**Mississippi Department of Rehabilitation Services**

**OVR/OVRB Policy and Procedure Manual**

# **Section 12: Project SEARCH Training Program**

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# **12.0 Program Overview**

[Project SEARCH](https://www.projectsearch.us/) (PS) is a nine-month, business-led employment preparation program designed for students and adults with disabilities. The program is hosted entirely at a business site, providing participants with real-world work experience in a fully integrated setting.

The primary goal of PS is to promote long-term, competitive employment for individuals with disabilities in jobs that are stable, meaningful, and inclusive.

Participants benefit from:

* Total workplace immersion,
* Classroom instruction,
* Career exploration, and
* Hands-on training through three different worksite rotations (internships).

These rotations expose participants to a range of career paths and equip them with diverse, marketable job skills, significantly improving their chances of securing and maintaining employment after program completion.

## **12.0.1 Project SEARCH Transition Services**

Project SEARCH Transition Services offer a focused school-to-work training experience for students with disabilities who are 18–21 years old and in their final year of high school.

**Note:** *For full detailed procedures on making referrals to Project SEARCH Transition Services, please refer to Section 10 Transition Services.*

## **12.0.2 Project SEARCH Adult Services**

The PS Adult program offers adults with disabilities, ages 18-30, the same train-to-work experience and program structure that is provided to transition students. The program includes:

* Three unpaid internships to build skills,
* Employability curriculum, and
* Full immersion in the host business environment.

To be eligible, adult applicants must not be enrolled in high school or participating in any other training program at the time of application. When selecting adult interns, PS staff will also consider the cohesiveness of the group to support a positive and effective training environment.

### **12.0.2.1 Adult Referrals to Project SEARCH**

The OVR/OVRB Program Coordinator is responsible for establishing and maintaining effective partnerships with OVR/OVRB Counselors and other key referral sources to identify adults with disabilities who may benefit from participation in the program. Responsibilities include conducting informational meetings and targeted outreach activities to promote awareness and understanding of the PS Adult Program. OVR/OVRB Counselors are integral to this process and collaborate with the Program Coordinator to identify and refer eligible adult clients for program participation.

When a client’s interests, skills, and abilities align with the services provided by a PS site, the OVR/OVRB Counselor should initiate a discussion with the client to determine if participation in PS is consistent with the client’s individualized training and employment goals.

If the client makes an informed decision and expresses interest in participating, the OVR/OVRB Counselor shall:

1. Complete the  [Project SEARCH Referral Form (MDRS-VR-101).](https://mdrsmsgov.sharepoint.com/%3Ab%3A/r/sites/OVR/OVRForms/MDRS-VR-101%20Project%20SEARCH%20Referral%20Form%20-%202.28.25.pdf?csf=1&web=1&e=tJRC1t)
2. Create a service authorization for the Project SEARCH Skills Assessment in AACE.
3. Enter a case note in AACE documenting:
	1. The client’s interest in the program,
	2. Completion of the service authorization for the Project SEARCH Skills Assessment, and
	3. Attach the [MDRS-VR-101](https://mdrsmsgov.sharepoint.com/%3Ab%3A/r/sites/OVR/OVRForms/MDRS-VR-101%20Project%20SEARCH%20Referral%20Form%20-%202.28.25.pdf?csf=1&web=1&e=JfdyKo) form to the case note.

The OVR/OVRB Program Coordinator will review the referral and prepare for the client to attend Skills Assessment Day at the host site when scheduled.

While early referrals are strongly encouraged, all referrals must be submitted by January to ensure the client’s participation in the spring interview and assessment process. **Clients must be in Eligible Status or beyond by the date of the scheduled Skills Assessment Day.**

**12.0.2.2 Post-Referral Documentation**

1. The OVR/OVRB Program Coordinator shall document **all relevant information** related to the student’s referral in the Service Module in AACE until the Skills Assessment is completed and the associated service authorization is closed.
2. If the client is selected to participate in the PS program, the PS Steering Committee shall issue an acceptance letter to the client. The OVR/OVRB Program Coordinator shall obtain a copy of the acceptance letter and provide it to the OVR/OVRB Counselor to be filed in the client’s service record.
3. If a client is not selected for the program, the OVR/OVRB Counselor shall:
4. Receive a formal denial letter with recommendations from the PS Steering Committee, provided by the OVR/OVRB Program Coordinator.
5. Ensure a copy of the denial letter is filed in the client’s service record.
6. Schedule a meeting with the client to review the reasons for denial.
7. Assist the client in identifying and planning appropriate next steps based on the recommendations provided.

