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Youth with Disabilities, Skills Training and Employment Success

Lessons on Best Practices from Project SEARCH

May 2, 2017

10:30 a.m. PST

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10:31:11 >> OPERATOR: The conference is now started. This

10:31:14 conference is now being recorded.

10:31:16 >> Good afternoon and welcome to the RespectAbility webinar

10:31:19 for May 2nd, 2017. My name is Philip Pauli. I am the policy and

10:31:25 practices director for RespectAbility. And I am so delighted to

10:31:28 be here with Paula and Lisa and all of you online, who are

10:31:32 joining us for this great conversation today about Project

10:31:36 SEARCH. If you have been following RespectAbility's work for any

10:31:39 amount of time, then you know that we are big fans of Project

10:31:43 SEARCH. We are big fans of this cost-effective life changing

10:31:48 model that is transforming the lives of young people, and we have

10:31:52 pushed in all of our meetings with governors across the country,

10:31:56 in our meetings with leadership in Washington, DC, and in local

10:31:59 communities about why this is a model that is making a

10:32:03 transformative difference in the lives of young people with

10:32:06 intellectual and developmental disabilities, and, you know, it's

10:32:09 easy for us to say; oh, this has a 70% success rate and it's

10:32:14 really a wonderful program, and you should invest in it more.

10:32:17 But it's really important for our partners in the workforce to

10:32:21 really tease out those critical elements of Project SEARCH that

10:32:25 are so influential in terms of the success that it achieves.

10:32:30 It's really important to look at in-depth how they adapt skills

10:32:34 training to people of various levels of executive function or,

10:32:38 you know, different levels of literacy or comprehension, and it's

10:32:41 really impactful to ups how that approach can really be very

10:32:45 useful for serving young people with disabilities, but also

10:32:48 thinking through how those lessons can be applied to other

10:32:51 populations with serious barriers to employment, such as at-risk

10:32:55 youth or people who are coming out of the school to prison

10:32:58 pipeline.

10:32:58 And so I'm so delighted to be here today, and we are going

10:33:02 to be talking about Project SEARCH. We are going to be talking

10:33:04 through everything that's involved with it, and especially we are

10:33:08 going to talk about the role of technology and skill training,

10:33:11 and technology is really important, and I want to share you an

10:33:16 anecdote before I turn the mic over to Lisa and Paula.

10:33:19 A couple of weeks ago I was in Wisconsin touring around the

10:33:22 state with Governor Walker who was visiting different Project

10:33:28 SEARCH sites, and we get to meet interns at the Mayo Clinic in

10:33:33 Wisconsin, and there was a young woman who was part of the

10:33:37 program by the name of Dana who had CP and was largely nonverbal.

10:33:42 But I got to observe her having a great conversation with the

10:33:45 governor through a piece of technology that she had in her hand,

10:33:49 assistive technology facilitative communication which was really

10:33:53 neat. She got to talk about what her job meant, got to answer a

10:33:57 couple of questions, and it was really amazing how technology is

10:33:59 a great leveller, especially for people with disabilities and a

10:34:08 wide range of disabilities. Without further adieu, I'm turning

10:34:13 this over to Paula Johnson and Lisa Enright with Project SEARCH.

10:34:21 >> This is Paula Johnson, I'm a program specialist with

10:34:26 Cincinnati Children's Hospital Medical Center. My goal is to

10:34:28 help new programs get started. I work primarily with all of the

10:34:30 western states. I'm actually based in Portland, Oregon, so it's

10:34:33 still morning here for me. But I'm going to start us off today,

10:34:37 and I'm going to share some basic information about our model and

10:34:40 then share some examples of some of the low-tech accommodations

10:34:44 that we have utilized in some of our programs, and then Lisa

10:34:48 Enright, who is an instructor in Dover, Delaware, she is

10:34:56 stationed at Bayhealth, a hospital there in Dover, and Lisa has

10:35:01 assisted Project SEARCH with our technology sessions at our

10:35:05 national conference every year and is just very, very skilled in

10:35:10 terms of teaching interns how to use technology that is enhancing

10:35:14 their work experience and actually helping them to acquire skills

10:35:20 that probably in a much more efficient way than you might see in

10:35:26 some of the programs.

10:35:27 So, I'm going to start with just a quick overview. Project

10:35:34 SEARCH actually started over 20 years ago at Cincinnati

10:35:40 Children's, and the director of the emergency department at the

10:35:43 time, Erin Reilly, was having difficulty with some of her high

10:35:49 turnover positions and got the idea of employing people with

10:35:54 intellectual and developmental disabilities, and she partnered

10:35:56 with a special education director at a local vocational technical

10:36:00 school named Susie Rokowski and the two of them started the

10:36:09 model, never anticipating that it would be replicated across the

10:36:12 US and abroad, but since that time there have been over 60 people

10:36:16 employed at Cincinnati Children's, individuals who have gone

10:36:21 through the training program.

10:36:22 So we currently have over 500 programs in 46 states, in

10:36:27 Canada, the UK, Ireland, the Netherlands, and most recently

10:36:38 Bahrain. We know that the unemployment rate is still

10:36:41 exceptionally high for this population, and the national core

10:36:45 indicators are indicating that nearly 85% of people with

10:36:48 intellectual and developmental disabilities still do not have a

10:36:50 paid job in their community. They may be in day activity

10:36:53 programs or many places across the country, they are still in

10:37:01 sheltered workshops.

10:37:03 This is a map of the US that shows where our programs are

10:37:06 located. So the four remaining states are North Dakota, Utah,

10:37:10 Louisiana, and West Virginia. And we are working with those

10:37:14 states to bring programs to their states.

10:37:19 While the programs started in health care, we have been

10:37:25 successful in other large companies, and you'll see a list here.

