

Oregon Fidelity Review



Date:	
Program Name:	
HS, Adult, or Both:	
MOU Start Date:	
Program Start Date:	
Reviewer:	
PS Consultant:	

Purpose of a review:

1. Supports continuous quality improvement in program performance.
2. Provides a tool for your steering committee to identify your best practices as well as areas for improvement and strategic planning.
3. Identifies areas where a program site is out of alignment with model fidelity.

Partner Type	Partner Name	Contact
Host Business		
Education		
Vocational Rehabilitation		
Community Rehab/Adult Employment Partner (CRP)		
Intellectual & Developmental Disability Agency/Long Term		
Other		

Program Data Summary

Please fill in data for the current program year.
Please also submit detailed information in annual data spreadsheet.

Current Year: # Applications: # Accepted: # Graduated: # Employed: # Internships: Comments:	Prior Year: # Applications: # Accepted: # Graduated: # Employed: # Internships: Comments:	Prior Year: # Applications: # Accepted: # Graduated: # Employed: # Internships: Comments:
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1.0 The outcome of the program is integrated, competitive employment.

1.1	Project SEARCH Definition of Employment	Yes √
a.	70% to 100 % of each graduating class has achieved competitive employment within 9 months of graduation. Notes:	<input type="checkbox"/>
b.	Employment occurs in integrated (people with and without disabilities) work settings. Notes:	<input type="checkbox"/>
c.	Employees earn the typical wage for a given job. Notes:	<input type="checkbox"/>
d.	Employees work a minimum of 16 hours per week with the goal of full time employment. Notes:	<input type="checkbox"/>
e.	Employment involves complex and systematic work. Notes:	<input type="checkbox"/>
f.	Internships are designed to offer specific marketable skills that match labor needs in your community. Notes:	<input type="checkbox"/>
g.	Paid jobs reflect the complex and systematic skills learned in the internships. Notes:	<input type="checkbox"/>
1.2	Transition to Employment	Yes √
a.	Job developer(s) meet with and observe the intern during the Project SEARCH year to ensure that they are familiar with their aspirations and capabilities. <ul style="list-style-type: none"> • A job developer is identified for internal employment in the host business and for external employment in the community (this may be the same person, but needs to be specified). • The job developer attends employment planning meetings and observes the interns starting mid-second internship. • The job developer and instructor communicate on a regular basis regarding the intern’s skill development and employment goals. Notes:	<input type="checkbox"/>

<p>b. There is an intentional employment plan for each intern no later than the beginning of the 3rd internship through 60 days after graduation:</p> <ul style="list-style-type: none"> • The plan is developed and discussed with the intern, family, and critical team members at employment planning meetings. • All available employment supports are explored and eligibility processes completed. • Steering committee and family members are active participants in the job development process. <p>Notes:</p>	<input type="checkbox"/>
<p>c. There is an intentional employment plan for each intern who is not employed 60 days after graduation and beyond:</p> <ul style="list-style-type: none"> • The Community Rehabilitation Provider (CRP) and/or other designated staff is responsible for community job development. • A transfer of the plan to the designated staff person must occur. • The job developer and graduate meet at least 2 times a month to go over the plan and explore potential supporting activities (ex: One Stop or WorkSource job prep classes). • A new plan for ongoing job development is made for graduates who are not employed upon completion of the program year or within 12 months of graduation from the program. <p>Notes:</p>	<input type="checkbox"/>
<p>1.3 Follow-Along Employment Support</p>	<p>Yes √</p>
<p>a. All interns have a plan for long-term employment follow-along services before graduation.</p> <ul style="list-style-type: none"> • If the graduate is not eligible for Developmental Disabilities (DD) funding (waiver services), additional resource options are explored like Social Security work incentives (PASS plans, IRWE, Ticket-To-Work), Vocational Rehabilitation (VR) extended support, and natural supports. • Employed graduates receive long-term follow-along services to retain employment. • The plan includes a schedule of periodic check-ins with the employer and graduate. <p>Notes:</p>	<input type="checkbox"/>
<p>b. Long-term follow-along services that occur at the host business are provided by a single community rehabilitation provider/person (CRP).</p> <ul style="list-style-type: none"> • Ideally that agency should be the same CRP/person that provides skills training/job development during the Project SEARCH program year. <p>Notes:</p>	<input type="checkbox"/>

Summary

Comments:	
Strengths:	
Challenges:	
Critical issues to be addressed by your steering committee:	
Suggestions for improvement:	

2.0 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.