**12.1 Skills Assessment and Interview Day**

**12.1.1 Purpose**

The Skills Assessment and Interview Day is designed to help identify applicants who will benefit most from Project SEARCH’s year-long career development and internship program. The assessment provides a structured opportunity to evaluate each applicant’s:

1. Engagement and enthusiasm for learning
2. Ability to follow directions
3. Need for accommodations or adaptations

Selection teams are encouraged to consider applicants who may face additional barriers such as poverty, homelessness, foster care, mental health challenges, or complex medical needs.

**12.1.2 Scheduling**

The Skills Assessment and Interview Day shall be scheduled for approximately two to three weeks following the application deadline. Transportation for applicants shall typically be provided by families or school districts. When families transport applicants, a Family Question and Answer session is recommended. This session shall be facilitated by a member of the Steering Committee to provide programming information and respond to family inquiries.

**12.1.3 Location and Duration**

The event shall be held at the host business in a large meeting room capable of accommodating 12 to 15 applicants. Four to five skills stations shall be arranged around the perimeter of the room. The event shall last approximately two to two-and-a-half hours and may accommodate up to 20 applicants. If demand exceeds capacity, two separate two-hour sessions may be scheduled during the morning hours.

**12.1.4 Skills Stations**

Each applicant shall rotate through four to six skills stations and one verbal interview. Stations shall replicate basic job tasks associated with internships and shall be:

1. Simple in design
2. Portable and easy to set up
3. Structured for completion within 10 to 15 minutes

Examples of tasks include:

* Filing paperwork
* Preparing food items
* Counting and sorting objects
* Folding towels or linens
* Assembling materials
* Entering data
* Participating in basic customer service simulations

**12.1.5 Staffing Requirements**

Each station shall be staffed by a minimum of one representative from the educational staff, Office of Vocational Rehabilitation (OVR/OVRB), Steering Committee, or host business. Ideally, each station shall be staffed by two team members: one to demonstrate and facilitate the activity, and one to observe, document, and score the applicant’s performance. Additional staff shall serve as greeters and floaters to manage time and assist applicants in transitioning between stations.

**12.1.6 Accessibility and Accommodations**

In accordance with Title II of the ADA, the Skills Assessment and Interview Day must be fully accessible. The OVR/OVRB Counselor, Project SEARCH staff, and host site shall coordinate in advance to ensure reasonable accommodations are provided for all participants. This coordination may include, but is not limited to:

* Wheelchair-accessible tables, equipment, and workstations
* Adaptive aids for individuals with manual dexterity impairments (e.g., grip-assist tools)
* Pictorial or symbol-based communication supports
* Qualified sign language interpreters or real-time captioning services
* Large-print, Braille, or audio materials for individuals with visual impairments
* Any other specialist equipment or services required to level the playing field and permit full participation

All accommodation requests shall be documented in the applicant’s file and confirmed with the host site at least one week prior to the event.

**Verbal Interview**

The verbal interview shall serve as one of the skill stations and shall last approximately 15 minutes. It shall be conducted in a quiet, distraction-free area. The interview shall be conducted by the Host Business Liaison and a Steering Committee member, with the option to include additional interviewers as needed. Interview questions shall be simple and supportive and may address:

1. Interest in the Project SEARCH program
2. Previous work or volunteer experience
3. Career interests and preferred roles
4. Hobbies and recreational activities
5. Life skills, such as household responsibilities or leadership roles

**Selection Process**

At the conclusion of the assessment day, the selection team shall convene to review applicant performance and make final intern selections. This meeting shall typically occur on the same afternoon following the assessments and interviews.

## **IPE Development**

The client and the OVR/OVRB Counselor shall jointly develop or amend the Individualized Plan for Employment (IPE) to identify the client's employment goal and all necessary services, including those related to Project SEARCH, that will support the achievement of that goal.