10:37:28 There's everything from universities, government entities. Our

10:37:34 fastest growing segment is in the hospitality industry. We are

10:37:38 working with many Hilton properties and seeing quite a bit of

10:37:42 success in that area as well.

10:37:46 Also, we have been in different museums, zoos, and parks.

10:37:50 We are at the Smithsonian in Washington, DC, so if you're ever

10:37:54 visiting the Smithsonian, you may see one of the interns at an

10:37:59 information desk.

10:38:02 The overall goal of Project SEARCH is a hundred percent

10:38:06 employment for the graduates, and employment in the community.

10:38:11 We don't consider going through project search and then going to

10:38:15 a work crew, a segregated work crew, as a successful outcome, so

10:38:20 we are really looking for community-based employment. Last year,

10:38:27 our 2015 graduates, 78% of all US graduates did find employment

10:38:34 in the community. The average hourly wage was 9.60, and the

10:38:39 average hours worked per week were just a little under 25. 33%

10:38:45 were hired by the host business, and that's been pretty

10:38:49 consistent. About 30% every year are hired by the host business.

10:38:55 Now, our host sites are not required to hire people, but we know

10:38:58 that they oftentimes are going to be hiring people who are a good

10:39:02 fit.

10:39:03 The key concepts are that it is a business-led

10:39:09 collaboration, with education, rehabilitation, community

10:39:11 providers, and long-term support agencies. And we know that it

10:39:16 works well when these agencies can braid their funding so that

10:39:20 the financial responsibility is not falling only on the shoulders

10:39:26 of one of the partners.

10:39:27 It's a total immersion model meaning that the students start

10:39:32 and end their day at the host site. They don't start at their

10:39:37 school and take a bus over. They are actually utilizing public

10:39:41 transportation to get to and from the site, and we find that this

10:39:45 has a tremendous impact, not only on the interns but also on the

10:39:50 host site and all of the coworkers because they begin to develop

10:39:56 good relationships with people and also see just how capable they

10:40:01 are.

10:40:02 The interns rotate through three different departments, and

10:40:08 the purpose is for career exploration, because oftentimes many

10:40:12 people haven't really had a chance to try out different kinds of

10:40:16 jobs, and so this helps them get a better idea of what they do

10:40:24 like, what are some of those conditions, employment conditions

10:40:27 that are favorable.

10:40:29 Just one quick story in terms of this career exploration,

10:40:35 sometimes we see that an intern has a pretty good idea of what

10:40:38 they would like to do, and there was a young woman who really

10:40:42 wanted to work at her local Hallmark store but had not been able

10:40:48 to get an interview. She had hoped to get a summer job while she

10:40:51 was still in school. So when she started Project SEARCH, her

10:40:56 three internships were in an -- the first one was in shipping and

10:40:59 receiving, so she learned how to receive inventory coming in.

10:41:05 Her second one was in the pharmacy, and she learned to stock

10:41:10 shelves and put up displays, and then the third one was in the

10:41:14 gift shop, where she learned to use the cash register and other

10:41:20 things that would help her in gaining the employment at the local

10:41:25 Hallmark store, and over the course of the year her instructor

10:41:30 had maintained contact with the manager of that store, and so at

10:41:35 the end of the year, the manager was invited to her graduation.

10:41:39 She did come, and she also offered her a position, so it was a

10:41:42 really great example, I think, of how we can work with

10:41:47 individuals in their career goals, and if they don't know, then

10:41:52 they get to try out various different things that hopefully will

10:41:55 lead them to their desired outcome.

10:41:59 This gives you an idea of who the partners are in our

10:42:04 program, so definitely we'll be working with the host business.

10:42:08 There is always an education partner, and we have two different

10:42:15 types of programs, if you will. One is a high school transition

10:42:20 program, where we are working with young adults who are in that

10:42:24 last year of school, and Lisa is -- she represents one of those

10:42:29 programs.

10:42:30 Then we have our young adult model, where students have

10:42:34 already left high school but didn't get the opportunity to train

10:42:40 in a more rigorous setting, and in that case we work with either

10:42:44 a community college or an adult education program, so people are

10:42:49 still connected to an education partner, but it's not the high

10:42:53 school.

10:42:54 And then we work with state vocational rehabilitation

10:42:57 agencies, workforce investment boards, families, a community

10:43:04 rehabilitation provider that will help with the job development

10:43:07 process, and then the state developmental disabilities agency.

10:43:16 The program is typically a nine-month program, where there

10:43:20 are ten to 12 interns that are a part of the program. They start

10:43:25 and finish the program together, so it's a cohort model. The

10:43:30 instructor and skills trainers are on-site every day all day,

10:43:35 so -- and it's the same people throughout the year. We know how

10:43:38 important that consistent staff is to the success.

10:43:44 They are totally immersed into the host business culture, so

10:43:49 if a department is having a staff meeting, the interns

10:43:52 participate in those meetings. If there are any social events at

10:43:56 the host site, then we encourage the interns to be a part of that

10:44:00 as well.

10:44:00 They are going to rotate through three unpaid internships

10:44:04 with continual feedback, not only from the staff supporting them

10:44:08 but also their department supervisor or mentor.

10:44:11 And then finally, the customized job search occurs at the

10:44:15 end of the year. But, actually, it's -- it starts before the end

10:44:22 of the year so that hopefully by the time they finish the program

10:44:26 they already have their job.

10:44:28 This is a typical day. The first hour of the day is spent

10:44:33 in a classroom setting where they are learning different

10:44:36 employability skills, and then they will go out to their various

10:44:40 internship sites. It's one intern per department. We don't

10:44:46 recommend grouping people, so it's just one student per

10:44:50 department.

10:44:52 At the end of the day they come back and debrief.