2.1 Intern Eligibility	Yes √
a. High school transition programs serve interns who are on an Individualized Education Plan (IEP) and are eligible for Vocational Rehabilitation (VR) services. Notes:	<input type="checkbox"/>
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. Notes:	<input type="checkbox"/>
c. The program embraces interns with compounding factors such as poverty, homelessness, foster care, mental illness, and/or complex medical needs. <ul style="list-style-type: none"> • The program will access additional resources as needed. Notes:	<input type="checkbox"/>
2.2 Recruitment and Selection	Yes √
a. An intern recruitment plan and timeline are in place. <ul style="list-style-type: none"> • The plan includes outreach to: <ul style="list-style-type: none"> ▪ School districts, local high schools, technical schools, colleges ▪ Individuals using employment services in settings that are not CIE (e.g. small group, etc), day programs (adult model) ▪ VR counselors ▪ Intellectual and developmental disabilities (ID/DD) case or resource managers and organizations ▪ Families and parent organizations ▪ Other local stakeholders • Applicants tour the host business during the recruitment process. • All team members are involved in speaking to schools and community groups. Current interns are involved in the presentations. • The marketing/recruitment materials are provided to schools, agencies, potential interns, and families. Notes:	<input type="checkbox"/>
b. The program class size meets the number needed for financial sustainability. <ul style="list-style-type: none"> • The class size consistently meets the program’s goal. • Options: <ul style="list-style-type: none"> ○ 1-2 additional interns are enrolled in case an intern exits the program. ○ There are alternates selected prior to the start of the program. Those alternates have access to at least 2 complete internships. Notes:	<input type="checkbox"/>
c. A systematic application and selection process is utilized with clear timelines. Notes:	<input type="checkbox"/>

<p>d. A selection committee made up of steering committee members is in place representing all partner organizations. The instructor and skills trainer are included. There is representation from the host business.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>e. A skills assessment day is part of the selection process and includes:</p> <ul style="list-style-type: none"> • Representation from all partner organizations • Skills stations that reflect the internships of the Host Business (department managers are invited to participate) • An in-person interview • Rubric scores and team conversation to review and select applicants <p>Notes:</p>	<input type="checkbox"/>

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3.0 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).

3.1 Steering Committee	Yes √
<p>a. Roles and responsibilities of steering committee members are clearly defined and agreed upon by the team.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>b. The steering committee meets on a regular basis.</p> <ul style="list-style-type: none"> • Meetings are at least monthly during the planning phase and the 1st year of program implementation, and at least every other month the 2nd year and after to drive and monitor progress. • There is a representative on the committee from all partners. • The instructor and skills trainers are included on the steering committee. 	<input type="checkbox"/>

<ul style="list-style-type: none"> Each committee member will complete Project SEARCH training (including modules available on the Member Portal, and any available in-person training). <p>Notes:</p>	
<p>c. All partners are actively involved in the significant elements of the program:</p> <ul style="list-style-type: none"> Program planning, marketing and outreach, recruitment and selection, onsite team supervision and support, and yearly self-audits for ongoing quality improvement <p>Notes:</p>	<input type="checkbox"/>
3.2 Braided Funding from the Non-Business Partners	Yes √
<p>a. Funding makes use of existing resources.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>b. Funding is sustainable.</p> <ul style="list-style-type: none"> After start-up, the program operates without the need for grant funding. <p>Notes:</p>	<input type="checkbox"/>
<p>c. Class size is sufficient to create cost-effective resource allocation for all partners.</p> <p>Notes:</p>	<input type="checkbox"/>
3.3 Dedicated, Consistent, Trained Staff	Yes √
<p>a. The onsite program team and key representatives of each partner organization have received orientation and training on Project SEARCH.</p> <ul style="list-style-type: none"> Each team member will complete Project SEARCH training (including modules available on the Member Portal, and any available in-person training). <p>Notes:</p>	<input type="checkbox"/>
<p>b. The instructor and skills trainer(s) have received training or have skills and experience in training/coaching, systematic instruction, job and task analysis.</p> <ul style="list-style-type: none"> The instructor is a certified teacher or has a background in adult basic education, special education, rehabilitation or a related field. <p>Notes:</p>	<input type="checkbox"/>
<p>c. The instructor is full time and remains on site all day.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>d. There are dedicated, consistent skills trainer(s) on site.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>e. The instructor and skills trainer(s) work collaboratively and meet regularly regarding planning, scheduling, intern issues, and progress.</p> <p>Notes:</p>	<input type="checkbox"/>
3.4 Licensing	Yes √
<p>a. All required start-up fees have been paid to Cincinnati Children's Project SEARCH.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>b. The annual licensing renewal fee is paid starting in the 2nd year of program operation and each year after.</p>	<input type="checkbox"/>