Individualized Plans for Employment (IPEs) for Project SEARCH participants shall be developed as Training plans. For guidance on IPE development for transition-age students, refer to Section 10: Transition Services.

While each IPE shall be individualized based on the client’s unique needs and goals, the following services are commonly included in IPEs for adult Project SEARCH interns:

1. Vocational Rehabilitation Counseling and Guidance
2. Training: Project SEARCH
3. Job Search and Job Preparation Services
4. Job Placement Services
5. Job Trainer Services for Project SEARCH
6. Maintenance: Room, Board, and Personal Items (e.g., uniforms required for Project SEARCH)
7. Transportation
8. Assistive Technology
9. Any additional VR services necessary to support successful employment outcomes

## **Educational Goal & Measurable Skills Gain**

At the beginning of each Project SEARCH internship rotation, OVR/OVRB Counselors shall open an educational goal for every intern participating in the program. This goal shall be documented in AWARE on the Educational Goal page.

The educational goal for all Project SEARCH interns shall be recorded as “Employer Training Program.”

1. For interns currently enrolled in high school, the school listed shall be the high school in which the intern is actively enrolled.
2. For interns who are no longer enrolled in school, “Employer Training Program” shall be selected as the school to accurately reflect participation in the Project SEARCH training program.

Measurable Skill Gains (MSGs) shall be documented in AWARE once a PS intern has successfully completed a rotation and/or the full internship program. OVR/OVRB Counselors should ensure that the MSG entry accurately reflects the skills acquired during the rotation or overall program participation, demonstrating progress toward the intern’s employment goal.

*For guidance on documenting Educational Goals and Measurable Skill Gains (MSGs), refer to Section 10: Transition Services.*

When entering Measurable Skill Gains (MSGs) in AWARE, OVR/OVRB Counselors shall maintain appropriate documentation in the case file to verify the intern’s progress toward training milestones. Acceptable forms of documentation include, but are not limited to:

1. **Quarterly Employment Plan:** Documenting progress following the successful completion of a Project SEARCH rotation.
2. **Graduation Certificate:** Issued upon full completion of the Project SEARCH training program.
3. **Credential or Certification:** Copies of any industry-recognized credentials earned during the program, such as CPR, pharmacy technician, personal care attendant, ServSafe, or similar certifications.

## **Actual Service Data Page**

The Actual Service page shall be used to document services provided to a participant without a vendor or service authorization when the service is fully funded through comparable benefits. This page allows users to record services that correspond with planned services and supports accurate federal reporting. Services entered on the Actual Service page are included in the RSA-911 Quarterly Report.

For adults participating in the Project SEARCH training program, OVR/OVRB Counselors shall:

1. Complete the Actual Service page to document the service **Training: Project SEARCH**.
2. This entry shall be made at the start of each program year to accurately reflect the participant’s involvement and to ensure compliance with federal reporting requirements.

## **Training Site and Staffing**

The Project SEARCH training site shall be located within the host business and shall include an on-site training room designed to accommodate 12 to 15 interns. This space shall function as both a classroom and the central hub for daily program operations.

The site shall be staffed by an Instructor and Job Skills Trainer(s), who shall work collaboratively to deliver instruction aligned with the curriculum provided by the national Project SEARCH office. The curriculum provided focuses on workplace readiness, functional living skills, self-advocacy skills, interpersonal communication skills, and time management to support interns’ overall development and successful participation in the program.

**On-Site Team Role**

The On-Site Team shall be responsible for the daily operations of the Project SEARCH program. This team shall include the Instructor, Skills Trainers, the OVR/OVRB Program Coordinator (when present), and the Host Business Liaison (as needed). Leadership of the On-Site Team shall be a shared responsibility, with the instructor typically serving as the team leader.

The primary purpose of the On-Site Team is to ensure the daily functioning of the program by:

1. Communicating with host business managers and mentors
2. Developing, supervising, and supporting internship experiences
3. Delivering the Project SEARCH employability skills curriculum
4. Monitoring and measuring intern progress

The On-Site Team’s central objective is to equip interns with competitive, marketable, and transferable job skills.

