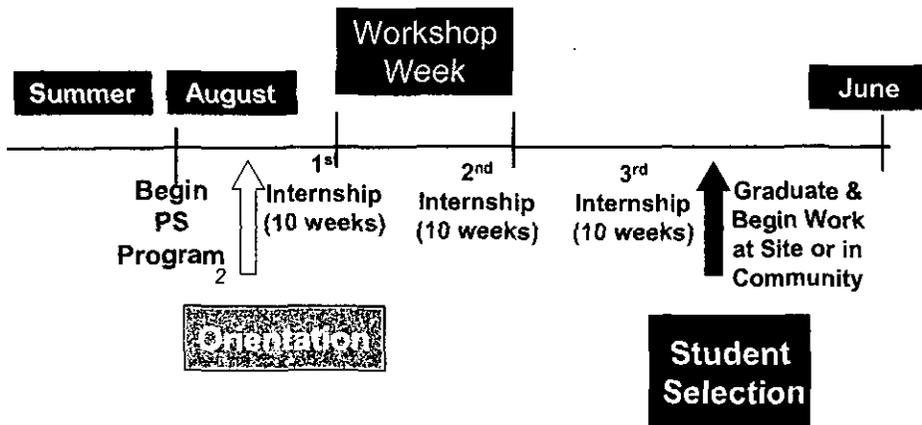


Discipline

- Students are interns in facility
- Must adhere to disciplinary process of business
- Utilize managers to give initial guidance with instructor



Annual Calendar



Summer

- **Home Visits & Parent Information**
- **Assessment**
- **Travel Training**
- **Criminal Background Check**
- **Immunizations, TB Test, Drug Screen**
- **Badge**
- **Student Engagement activities**
- **Identify internships, job analysis**

Orientation

- **Way Finding in business**
- **Complete mandatory employee education: safety, confidentiality, etc.**
- **Tour possible internships**
- **Create resume**
- **Practice interviewing skills**
- **Guest speakers**
- **Stagger start dates of internships**
- **Nutrition**

Internships

- Cornerstone
- Competitive, marketable Skills
- 4 – 5 hours of day
- Work/ Social Skills
- 10 weeks/Flexible
- Feedback & Assessment



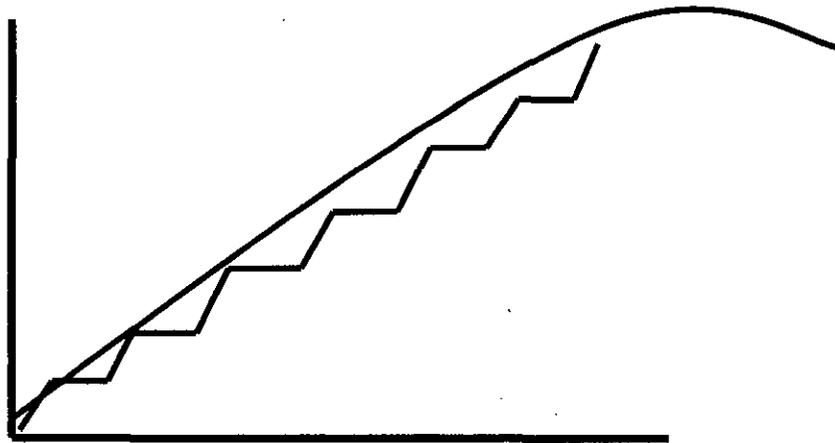
Sample Hospital Internships

- Mail Delivery
- Courier
- Patient Transport
- Recovery: Stocking
- Recovery: Escort
- Stocking: ER, Wards
- Clinic areas
- Pathology
- Sterilization
- Research
- Patient Attendant
- Materials Management
- Isolette Technician
- Linens
- Patient Billing
- Medical Records
- Radiology
- DME: processing

Sample of Banking Internships

- Mortgage Loan Servicing
- Check Processing
- Central File Room
- Bankcard Processing
- Commercial Loan and Lease
- Credit Card Disputes
- Call Center Sales and Service
- Dealer Floor Plan
- Item Processing
- Mail Operations
- Business Analyst/IT
- Investment IT and Operations

