


Project SEARCH MPS Application Packet



Project | SEARCH®

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Program Overview

The Project SEARCH High School Transition Program is a unique, business-led, nine-month school-to-work program that takes place entirely at the workplace.

Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations.

Our unique program provides real-life work experience to help youth with significant disabilities make successful transitions from school to adult life.

Milwaukee Public Schools students with disabilities ages 18-21 are eligible to apply. Applications are facilitated through the Milwaukee Public Schools School-to-Work Transition Program. Students attend the program for a full school year in the host business. The business provides access to an on-site training room that can accommodate up to 10 students. The site is staffed by a special education teacher and two job coaches to meet the educational and training needs of the students.

- Program group of 10 young adults with a variety of disabilities
- Total workplace immersion
- Internship rotations for career exploration and job skill development
- Customized job search assistance
- Goal of competitive employment
- 71% employment outcomes across 300 national programs
- 88% employment outcomes across Wisconsin's 17 programs

For more information about the Project SEARCH High School Transition Program, please visit the website at www.projectsearch.us

For more information about Project SEARCH, please contact:

Applications:

Stephanie O'Connor-Schutt, Supervisor

Department of Specialized Services – School-to-Work Transition Program

6620 W. Capitol Drive

Milwaukee, WI 53216

Oconnss@milwaukee.k12.wi.us ; 414-438-3414

Questions:

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MPS – School-to-Work Transition Program

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Application Guidelines

This application enables the selection committee to properly assess each candidate's skills, abilities, and background. A parent, candidate, counselor, teacher, or employer may be contacted by Project SEARCH to gather additional information. Our goal is to select candidates who will be successful in Project SEARCH and reach the outcome of community employment.

The selection process includes the following guidelines:

1. Submission of application and materials by **February 4th, 2020**.
2. Once the application is reviewed by the selection committee, the candidate will be asked to participate in the "Selection Day" assessment, which will be held on **February 25th, 2020**. All candidates are **required to participate** in "Selection Day" to be eligible for Project SEARCH. "Selection Day" includes different skill stations and an interview.
3. If accepted, candidates must be able to pass a criminal background check, and drug screen.

Selection Priority

- Candidates who are MPS students and within the high school transitioning years (18 — 21 age range) when Project SEARCH begins.
- Candidates who have completed academic work/IEP goals in the home school environment and are engaged in their final year of public school-supported learning to promote vocational readiness.
- Candidates who desire to work in the community at the end of the Project SEARCH program.
- Candidates who are eligible for the Division of Vocational Rehabilitation (DVR).
- Candidates who are eligible for long-term support.
- Candidates who will benefit from participation in a variety of internships.
- Candidates who have access to transportation to/from the Project SEARCH program site.

Application Checklist

Please note: All items on this checklist must be completed and submitted together for consideration by February 4th, 2020.

- Completed application and assessment with signatures
- Response to the question “Why do you want to come to Project SEARCH?” written in your own words on a separate piece of paper
- Candidate Photo
- Letter from Parent, Guardian, or someone who knows the person well describing candidate’s strengths and areas for further development
- Letter of Recommendation from School Representative, Employer, Volunteer Placement Supervisor, or Family Care Case Manager
- Resume (if available)

From Division of Vocational Rehabilitation (DVR):

- Individual Plan for Employment (IPE)
 - Functional Assessment Report (FAR)
 - Letter confirming funding and DVR Counselor’s name

From School:

- Current Individual Education Plan (IEP) including Transition Goals
 - High School Transcript
 - Attendance Record
 - Signed Release of Information form

From Family Care/IRIS:

- Functional Screen (if enrolled with Family Care or IRIS)

Please email all materials to:

Stephanie O’Connor-Schutt, Supervisor
Department of Specialized Services – School-to-Work Transition Program
oconnss@milwaukee.k12.wi.us

Project SEARCH Application 2020

Step 1—Personal Information

<i>Office Use Only</i>	
Date Received:	_____
Date Reviewed:	_____
Reviewed By:	_____
Status:	_____

Name			_____		
Last		First		Middle Initial	
Address			_____		
Street		City/State		Zip Code	
Home Phone		Cell Phone		_____	
(XXX)XXX-XXXX		(XXX)XXX-XXXX			
Email Address			_____		
Date of Birth		Gender		<input type="checkbox"/> Male <input type="checkbox"/> Female	
Disability			_____		
Race	<input type="checkbox"/> Asian	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Native American		
	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> Other:		

Emergency Contact Name			_____		
Check One: <input type="checkbox"/> Family <input type="checkbox"/> Guardian <input type="checkbox"/> Support person			Last		First
Address			_____		
Street		City/State		Zip Code	
Home Phone		Cell Phone		Work Phone	
(XXX)XXX-XXXX		(XXX)XXX-XXXX		(XXX)XXX-XXXX	
Email Address			_____		

DVR Counselor			_____			
Name			Phone Number			
Supports & References	Name	_____	Phone	_____	Relation	_____
	Name	_____	Phone	_____	Relation	_____

Please review the following and check all that apply. Your signature indicates that you acknowledge and agree with these statements.