In addition to daily responsibilities, the On-Site Team shall also:

1. Plan and implement orientation activities
2. Participate in Employment Planning Meetings
3. Identify and develop new internship opportunities
4. Customize and deliver curriculum content
5. Support job development efforts
6. Assist with intern recruitment and selection
7. Manage internal communications
8. Provide support in disciplinary matters as needed
9. Ongoing communication among On-Site Team members shall be maintained to ensure effective program delivery. The Instructor and Skills Trainers shall engage in daily coordination to align classroom instruction with internship support. All team members shall maintain regular communication—through weekly emails or scheduled meetings—to promote consistent collaboration and ensure alignment with program goals.

**Role of the Host Business Liaison**

The Host Business Liaison shall participate periodically in program activities and shall support internal networking with business leadership, department managers, and mentors. The Liaison shall collaborate with the Steering Committee in the recruitment and selection of interns for the program.

Key responsibilities of the Host Business Liaison include:

1. Promoting the Project SEARCH program within the host business and to related organizations
2. Recruiting departments within the host business to host internships
3. Supporting the integration of interns, instructors, and skills trainers into the host business culture
4. Actively promoting the hiring of interns for positions aligned with their skills and interests

**Role and Responsibilities of the Project SEARCH Job Skills Trainer (PS JST)**

The primary responsibility of the Project SEARCH Job Skills Trainer (PS JST) shall be to support young adults with disabilities in identifying their strengths, interests, and abilities as they relate to skill development, job readiness, and employment.

The Job Skills Trainer shall:

1. Utilize specialized training strategies to support the development of employability skills
2. Identify and facilitate employment opportunities that align with each intern’s interests and capabilities
3. Collaborate with local businesses and industries to meet mutual employment needs
4. Assist interns in accessing appropriate support services to enhance training outcomes and promote long-term employment success

*For detailed guidance on the hiring process for Job Skills Trainers, refer to Section XXX Supported Employment Program.*

The Project SEARCH Job Skills Trainer (PS JST) plays a critical role in ensuring the success of interns throughout the program year. The PS JST is responsible for facilitating the training and integration of interns into internship rotations and competitive employment settings. This includes providing individualized, on-site instruction and support at the host business or job site.

#### Core Responsibilities

In collaboration with the Steering Committee, the PS JST shall:

1. Assist in the recruitment and selection of interns
2. Contribute to the development of internship sites, including creating detailed task analyses and completing the VocFit Assessment
3. Help match interns to appropriate placements based on individual skills, interests, and goals

Once internships are established, the PS JST shall:

1. Provide direct instruction in job tasks
2. Ensure interns are acquiring competitive, transferable skills
3. Use job aids and instructional supports as needed to enhance learning
4. Collaborate with department managers and mentors to:
5. Monitor intern progress
6. Address challenges as they arise
7. Foster a supportive and inclusive workplace environment

#### Functional Duties

The PS JST shall be responsible for the following duties:

1. Deliver instruction in job skills, natural supports, reasonable accommodations, and assistive technology
2. Conduct job, task, and departmental analyses to inform placement decisions
3. Implement employment plans and participate in Employment Planning Meetings
4. Coordinate training activities with team members and submit reports as required
5. Train interns in essential workplace behaviors, including hygiene, self-management, communication, and interviewing
6. Provide travel training to support independent access to job sites
7. Participate in decision-making related to training progression, fading of supports, and task modifications
8. Explore and recommend employment options aligned with intern interests and abilities
9. Maintain open, ongoing communication with employers, families, job developers, and team members
10. Attend and contribute to required trainings and team meetings

#### Performance and Compliance Standards

The PS JST shall:

1. Uphold and promote the standards of the host business or work site
2. Complete and submit all required documentation in a timely manner
3. Adhere to legal responsibilities related to intern safety and welfare
4. Demonstrate accountability, professionalism, and punctuality in all duties

#### Professional Characteristics

The PS JST shall demonstrate personal and professional traits that support effective service delivery:

1. Participate in professional development and apply new knowledge
2. Serve as a positive role model for interns and colleagues
3. Display enthusiasm, humor, and a constructive attitude
4. Use sound judgment and effective decision-making
5. Collaborate respectfully with families, schools, and service agencies
6. Uphold confidentiality and privacy standards unless disclosure is legally required
7. Avoid conflicts of interest and maintain ethical conduct in all professional interactions

#### Reference and Additional Duties

The [Mississippi Job Skills Trainer Manual](https://mdrsmsgov.sharepoint.com/%3Af%3A/r/sites/OVR/OVRForms/Supported%20Employment/Mississippi%20Job%20Skills%20Trainer%20Manual?csf=1&web=1&e=Kk4DKo) shall serve as the primary resource for delivering job training services. The PS JST shall follow the guidance, strategies, and best practices outlined in the manual to ensure consistent and high-quality service aligned with program standards.