10:44:57 Now, this gives you an idea of the topics in our

10:45:02 employability skills curriculum, and all of our sites have access

10:45:06 to the curriculum as well as activities and lesson plans.

10:45:16 When we are looking for internships, we are looking for not

10:45:19 the easiest jobs but complex and systematic, so the photo that

10:45:25 you see here is a woman named Jill, and she works in the sterile

10:45:28 processing department. She is putting surgical kits together,

10:45:34 and so it's -- this can be a very complex job. Some of the kits

10:45:39 are upwards of 150 instruments, and so it can become very

10:45:46 complicated.

10:45:48 Here are some examples some of the hospital internships that

10:45:52 we have, so you see there's a wide variety of different

10:45:55 departments, and oftentimes people with intellectual and

10:46:02 developmental disabilities have not had access to these kinds of

10:46:05 jobs, and I think a lot of it has to do with low expectations.

10:46:09 People assume that they may not be able to work in some of the

10:46:15 various departments, but we know with accommodations and

10:46:20 technology people can be very successful.

10:46:24 I wanted to share just some of the what I would consider our

10:46:28 low tech accommodations, so this is a young woman who has a

10:46:34 binder that is really designed to help her more with the social

10:46:37 aspects of work. So the picture, the booklet that she is

10:46:42 holding, there is a picture of her with one of her coworkers, and

10:46:46 this helps her identify who she should go to if she needs

10:46:51 assistance and her skills trainer is not readily available,

10:46:55 because we are trying to build in as much independence as

10:46:58 possible, so she has learned how to use this binder to help her

10:47:04 with multiple aspects of her job, social as well as some of the

10:47:09 physical demands.

10:47:10 This is an example of an intern who is nonverbal, and he

10:47:20 works -- this particular internship was in a clinic area in the

10:47:24 waiting area, and many people might assume, well, there's no way

10:47:31 he could work in this area if he doesn't speak. But, actually,

10:47:35 just some very simple little accommodations were made. When

10:47:39 someone comes into the area, he hands them a card that

10:47:43 says "Please have a seat and someone will be with you shortly,"

10:47:46 and then he has another card that he takes to someone in the

10:47:48 office, and it states that "someone needs assistance at the front

10:47:54 window," so very simple accommodation, but totally opened up his

10:47:58 world.

10:48:01 Materials management and stocking is a huge part of every

10:48:06 hospital I've ever visited, and this is an example of someone who

10:48:13 is in the receiving area, and some of the questions that we have

10:48:21 used is a variety of pictures and icons. In this particular

10:48:28 instance, someone was stocking supplies in the consistence on all

10:48:38 of the patient floors, and she was not a strong reader, so skills

10:48:43 trainers put a series of photographs up so that it would help her

10:48:46 find the items that she was looking for, and after she finished

10:48:50 her internship in this department, the manager asked if she could

10:48:54 please help her leave those photos, because it was helpful for

10:48:57 everybody, and he had employees who were English was not their

10:49:02 first language, so for them it was very helpful as well.

10:49:09 This is an example of how if someone has a job that requires

10:49:14 accuracy in terms of par levels or the correct numbers of an

10:49:20 item, oftentimes counting boards or templates can be used. This

10:49:27 is Gretchen, and what she is doing is bagging baby bottles and

10:49:31 baby bottle nipples, and they have to be bundled in groups of 20.

10:49:35 Now, Gretchen can count to 20, but in this particular area, it is

10:49:39 very busy. She was constantly getting interrupted and would lose

10:49:42 her count, just like any of us would, and so they came up with a

10:49:45 simple template where she places the 20 baby bottle nipples and

10:49:51 then bags them, and so her accuracy and her efficiency is just

10:49:55 exceptional.

10:50:01 This is Annie, a dental clinic technician. What she is

10:50:05 doing here, she is sorting out the dental instruments. They have

10:50:09 gone through an initial wash. She is separating them by the type

10:50:12 of instrument, and then she'll put them in the peel packs for

10:50:18 sterilization.

10:50:19 One of the things that Annie was having difficulty with was

10:50:23 finding her locker and using a combination lock, and so in some

10:50:28 instances people might think, Well, how can she do this complex

10:50:33 dental clinic job if she is having difficulty with this?

10:50:37 But very simple solution: This is a laser lock, and all she

10:50:43 needs to do is push the white button to open the lock, so she'll

10:50:50 carry that little fob with her, and when she gets back to the

10:50:54 locker room just has to push the button. It's interesting,

10:50:57 because now if you visit that locker room, you'll see lots of

10:51:00 laser locks because it's easier for everybody.

10:51:04 And sterile processing, again, those surgical kits can be

10:51:09 quite complex. This is an example of how Jill learned her job.

10:51:14 It was through a series of photographs, and I'll give you an idea

10:51:18 of what it looked like before, so the photo on the left is what's

10:51:24 called a pick list, and the other employees in that department

10:51:28 had to read through a list of the type of instrument, which in my

10:51:32 opinion would be really difficult, so the skills trainer put

10:51:37 together these books, photographs for Jill to learn her job.

10:51:42 They were in three-ring binders, so she even would take them home

10:51:47 at night and study, and the manager in this department asked the

10:51:51 skills trainer, Could you please make a book for all of our

10:51:57 trays, because, again, it's easier for everyone.

10:51:59 This is an example of how someone learned their job.

10:52:07 It's -- the job required cleaning and inspecting the incubators,

10:52:13 and so there are about 40 removable parts on the incubator. They

10:52:21 all have to be taken apart, cleaned, sanitized, and then put back

10:52:25 together, so again, a series of photographs on the wall is how

10:52:27 this young woman learned her job.