- Release:** The student records for the candidate will be shared with the Project SEARCH selection committee.
- Equal Opportunity:** Project SEARCH placement will be made without regard to race, color, national origin, gender, age, religion, or disability.
- Trial Period:** A thirty-day trial period will be required of all accepted interns. The intern and guardian agree to comply with this procedure.
- Application Submission:** The information provided on the application is complete and accurate to the best of my knowledge. I understand that submitting this application does not guarantee my acceptance into a Project SEARCH internship.

Signature: _____ Date: _____ Signature: _____ Date: _____

Candidate

Guardian (if applicable)

Step 2—Work/Education History

Work History	(Please list paid and unpaid/volunteer experiences.)			
	Employer		Job Title	
	Supervisor		Phone Number	
	Dates of Employment		Reason for Leaving	
	Job Duties:			
	Employer		Job Title	
	Supervisor		Phone Number	
	Dates of Employment		Reason for Leaving	
	Job Duties:			
	Employer		Job Title	
Supervisor		Phone Number		
Dates of Employment		Reason for Leaving		
Job Duties:				

Education	School Name	
	Transition Coordinator	Phone Number
	Comments about attendance:	
	Any medical reasons for absences:	
	Transition Coordinator Signature	Date

The person assisting the candidate with the application and assessment is:

Name	Title	Organization
Phone Number	Email	
Signature	Date	

Step 3—Self Assessment

I want to get a job upon completion of Project SEARCH				<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
My family supports my goal of community employment				<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
Time & Shift Preferred		<input type="checkbox"/> Full time	<input type="checkbox"/> Part time	&		<input type="checkbox"/> 1 st	<input type="checkbox"/> 2 nd	<input type="checkbox"/> 3 rd
Are you willing to work holidays and/or weekends?				<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
Do you have any daily time commitments or responsibilities?				<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
If yes, please list them and the number of days/hours each week:								
Do you plan to work a job while in Project SEARCH?				<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
If yes, please list the location, and number of days/hours worked each week:								
Are you considering post-secondary education options?				<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
If yes, please describe your plan/goal for future schooling and time frame:								

Independent Living & Self Care	I can prepare a lunch or snack	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I understand what foods are good for me	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I know how to handle money/make change	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I have my own bank account	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I know how to use the bathroom and wash my hands	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I take daily showers/baths without reminders	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I am able to dress appropriately for the weather	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I follow my school or work dress code	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I can read a digital clock and tell time	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I can read a face clock and tell time	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I can make an appointment by phone	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I can be at home alone	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I do chores such as making my bed and taking out trash	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I am able to stay awake for a 6-8 hour day	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
	I have reliable transportation to get to Project SEARCH	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
I am willing to learn how to ride the city bus with travel training	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	