Notes:	
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4.0 The program is business focused.

4.1 Business Components	Yes √
a. There is a strong business liaison involved in crucial decisions such as intern selection, internship site development, active internal marketing of the program throughout the business, and assistance with and promotion of internal hiring of qualified candidates. Notes:	<input type="checkbox"/>
b. The program is based in a large, high quality business. <ul style="list-style-type: none"> • It offers a variety of internships (ex: administration, customer service, materials management, food services, grounds keeping, maintenance, other industry-specific work, and non-traditional internships). • Internships are intentional to offer specific marketable skills. • The business participates in Project SEARCH without payment or subsidy. Notes:	<input type="checkbox"/>
c. The business provides an accessible onsite training room for the interns and workspace for the instructor and skills trainer(s). Notes:	<input type="checkbox"/>
d. The business liaison promotes the program within the host business. <ul style="list-style-type: none"> • The business liaison is involved in identifying internship sites. • The business liaison promotes internal recruiting and hiring when an intern is a good fit for a position. • The business liaison meets regularly with and is accessible to the onsite team. Notes:	<input type="checkbox"/>
e. The steering committee and onsite team will train mentors/managers/supervisors/co-workers on working with interns.	<input type="checkbox"/>

<ul style="list-style-type: none"> • Periodic training is provided for managers and mentors that includes program overview and goals, information on working with people with disabilities, disability awareness and the roles/responsibilities of the mentor, supervisor and skills trainer. • Staff teach managers/mentors the tools and techniques necessary to encourage intern work progress/facilitate success. • Project SEARCH videos and staff training resources on the website Member Portal are used to support manager/mentor education and training. • Manager and mentor guides (from the Toolkit) are customized and shared. <p>Notes:</p>	
<p>f. There are mentors for interns at each internship site.</p> <ul style="list-style-type: none"> • The managers/mentors are involved in evaluating interns' progress. • Managers/mentors attend and give feedback during the employment planning meetings, if possible. • Information is gathered from the managers/mentors at the end of each internship to improve the experience. <p>Notes:</p>	<input type="checkbox"/>
<p>g. The business is benefiting from the program as a means of improving morale, engaging managers and mentors, and creating a talent pool to fill posts.</p> <ul style="list-style-type: none"> • There has been a change in the culture. <p>Notes:</p>	<input type="checkbox"/>
<p>h. Interns are included in department activities.</p> <p>Notes:</p>	<input type="checkbox"/>
4.2 Intern Immersion	Yes √
<p>a. There is total immersion of interns at the host business each program day for a minimum of six hours, for an entire academic year.</p> <ul style="list-style-type: none"> • Interns receive orientation about the business to support them as they prepare for their internships. • Interns spend a minimum of 60-90 minutes each day in the training room learning employability skills. • Interns spend at least 4 hours each day training in their internships. <p>Notes:</p>	<input type="checkbox"/>
<p>b. For adult programs that are not tied to the academic calendar, the program operates for a minimum of 8 months (academic year less school vacations.)</p> <p>Notes:</p>	<input type="checkbox"/>
<p>c. Interns train in actual workplace settings.</p> <p>Notes:</p>	<input type="checkbox"/>
<p>d. Interns and onsite staff follow the host business's policies and procedures.</p> <p>Notes:</p>	<input type="checkbox"/>

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5.0 The program leads to acquisition of competitive skills.

