Project SEARCH
MPS Application Packet

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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
- 75.2% employment outcomes across 544 national programs
- 77.96% employment outcomes across Wisconsin's 32 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:

Karina Tweedell, Project SEARCH Instructor
MPS School-to-Work Transition Program
Tweedekv@milwaukee.k12.wi.us; 414-519-1287

Brianna Balistreri, Project SEARCH Skills Trainer
Goodwill – Supported Employment
Brianna.Balistreri@goodwillsew.com; (262) 305-8654

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, 2022.**

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 24th, 2022**. All candidates are **required to participate** in "Selection Day" to be eligible for Project SEARCH. "Selection Day" includes work skill assessment and an interview.

3. If accepted, candidates must be able to pass a criminal background check.

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 leaning 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, 2022.

- ☐ 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

- ☐ Signed Release of Information forms

- ☐ MPS Media Release

- ☐ 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

- ☐ **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 2022
Step 1—Personal Information

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	☐ Male	☐ Female
Disability				

Race	☐ Asian	☐ Hispanic	☐ Native American
	☐ White	☐ Black	☐ Other:

Emergency Contact Name		
Check One: ☐ Family ☐ Guardian ☐ 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		Paid	Unpaid
Supervisor		Phone Number		☐	☐
Dates of Employment		Reason for Leaving		Salary	$ /hr
Job Duties:					

Employer		Job Title		Paid	Unpaid
Supervisor		Phone Number		☐	☐
Dates of Employment		Reason for Leaving		Salary	$ /hr
Job Duties:					

Employer		Job Title		Paid	Unpaid
Supervisor		Phone Number		☐	☐
Dates of Employment		Reason for Leaving		Salary	$ /hr
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		☐ Yes	☐ No
My family supports my goal of community employment		☐ Yes	☐ No
Time & Shift Preferred ☐ Full time ☐ Part time	&	☐ 1st ☐ 2nd ☐ 3rd	
Are you willing to work holidays and/or weekends?		☐ Yes	☐ No
Do you have any daily time commitments or responsibilities?		☐ Yes	☐ 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?	☐ Yes	☐ No

If yes, please list the location, and number of days/hours worked each week:

Are you considering post-secondary education options?	☐ Yes	☐ 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	☐ Yes	☐ No
I understand what foods are good for me	☐ Yes	☐ No
I know how to handle money/make change	☐ Yes	☐ No
I have my own bank account	☐ Yes	☐ No
I know how to use the bathroom and wash my hands	☐ Yes	☐ No
I take daily showers/baths without reminders	☐ Yes	☐ No
I am able to dress appropriately for the weather	☐ Yes	☐ No
I follow my school or work dress code	☐ Yes	☐ No
I can read a digital clock and tell time	☐ Yes	☐ No
I can read a face clock and tell time	☐ Yes	☐ No
I can make an appointment by phone	☐ Yes	☐ No
I can be at home alone	☐ Yes	☐ No
I do chores such as making my bed and taking out trash	☐ Yes	☐ No
I am able to stay awake for a 6-8 hour day	☐ Yes	☐ No
I have reliable transportation to get to Project SEARCH	☐ Yes	☐ No
I am willing to learn how to ride the city bus with travel training	☐ Yes	☐ No

Communication & Behavior						
I am sensitive to a noisy environment	☐	Often	☐	Sometimes	☐	Never
This helps me :						
(e.g. noise cancelling headphones, working in a quiet space, etc.)						
I respond when someone speaks to me	☐	Often	☐	Sometimes	☐	Never
This helps me :						
(e.g. visual prompts, communication devices, etc.)						
I make eye contact when talking to others	☐	Often	☐	Sometimes	☐	Never
I use an appropriate tone of voice	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. modeling, communication devices, voice output switches, etc.)						
I am comfortable starting a conversation	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. practice prompts, etc.)						
I engage in appropriate conversations	☐	Often	☐	Sometimes	☐	Never
I use appropriate body language	☐	Often	☐	Sometimes	☐	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	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. reminders, alternative strategies, relaxation strategies, etc.)						
I use appropriate and respectful language	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. practice, modeling, role play, etc.)						
I maintain a positive outlook on things	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. mindful/relaxation strategies, frequent breaks, practicing empathy, etc.)						
I display appropriate behaviors in public	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. planned alternative strategies, frequent breaks, mindful/relaxation strategies, etc.)						
I use a cell phone at appropriate times	☐	Often	☐	Sometimes	☐	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	☐	Often	☐	Sometimes	☐	Never
This helps me:						
(e.g. voice output switches, interpreter, etc.)						
I use adaptive equipment to communicate	☐	Often	☐	Sometimes	☐	Never
Please describe:						
I use an interpreter and/or sign language	☐	Often	☐	Sometimes	☐	Never
Please describe:						

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

Interests			
I participate in the following activities during and after school:	☐ Band	☐ Theatre	☐ Church
	☐ Choir	☐ Scouts	☐ Exercise
	☐ Sports:		
	☐ 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:

Stephanie O'Connor-Schutt, Supervisor

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