10:52:31 And then we oftentimes have interns who have visual

10:52:36 impairments. This is an example of a woman who is using a very

10:52:40 simple device. It's a hand-held screen reader that she can place

10:52:45 over the computer screen to enlarge the font. What her job is,

10:52:51 she is auditing the -- what the computer says is in the machine.

10:52:58 It's a Pyxis machine that has medications and different supplies,

10:53:03 and, excuse me, this one is actually just a supply machine, so

10:53:08 she'll do a physical count of what's in the machine and compare

10:53:13 it to what's in the computer.

10:53:14 There are a variety of different jobs. This is an MRI prep

10:53:23 area, and this person is taking care of the room in between

10:53:28 patients and learned his job through just a series of matching to

10:53:36 sample. He was trained to follow the directions that again were

10:53:41 in just a simple picture checklist.

10:53:47 We have several positions in pharmacies, and this person is

10:53:52 using a hand-held device that he is scanning in product that's

10:53:58 coming into the pharmacy.

10:54:03 We also have many students who are working in the IT

10:54:07 departments, and this person is doing a computer refresh.

10:54:18 So that covers my portion. If you have any questions for

10:54:22 me, my e-mail address is listed there, and this PowerPoint

10:54:29 presentation will also be available for you to download. So I'm

10:54:32 going to turn it over to Lisa now, and she is going to share more

10:54:36 information about how she uses technology in her classroom and at

10:54:41 the job sites.

10:54:45 >> Hi, everybody. My name is Lisa, and I am an instructor

10:54:49 at Project SEARCH at Bayhealth in Dover, Delaware. So I'm going

10:54:57 to be talking about technology in the classroom and on the job.

10:55:01 Before I get started, I just want to share some pictures of

10:55:05 my interns using technology. So I was going to zoom in here, and

10:55:13 this first picture in the upper left-hand corner is an intern.

10:55:19 Her name is Dejah, and she utilizes -- in this picture, she is

10:55:25 using a laptop, and what she is doing is toggling between two

10:55:30 different programs, Microsoft word and Microsoft Excel, and she

10:55:35 is copying data from a Word document, and she created a database

10:55:39 in Excel and pasted that information in there, so she has really

10:55:49 come a long way as well. She also created a database in Excel

10:55:54 and used mail merge in Word to make our labels for all of our

10:55:58 graduation invitations.

10:55:59 So on the right, you can see that is Ashley, and she is

10:56:04 using an iPad, and then that's a pad pillow that you can get.

10:56:08 That particular one is from a company called IP Bell, which is a

10:56:16 great company that has a variety of different accessories that

10:56:18 you can use, and they have some inexpensive technologies.

10:56:23 So Ashley is using the calculator app in this particular

10:56:28 picture, but she also uses a checkbook app to record her deposits

10:56:32 and withdraws. We do a financial literacy through our local

10:56:36 credit union here. Del-One is the name. And then she uses

10:56:45 Del-One's online banking app to reconcile her accounts on a

10:56:48 monthly basis. The interns will also log on using the laptop and

10:56:54 they will print a statement for the month as well.

10:56:56 So down here in the lower left is Wayne and Daniel, and they

10:57:03 created a Prezi presentation, and they were, you know, talking

10:57:12 about their experience throughout the year. We had United States

10:57:17 Senator Harper visit us last year, and they created a

10:57:21 presentation, and then they hooked it up, and that's our smart

10:57:24 board, and they presented that to the senator.

10:57:27 In the lower right-hand corner, you'll see Maliek is using a

10:57:34 desktop computer, and he is using Microsoft Word to create, edit,

10:57:39 and print his resumé from a template, and then he'll upload that

10:57:45 created document to Google Drive, and what we do is create a

10:57:48 folder on Google Drive, and then title it career portfolio. And

10:57:53 then the interns share that folder with all of us, the

10:57:55 instructors, coaches, developers, and vocational rehab, so that

10:58:01 way everyone has electronic versions of everything, and it's very

10:58:05 easy to get information that you may need.

10:58:10 So I am going to go ahead and get started on technology in

10:58:15 the classroom and on the job.

10:58:20 So in this example, I have this, the link here, for this is

10:58:30 a LiveBinder, is the name of the site that I use, and inside of

10:58:35 it you'll see, if you go to that link there, there are three

10:58:47 tabs, interviewing 101, and there are four videos that the

10:58:51 interns use.

10:58:51 So the top four questions that everyone is asked during an

10:58:54 interview are tell me a little bit about yourself, what are some

10:58:57 of your strengths, what is one of your weaknesses, and then why

10:59:00 should we hire you.

10:59:01 So they have these video examples. They watch those, and

10:59:06 you'll see that that is in the LiveBinder for your use, and once

10:59:12 they do that, they actually create the -- they create a video by

10:59:20 using their iPad. So they turn it around, and they answer the

10:59:23 questions. They turn the camera around, so it's, you know,

10:59:25 facing them, and they answer the question, and then they upload

10:59:28 that to our online classroom. We utilize Schoology, and then I

10:59:38 have a chance to review it and critique it, and then they also do

10:59:42 self-evaluations. So you'll see the scoring rubrics are also

10:59:46 included in the LiveBinder that they use, and then from that they

10:59:49 are able to pick up little things, like, for example, I had an

10:59:52 intern say, you know, I really have to stop rocking back and

10:59:55 forth. But she didn't realize that she was doing that when she

10:59:59 was answering her questions, but when she watched the video

11:00:02 again, she was able to see that. And that's very helpful, that

11:00:06 they are able to actually pick that up on their own without

11:00:09 having to be, you know, have it pointed out. They are able to

11:00:14 see it and reflect on their performance.

11:00:16 The last part of the binder is career portfolio templates

11:00:22 that you are free to use inside of Google Drive. So all of that

11:00:27 is available to you, and I encourage you to use it.