Learning Continuum



Student Role

- Identify area of interest
- Write cover letter to department
- Send letter and resume/data sheet
- Interview for position
- Department calls student to confirm
- Notify teacher & department for absences
- Continual Evaluation by all
- Give two weeks notice
- Participate in exit interview/Dept. Evaluation
- Write Thank You letter
- Update Portfolio

Department Manager/Mentor Role

- Volunteer department for internship site
- Identify tasks that build skills
- Allow instructor and coach to observe
- Choose peer mentor as "point of contact"
- Interview student for position
- Notify student to confirm
- Gives constructive feedback
- Provides natural support
- Layers on additional core skills/essential functions
- Gives exit interview and/Dept. Evaluation
- Writes letter of recommendation from template
-

Instructor Role

- Identifies career goal/plan for student
- Observes department work
- Identifies core skills/essential functions
- Develops productivity log with student
- Confirms internship tasks with manager
- Provides employer education
 - Disability information
 - Supervision strategies
- Works with peer mentor to provide support
- Communicates with peer mentor
- Looks for potential hiring opportunities
- Advocates for hire when “good match” exists

Job Coach Role

- Observes department work
- Identifies core skills/essential functions
- Develops task analysis
- Confirms internship tasks with manager
- Teaches core skills to student
- Develops productivity enhancements
- Works with peer mentor to provide support
- Evaluates progress
- Layers additional skills
- Communicates with peer mentor

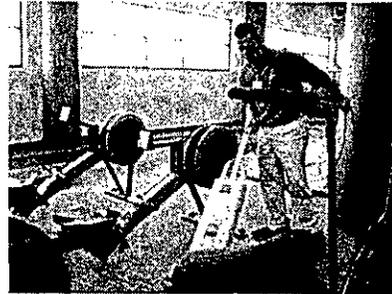
Internship to Job

- **1st Rotation:**
Administrative Office –
focus on phone skills
- **2nd Rotation: Consumer**
Lending – focus on
computer skills
- **3rd Rotation: Receptionist**
in Lobby
- **Hired as receptionist**
- **2 Years: additional duties**



Monthly Team Meetings

- **Discuss skill acquisition,**
issues, progress
- **Communication is critical**
- **Parents, VR Counselor,**
business rep, Instructor
- **Define and refine job goal**
- **All work toward employment**



Workshop Week

- **Curriculum / Guest speakers**
- **Review internships and skills learned**
- **Update resume**
- **Interview for next internship**
- **Stagger start dates**

Student Selection

- **Open House**
- **Complete application**
- **Tour and assessment**
- **Interview with committee**
- **Instructor prepares rubric**
- **Committee makes selection with all information**

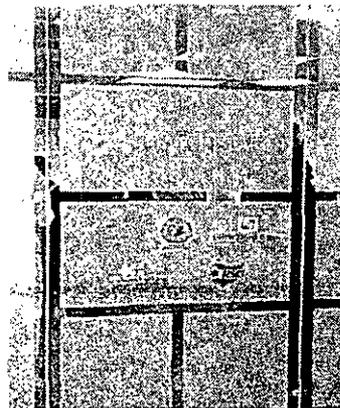
Responsibility and Funding: School

- Instructor (FTE's from students + weights)
- Curriculum
- Supplies
- Additional Staff



Responsibility and Funding: Business Partner

- Classroom: dedicated space preferred
- Business liaison: minimum 10 %
- Internships
- Marketing



<h2>Eligibility Rubric</h2>					

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Challenges</h2> <ul style="list-style-type: none">• High Expectations of all• Strong business liaison identified• Behaviors /maturity of students• Adequate planning w/ partners: R&R• Identification of adequate internships• Role of job coach understood• Sustainable funding• Employer education: staff confident• Technology |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Responsibility and Funding: Vocational Rehabilitation

- Individual funding for job coaching
- Individual funding for job development
- Additional support leading to job independence



Community Rehab Provider

- Community agency supplies job coaches during internships
- Agency supplies job developer to locate employment based on skills learned

Funding: Long Term Support

- Ongoing liaison with Business: Follow Along, changes in employee and mandatory education
- Accommodations
- Build trust
- Deal with change!



Evaluation / Outcomes



- Employment
- Wage
- Hours
- Benefits
- Students Trained

Pride, Passion and Purpose