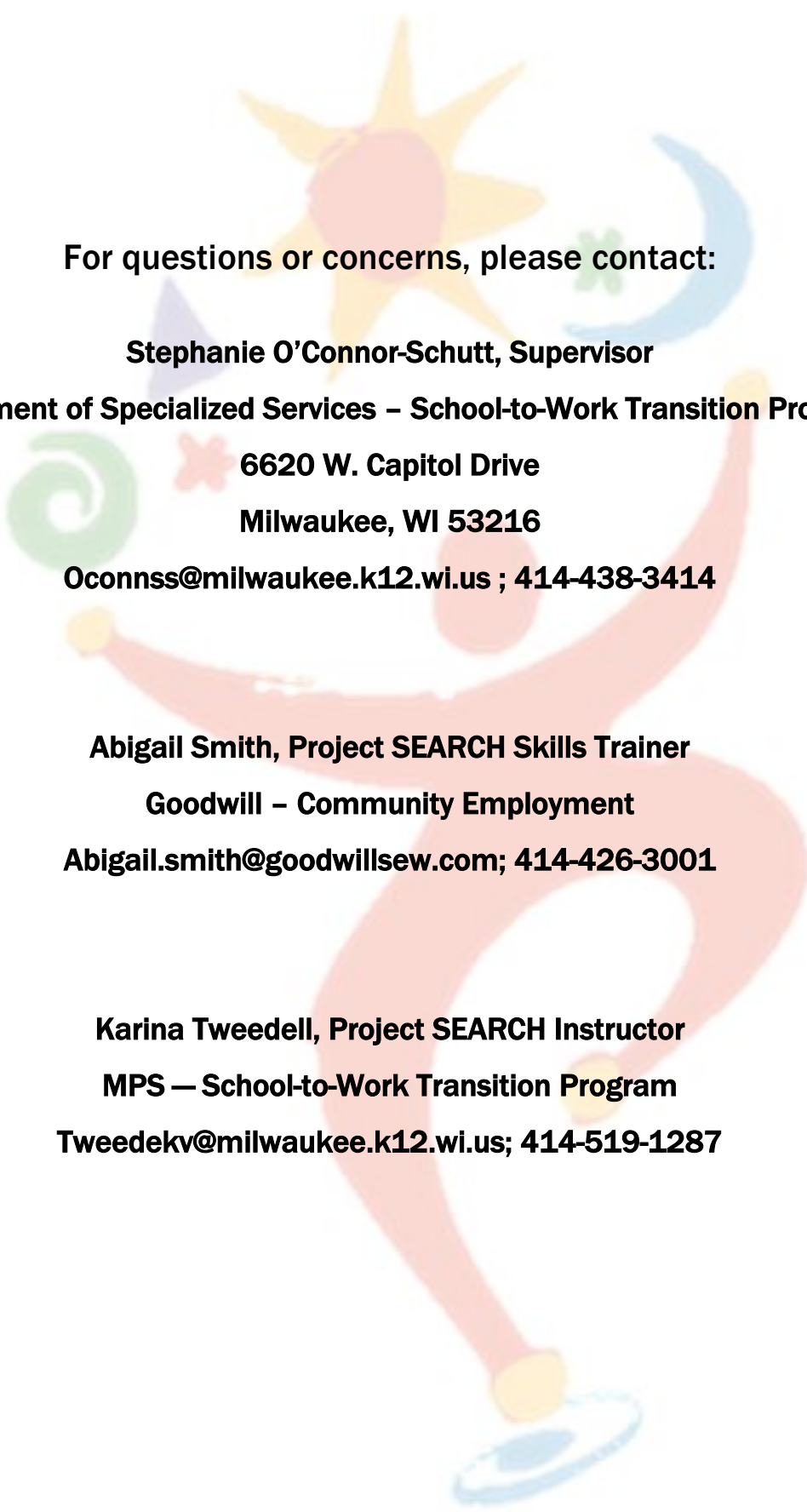
Communication & Behavior

I am sensitive to a noisy environment	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me :						
(e.g. noise cancelling headphones, working in a quiet space, etc.)						
I respond when someone speaks to me	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me :						
(e.g. visual prompts, communication devices, etc.)						
I make eye contact when talking to others	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. modeling, communication devices, voice output switches, etc.)						
I am comfortable starting a conversation	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. practice prompts, etc.)						
I engage in appropriate conversations	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. when others understand my body-limitations/self-advocacy, modeling, role play, etc.)						
I give people around me personal space	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. reminders, alternative strategies, relaxation strategies, etc.)						
I use appropriate and respectful language	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. practice, modeling, role play, etc.)						
I maintain a positive outlook on things	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. mindful/relaxation strategies, frequent breaks, practicing empathy, etc.)						
I display appropriate behaviors in public	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. planned alternative strategies, frequent breaks, mindful/relaxation strategies, etc.)						
I use a cell phone at appropriate times	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. turn phone off, ask permission, do not keep phone with me at work, etc.)						
I am easily understood by others	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
This helps me:						
(e.g. voice output switches, interpreter, etc.)						
I use adaptive equipment to communicate	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
Please describe:						
I use an interpreter and/or sign language	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
Please describe:						

Technology	I can use a computer keyboard with <input type="checkbox"/> Two fingers	<input type="checkbox"/> Two hands
	I can use Microsoft Word to create letters and documents	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I can use Microsoft Excel to create spreadsheets	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I can use Microsoft PowerPoint to create flyers and presentations	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I have an appropriate email address and can use email	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I can use the computer to play games and listen to music	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I can use a cell phone to talk to others	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I can use a cell phone for text messaging	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I use assistive technology to access computer programs/phones	<input type="checkbox"/> Yes <input type="checkbox"/> No

Interests	I participate in the following activities during and after school:	<input type="checkbox"/> Band	<input type="checkbox"/> Theatre	<input type="checkbox"/> Church
		<input type="checkbox"/> Choir	<input type="checkbox"/> Scouts	<input type="checkbox"/> Exercise
		<input type="checkbox"/> Sports:		
		<input type="checkbox"/> Other:		

Problem Solving	In your own words, please give examples of how you would solve each problem.
	I missed my bus when I was going someplace. In order to get where I was going I would:
	I was vacuuming and the vacuum cleaner stopped working. In order to finish I would:
	I lost my house key. In order to get in the house I would:
	I was using my computer and it stopped working. In order to get it working I would:
	My parents were not home at dinner time and I was hungry. What would I do?
Someone teased me or was mean to me. I would react by:	



For questions or concerns, please contact:

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