11:00:29 So I'm just going to go through the examples of what we --

11:00:33 that's -- I'm sorry. That's a screenshot of what a binder looks

11:00:38 like if you actually click on the link.

11:00:40 And then you'll also see this, like, template here that

11:00:48 helps the interns answer their questions. So in those videos

11:00:52 that are from YouTube, when you talk about "Tell me a little bit

11:00:58 about yourself," you want to reflect upon and keep it

11:01:01 professional and talk about your education, your experience, and

11:01:04 the skills.

11:01:09 So the next one is one of your strengths. So the student,

11:01:15 we talk about what different types of strengths that they have

11:01:19 and then what advantage that will have for the company, and then

11:01:24 how it would benefit the employer. So we practice these, and,

11:01:29 you know, at first they sound very scripted, but once they start

11:01:34 practicing and utilizing the video modeling and, you know,

11:01:40 working with partners and things like that, they get very fluent

11:01:44 in their answers, and we have had really good success utilizing

11:01:50 this method.

11:01:53 The next one is weaknesses. So in this one, we talked to

11:01:59 the interns about waging war on your weaknesses. So identify the

11:02:03 weakness, and then discuss what action you have taken to help

11:02:08 yourself to overcome that weakness, and then because of that

11:02:12 action that you took, what was the positive result? So

11:02:16 essentially you're going to take that weakness and formulate the

11:02:19 answer in such a way that it's going to really become a strength.

11:02:26 So I want you to take a look at Kaitlin's October response.

11:02:31 So when we first started this, she watched the video, and then on

11:02:37 our online classroom, she needs to respond and tell her

11:02:42 classmates what one of her weaknesses were. So I'm going to show

11:02:45 you her October response, and then keep in mind that we continue

11:02:49 to practice, we continue to have them answer questions using the

11:02:53 video and uploading them and sharing them. They continue

11:02:57 critiquing themselves. We do an activity called Speed

11:03:06 Interviewing. It's like speed dating, but we have five employers

11:03:10 from the community come in, and they have to answer those four

11:03:15 questions, and they move around in a group. So by the end of it,

11:03:19 the interns have had five interviews, and it's about -- I think

11:03:23 it's about five minutes, four minutes, five minutes, and then

11:03:26 they get two minutes for feedback.

11:03:30 And it's been very, very helpful for our interns. This year

11:03:35 we also did a reverse job fair, where we invited the companies to

11:03:40 come in, and then the interns had presentation boards and their

11:03:46 career portfolios were completed, and they had to sell

11:03:49 themselves, rather than the other way around, so it's really

11:03:51 helped with our interns to be able to feel comfortable answering

11:03:55 questions, and so I want you to you keep that in mind, when you

11:04:01 look at after that extra time spent for February response. So we

11:04:06 are going to look at those two videos right now.

11:04:15 So this one is October.

11:04:20 One of my weaknesses is carrying things that are too heavy

11:04:27 for me to carry by myself.

11:04:30 So you can see, she missed a couple of parts of that answer.

11:04:35 It wasn't as complete as we would like it to be. And then after

11:04:41 practice and using the technology to be able to evaluate herself,

11:04:47 we will look at the difference in February.

11:04:50 For my weakness, my weakness is lifting heavy boxes, so I

11:05:08 would need help from my supervisors and my coworkers. As a

11:05:13 result, I will do better at carrying heavy boxes and other stuff

11:05:17 that are heavy.

11:05:28 All right. So you can see that the answer became --

11:05:34 Oops, sorry. (Feedback) I'm sorry about that.

11:05:39 The answer became lengthier and she had a little bit more

11:05:43 detail. And she's gotten even better, so we are really excited

11:05:49 about her progress.

11:05:53 So the last one that the interns would discuss is why should

11:05:59 we hire you. So, in this one, they want to talk about, they want

11:06:03 to review their strengths, and then align those strengths with

11:06:07 the job description and how that would set them apart from

11:06:13 others. And then the last part of that is what benefit will

11:06:18 their strengths bring to the company. So, when we do our

11:06:28 interviewing and when we do the speed interviewing or the

11:06:33 interviewing with our host business, and even in practice, we

11:06:37 have a rubric that we use, and this is good because it stays

11:06:42 consistent throughout the year, and the interns know exactly what

11:06:48 they are supposed to be -- how they are supposed to be answering,

11:06:52 and I utilized this website called Rubistar, and anything that I

11:07:03 talk about is free to use. So you can go on this website, and

11:07:05 you can create your own rubrics, and you can design very easily

11:07:09 each of the categories, what it would take to get a four, three,

11:07:12 two, one, and then you can go back on and analyze the data.

11:07:19 So this is what the rubric looks like once it's finished. I

11:07:22 know that's kind of hard to see there, but, again, it goes from

11:07:27 four, three, two, one. We look at, you know, initial contact and

11:07:32 first impressions, eye contact, and then each of those questions.

11:07:35 Now, this defines each of those sections. So for the "Tell

11:07:43 me a little bit about yourself," to get a four, the intern has to

11:07:47 include their education, their experience, and their skills. And

11:07:53 this is just the second page of it. It just continues on.

11:07:58 So, then the last part that we have them evaluate is like

11:08:04 their politeness, whether they shook hands at the beginning, at

11:08:07 the end, and then their voice and their tone. So that's one

11:08:10 thing that we have had to work with, and that's another thing

11:08:13 that the video modeling helps with, is that they can hear whether

11:08:18 they are keeping their tone of voice and projecting so that

11:08:23 everyone can understand what they are saying.