5.1 Internships	Yes √
<p>a. The program is typically 36 weeks in length. This includes a 3 week orientation, three 10-12 week internships, 2 transition weeks, and a commencement at the end of the program.</p> <ul style="list-style-type: none"> • Before the interns start, the onsite team needs sufficient prep time to begin to: <ul style="list-style-type: none"> ▪ Identify the core skills that can be taught in the host business ▪ Develop internships ▪ Design adaptations and accommodations based on the individual needs of each intern • Internship development and planning is an ongoing process. It does not end when the program year starts. <p>Notes:</p>	<input type="checkbox"/>
<p>b. Interns are in departments learning competitive, marketable, transferable skills.</p> <ul style="list-style-type: none"> • Interns interview with the department manager or supervisor for each internship. • Interns participate in the internships 20 to 25 hours per week. • Interns are learning as many skills as possible during each internship. <ul style="list-style-type: none"> ▪ Additional skills are added as more basic skills are mastered. • Programs take advantage of industry-specific certifications. • Staff assess progress on skill acquisition, quality, and productivity. • The Vocational Fit Assessment tool is utilized: <ul style="list-style-type: none"> ▪ To assess the strengths, emerging skills, and challenges of each intern ▪ To assess the job demands of the internships ▪ To facilitate an internship match that best prepares the intern for competitive employment • Interns are not volunteers. 	<input type="checkbox"/>

Notes:	
<p>c. Employment planning meetings are held at least 2 times each internship to discuss employment goals and progress on skill development with interns, instructor, skills trainer/job developer, manager/mentor, family members, Vocational Rehabilitation (VR) counselor, and other appropriate team members.</p> <ul style="list-style-type: none"> • The interns are prepared for and lead their employment planning meetings. • Family members/advocates are active participants in the program and attend employment planning meetings. Meetings are scheduled with their schedule in mind. <p>Notes:</p>	<input type="checkbox"/>
5.2 Employability Curriculum	Yes √
<p>a. At least 60-90 minutes each day is dedicated to an employability skills curriculum.</p> <ul style="list-style-type: none"> • The Project SEARCH curriculum is accessed through the Member Portal on the website. <ul style="list-style-type: none"> ○ 1 hour of curriculum is delivered in the morning. An additional 30 minutes of evaluation and reflection occurs at the end of the day. • Guest speakers are used to enhance the curriculum during class time. <p>Notes:</p>	<input type="checkbox"/>
<p>b. The curriculum is designed and adapted to meet the needs of each intern, program, and business. There are curriculum features that are unique or customized to the site.</p> <p>Notes:</p>	<input type="checkbox"/>
5.3 Travel Training	Yes √
<p>a. Interns travel to the program independently using typical adult transportation options.</p> <ul style="list-style-type: none"> • Travel training is provided to learn public transportation or other independent methods before the program starts or before the start of the 2nd internship. <p>Notes:</p>	<input type="checkbox"/>
<p>b. Additional travel training is provided when the intern gets a job.</p> <p>Notes:</p>	<input type="checkbox"/>

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6.0 The program is committed to continuous improvement.

6.1 Database Entry	Yes √
<p>a. A designated partner representative enters the program data into the Project SEARCH database: at the start of each program year, at the start of each internship rotation, and whenever changes in employment status occur.</p> <ul style="list-style-type: none"> The data entry personnel follows the entry deadlines listed in their program database. All organizations and contacts are entered and kept up to date in the database by the designated staff person. State and national requirements related to intern identification and privacy are followed by data entry personnel. <p>Notes:</p>	<input type="checkbox"/>
6.2 Evidence Based Resources	Yes √
<p>a. All program team members have access to and use materials from the Project SEARCH Member Portal. These include the database, staff training, toolkit, video library, chat room, and reports.</p> <p>Notes:</p>	<input type="checkbox"/>
6.3 Strategic Plan	Yes √
<p>a. The steering committee has a current strategic plan, guided by model fidelity, for continuous improvement with goals, responsible persons, and timelines.</p> <p>Notes:</p>	<input type="checkbox"/>

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