11:08:29 The next part that's included in that binder is that Google

11:08:37 Drive, the career portfolio. So included in this portion of it,

11:08:41 you will have access to a sample resumé, business cards, a cover

11:08:50 letter, and there's also, I included in there, a sample budget

11:08:57 template that we use. That's been very helpful for our interns,

11:09:02 and so all of that is included. You just need to copy it to your

11:09:08 own Google account, and then you'll have access to all of that.

11:09:12 And feel free to use that.

11:09:15 Also included in that, which is right here in the upper

11:09:19 left, the first one, is the document to be able to, you know,

11:09:27 separate your answers or two describe yourself, and for the

11:09:31 students to reflect on what would they include for their

11:09:34 education, what would they include for their experience and their

11:09:36 skills, so that graphic organizer is also included in that career

11:09:41 portfolio.

11:09:46 And this is just a summary of the tech tools that I used in

11:09:52 that one LiveBinder. Just to give you an idea, when we are

11:09:59 talking about using technology, things aren't just used in

11:10:05 isolation. It's not just one tool that you use. You really want

11:10:09 to bring everything together. So the LiveBinder is a great way

11:10:11 to organize online content, or you can actually upload content

11:10:16 into it. So that's another thing that I utilize it for, is our

11:10:19 host business. It's a great way to share information with

11:10:24 management and job coaches and any of the staff here, is I put

11:10:33 all of the department profiles for each of the internship sites

11:10:36 in a LiveBinder and contact information, newsletters, videos,

11:10:42 anything like that; it can all be included on this site.

11:10:47 Next, I used YouTube for the videos, and it's just, it helps

11:10:53 students to be able to visualize what they are supposed to do or

11:10:56 say, and I recommend using your Google account for YouTube,

11:11:04 Google Docs, Google Drive, and you can also use it for the last

11:11:10 one there that's [indiscernible] -- but the next one is the

11:11:17 Rubistar, and like I said, you would create the rubrics quickly

11:11:21 and easily, and also you can evaluate individual and class data

11:11:24 on that site, and it makes, it pulls the information in nicely.

11:11:29 I then put it into Excel for just to make the charts look a

11:11:37 little bit better.

11:11:37 Next, we used Google Docs to create and share and

11:11:42 collaborate on documents very quickly. Just today I utilized the

11:11:47 Google Drive. I had taken an intern to meet with somebody about

11:11:53 a potential position, and I realized that I hadn't told her

11:11:57 previously to do a cover letter. Well, we have a sample cover

11:12:03 letter in their career portfolio, so I had to do was go into

11:12:09 Google Drive, click on share with me, and then click on her

11:12:15 career portfolio, and then I saw her cover letter there, just

11:12:18 opened it up, and all I had to do was change the names and a

11:12:21 little bit of details to tailor it to that position and print it

11:12:27 off, and it was ready to go for her, so it's just a really great

11:12:33 way to have the documents right there for you, you know, instead

11:12:35 of having to type up a whole cover letter, that took me about

11:12:40 three minutes.

11:12:41 So like I was saying about the Google Drive, you can store

11:12:46 files, videos, pictures, and documents that you can very easily

11:12:50 share with anyone who has added to it, and if something happens

11:12:53 or somebody leaves or someone new comes on, you can add and take

11:12:57 away those permissions really easily.

11:13:00 The last thing that I utilized was Bitly, which is a site

11:13:05 that takes really long URLs from your website, and then you can

11:13:12 customize them so they are not as long, and they are

11:13:16 personalized. You can also then watch and see how much traffic

11:13:19 that you have going to a certain URL, or if you do something like

11:13:25 a survey or a picture and then you want to know how many people

11:13:31 are going to see that, you can see through Bitly, it will tell me

11:13:35 you how many people have visited it.

11:13:37 Now, with that one, I would recommend either using Twitter

11:13:42 or Facebook, since most of the time when you are sharing that

11:13:45 kind of information, you are doing so through a social media

11:13:49 content.

11:13:50 The last thing in the presentation are some other helpful

11:13:56 resources, and they are all through LiveBinder. So you can go to

11:13:59 the -- if you -- on this site here, if you look up in the

11:14:06 right-hand corner over a little bit, it says "Show my media

11:14:11 library." Under there, this presentation is available for you to

11:14:14 download, and these links will then be active, that you can

11:14:21 easily click on them. And the first one is effective job

11:14:24 development, and that's actually a LiveBinder that I created from

11:14:27 a presentation that Paula did at the national conference over the

11:14:32 summer.

11:14:33 The next one is a LiveBinder on iPad resources, so a variety

11:14:39 of apps that can be utilized for people with disabilities. And

11:14:46 then the last one that I included is a welcome to the

11:14:53 Twitterverse in LiveBinder, which a lot of people don't

11:14:56 understand Twitter or they want to use it or they have heard a

11:15:01 couple of things but they really aren't sure what to do. This

11:15:04 LiveBinder has a bunch of resources in it that you can use to

11:15:09 facilitate, you know, becoming part of a chat that you might like

11:15:16 to do or just to get information on how to follow different

11:15:19 people. It's been really great for us. Twitter, you know, I

11:15:25 would send pictures out of our interns of the month, and what I

11:15:29 do here at Project SEARCH at Bayhealth is I -- to make our

11:15:35 banking and the financial literacy piece more real for our

11:15:39 interns, I actually use real money. So I used to, if somebody

11:15:44 got an intern of the month, the first year I would give them like

11:15:48 a gift card or something like that. Well, I decided last year

11:15:51 that I would give them $15, and they could then put that into

11:15:55 their savings account.

11:15:57 So I would tweet that out that they got a bonus of $15, and

11:16:03 Del-One actually saw that on Twitter and they reached out to me

11:16:11 and said, we love that you are doing with that, and we want to

11:16:15 match that $15 every month, and that came just from Twitter. So

11:16:19 now if you're intern of the month here at Project SEARCH

11:16:25 Bayhealth, you're getting that much and getting $30 a month for

11:16:30 being intern of the month. So it's been a great way to teach the

11:16:38 students the value of money and have it in a real context.

11:16:41 The last slide is my contact information. We know it's kind

11:16:45 of hard to see, I apologize. If you download it there, you'll be

11:16:49 able to see it just fine. And it includes my e-mail, my personal

11:16:54 Twitter, and then our Project SEARCH @Bayhealth Twitter, and then

11:17:03 you can follow us on Facebook and also on our website. That's

11:17:07 all I have.

11:17:08 >> Wonderful, thank you, Lisa. That was very -- I knew you

11:17:11 guys would provide a lot of great information. I think that you

11:17:14 also provided all of us some really great resources. I know for

11:17:18 a fact that I'm going to take those videos about interviewing and

11:17:22 such and send them over to our fellowship director for use with

11:17:25 our students, who, you know, oftentimes encounter challenges with

11:17:30 the interview process as well. So thank you. That was really

11:17:34 wonderful.

11:17:34 So now we have some time blocked off to do a question and

11:17:40 answer session with Lisa and Paula and myself. For those of you

11:17:43 in the audience or online or listening by phone, we are actually

11:17:48 going to be using the chat box today to facilitate our Q&A rather

11:17:53 than dialing in by phone, so on the bottom left of the screen,

11:17:56 there will be a box that says Q&A. You can just type in that,

11:18:01 or, yeah, actually you can do that. You can also use the chat

11:18:06 box, which is the upper left, type it in directly, and I'll read

11:18:09 out the question for everyone to share.

11:18:14 I know that we had a quick question from somebody who was

11:18:17 asking about who is operating Project SEARCH in Wyoming. Paula,

11:18:22 is that something that you can answer for us?

11:18:24 >> Yes, I did type the answer, but I didn't see it pop up.

11:18:27 The program is in Laramie, and it is at Ivinson Memorial

11:18:34 Hospital. The local school district coordinates that program.

11:18:38 >> Wonderful, thank you. All right. So if any of you out

11:18:44 there have questions, please use the chat box. Just type up the

11:18:47 question, and I'll be happy to read it to everyone.

11:18:53 So, for I guess kind of the big question, and we saw -- and

11:19:00 this is for both Lisa and Paula -- we saw a lot of great tools

11:19:06 that people in Project SEARCH have created, such as the binder

11:19:09 with all of the information so that that one person can help work

11:19:15 through their social skills, but we also saw screen readers, so

11:19:19 I'm wondering, in terms of assistive technology and Project

11:19:22 SEARCH sites, who usually pays for those devices or how do they

11:19:26 provide them to the students?

11:19:28 >> Typically, one of our partners, voc rehab, will provide

11:19:33 the assistive technology, so we encourage all of the interns to

11:19:38 apply for voc rehab services so that they are able to access that

11:19:44 service.

11:19:46 I know that with students who are blind or visually

11:19:49 impaired, oftentimes it's the services for the blind in many

11:19:56 states that have provided those accommodations.

11:19:59 >> Wonderful. Thank you.

11:20:01 Oh, yes, Paula?

11:20:03 >> Oh, this is Lisa, sorry.

11:20:04 I was just going to say, at Project SEARCH Bayhealth, our

11:20:09 interns at the beginning of each year, Capital School District

11:20:14 and Kent County Community School purchases an iPad and a cover

11:20:19 for every intern, and in the last two years, they have been

11:20:24 gifted those at graduation.

11:20:27 >> Oh, wow.

11:20:28 >> Yeah. So we have been very fortunate. So --

11:20:34 >> Gotcha.

11:20:35 >> It's a good school thing, because we utilize them also

11:20:40 for calendar invites, so if an intern has a request off or if

11:20:43 they have an appointment, they are expected to put that in the

11:20:46 calendar and send the invite to us. If they have a meeting

11:20:49 scheduled, I will, you know, make a calendar invite and send it

11:20:53 to them, and then they need to accept it. So they have been very

11:20:58 good about utilizing it for different things, other than, you

11:21:03 know, those -- they, like I said, the video modeling, the

11:21:07 calendar. We have a variety of apps that are based on what our

11:21:12 interns need to be working on, and then also our online

11:21:16 classroom.

11:21:17 >> Gotcha. Thank you.

11:21:19 Well, I want to ask another question before I double-check

11:21:22 and see if we have anybody typing in a question in the chat box.

11:21:26 Just right there in the middle there, type away your question,

11:21:28 and I'll be happy to read it out to everyone. But as you can

11:21:31 see, I flipped us back to the picture of the sterilization

11:21:35 process in that hospital setting, where you have the project

11:21:38 search intern who is following the flip book, which kind of

11:21:42 clearly outlines visually what steps he's supposed to do and how

11:21:46 to do it, and I'm really curious, how do you think that other

11:21:50 programs that serve other types of people with other types of

11:21:54 barriers to employment, whether we are talking about returning

11:21:58 citizens or people with limited literacy skills or at-risk youth,

11:22:02 I'm curious, can you kind of explain for those who may not so

11:22:06 familiar why that type of visualization could be so useful for

11:22:10 people across a wide range of visibilities?

11:22:14 >> Sure, I'll start, and Lisa, please add anything that you

11:22:18 have too.

11:22:18 Well, research shows us that we all learn more quickly

11:22:21 through pictures, photographs, icons, than we do written words,

11:22:27 and so it's particularly helpful for people who are not strong

11:22:32 readers, but also for individuals with traumatic brain injury or

11:22:38 any kind of processing disorders, so we find that pictures and

11:22:44 icons are tremendously helpful, and again many departments have

11:22:49 asked that those photographs stay because it is helpful for all

11:22:53 of their employees.

11:22:55 >> Gotcha. Thank you.

11:22:56 All right. So we have a doozy of a question from Dr. Laurie

11:23:01 Timmons, and I'm glad that we have an audience who isn't afraid

11:23:07 to ask big, exciting questions. And her question, I don't know

11:23:10 if we have the time to answer it fully, but here we go. Can you

11:23:14 describe what it is like to start a new Project SEARCH, what

11:23:16 challenges do you face, particular in developing partnerships

11:23:20 with new folks, such as VR, et cetera?

11:23:24 >> Well, we have a pretty well-thought-out process, where we

11:23:30 will work with a local community. Typically it is either a

11:23:32 school district or it might be -- it could be voc rehab that's

11:23:39 interesting in started, and so we provide information that helps

11:23:43 explain the model as they are getting started, and then whoever

11:23:46 is sort of leading the charge will start inviting various

11:23:54 partners to exploratory meetings to find out what their level of

11:24:01 interest is.

11:24:02 Once everyone is in agreement that they would like to get

11:24:06 started and they have identified a potential host site, we can

11:24:11 also help with any presentations or provide additional

11:24:16 information for the team to present to the host site.

11:24:20 There is a licensing process, and there's the license for a

11:24:27 Project SEARCH program is through Cincinnati Children's Hospital,

11:24:31 and so one of the team members, one of the partners must sign the

11:24:36 license, and then that gives access to all of your partners, to

11:24:42 all of our copyrighted materials, the curriculum, the resource

11:24:45 guide. We have online training, and just a whole host of

11:24:50 resources.

11:24:51 We know that it typically takes anywhere from six to ten

11:24:56 months to get a program started, so let's say if you wanted to

11:25:00 start a program for the fall of 2018, it would be good to get

11:25:07 started by -- at least by January of 2018.

11:25:15 >> Gotcha. Wonderful. And I know that sometimes there's

11:25:19 complications that are involved in terms of who is going to pay

11:25:22 for what, but it really speaks to the role that a committed group

11:25:31 of educators and activists and leaders can have in terms of

11:25:35 expanding Project SEARCH. And I know from our own experience,

11:25:37 there's an important role for people at the state level, such as

11:25:41 governors, to become champions of the issue, and, you know, it's

11:25:45 very important that coordination and collaborations occur.

11:25:49 All right. I'm going to do a last call on questions from

11:25:53 the audience. Just type it away in the chat box or the Q&A box,

11:26:00 and I'll be happy to answer anything.

11:26:01 So I guess another way of looking at it is, what would it

11:26:04 take, Lisa or Paula, for states that already have maybe two or

11:26:09 three sites to really step up their game and expand to maybe five

11:26:14 or six sites?

11:26:16 >> Well, we encourage states to have quarterly meetings,

11:26:24 where they can invite representatives from the various agencies

11:26:30 to come and learn more about the programs.

11:26:32 We also encourage them to share their outcome data, because

11:26:37 we know that the employment outcome data that we are seeing

11:26:41 nationally is -- it just continues to get better every year, and

11:26:47 I think it's a matter of spreading the word about the, I think

11:26:52 the success, the successful employment outcomes, and it really

11:26:58 comes down to just I think spreading the word.

11:27:03 >> Gotcha. All right. Well, seeing no further questions,

11:27:08 I'm going to wrap up our --

11:27:11 >> Wait, I think there's one more question.

11:27:12 >> What do we got? Excellent. Jonathan Philip asks, what

11:27:16 resources are available to help educate or reach out to

11:27:21 employers?

11:27:22 >> Project search has I guess we would call it our overview

11:27:29 that we would be happy to share with you, and then there are also

11:27:32 some videos that we recommend that you share with potential

11:27:36 businesses. If it's in a health care setting and if it's in a

11:27:42 state where we have other programs, oftentimes the leadership at

11:27:47 various host sites are willing to talk to the leadership of other

11:27:55 employers. So you can always contact me for more information,

11:27:59 and I would be happy to share that overview document.

11:28:02 >> Gotcha. And I think it's not Project SEARCH-related

11:28:06 necessarily, but I think a great example of that type of

11:28:10 employer-driven messaging around employment for people with

11:28:13 disabilities comes from South Dakota, and their Ability For Hire

11:28:19 campaign. It's a great media communications effort to showcase

11:28:25 people who have talented abilities successfully integrated into

11:28:28 the workplace and being value added for their employers. And

11:28:32 thank you so much for joining us to talk today about Project

11:28:37 SEARCH and the best practices that they offer in terms of skills

11:28:40 training. We are going to be talking about another program that

11:28:42 we absolutely love and want to see expand and grow and serve more

11:28:47 people every year.

11:28:48 And next week we are going to be talking about Best Buddies,

11:28:52 specifically Best Buddies international jobs program. I hope all

11:28:57 of you who are here today can join us for a webinar on May 12th,

11:29:03 1:30 p.m. eastern. We are going to be talking about how

11:29:07 friendship leads to skills and success, talking about how you can

11:29:15 integrate friendships and development of skills and soft skills

11:29:19 and social skills as part of the employment drive for success.

11:29:22 And I'm especially excited to announce that on our Friday webinar

11:29:26 we are actually going to be joined by a former Best Buddies jobs

11:29:29 program participant, a wonderful self-advocate who is going to

11:29:32 talk about her experiences and talk about why friendship and

11:29:35 skills experiences made the difference for her achieving her

11:29:37 dreams. So go to RespectAbility's website, RSVP for that

11:29:43 webinar, and then we have a lot more programs coming in the

11:29:45 months ahead. Thank you so much for joining us today, and that

11:29:50 will be all. Have a great day.

11:29:54 >> OPERATOR: Recording is now stopped.