The PS JST shall perform other duties as assigned by the Project SEARCH Coordinator to support the goals of the program and the interns’ successful transition to employment.

### **Role and Responsibilities of the Project SEARCH Instructor**

The Project SEARCH Instructor plays a pivotal role in the daily operation, instructional quality, and overall success of the Project SEARCH program. The Instructor serves as the primary educator and advocate for interns, delivering a curriculum focused on employability skills, self-advocacy, and life skills, while collaborating with the host business, school district, and partnering agencies to ensure the achievement of positive outcomes for all participants.

#### Core Instructional Duties

1. Deliver daily classroom instruction to interns, focusing on employability, social, self-advocacy, independent living, and workplace readiness skills in accordance with the approved Project SEARCH curriculum
2. Assess interns’ academic and functional skill levels upon program entry and throughout the year, adjusting instruction to meet individual needs and goals
3. Integrate real-world work experiences with classroom learning to promote skill generalization and readiness for competitive employment
4. Facilitate lessons and activities on workplace safety, communication, problem-solving, time management, teamwork, and professional conduct

#### Intern and Program Support

1. Support interns during internship rotations by coordinating closely with Job Skills Trainers, host business staff, and mentors to ensure appropriate accommodations and skill-building
2. Monitor intern progress and provide ongoing feedback to interns, families, the OVR/OVRB Counselor, and the Project SEARCH team
3. Conduct regular meetings with each intern to review progress toward individualized employment goals
4. Develop and implement strategies to address skill gaps and overcome barriers to employment
5. Assist with the development of task analyses and internship evaluations in collaboration with Job Skills Trainers and business staff

#### Collaboration and Teamwork

1. Serve as a liaison between the school district, host business, vocational rehabilitation, and partnering agencies to ensure the seamless delivery of services
2. Participate actively in Steering Committee meetings, Employment Planning Meetings, and other required team meetings
3. Collaborate with Job Skills Trainers to coordinate training activities and support the transition of interns into and out of rotations
4. Communicate regularly and effectively with parents, guardians, and agency partners regarding intern progress and needs
5. Contribute to the recruitment and selection of interns for the program as a member of the Steering Committee

#### Program Compliance and Documentation

1. Ensure compliance with all policies, procedures, and documentation requirements as outlined by Project SEARCH, the host business, MDRS, and the school district
2. Maintain accurate records of attendance, instructional activities, progress monitoring, and program outcomes
3. Complete and submit all required reports, assessments, and data for program evaluation and accountability
4. Follow all confidentiality and privacy requirements as mandated by FERPA, HIPAA, and other applicable laws
5. Monitor and uphold intern safety and welfare at all times

#### Professional Conduct and Development

1. Maintain a professional demeanor and model appropriate workplace behavior for interns
2. Participate in professional development, training, and networking opportunities to maintain up-to-date knowledge of best practices in transition, employment, and special education
3. Promote a positive, inclusive, and high-expectation culture within the classroom and throughout the program
4. Demonstrate flexibility, initiative, and creative problem-solving in addressing challenges as they arise
5. Uphold the mission and values of Project SEARCH in all interactions and decision-making processes

## **Program Year Onboarding**

At the start of the PS program year, the initial weeks are dedicated to the PS intern orientation, hands-on skill assessment, and familiarization with the business At the beginning of the Project SEARCH program year, the initial weeks shall be dedicated to intern orientation, hands-on skill assessments, and acclimation to the host business environment. During this period, each intern shall develop an individualized career plan, which shall serve as the foundation for selecting internship rotations and guiding their personalized job search throughout the program year.

*Project SEARCH sites may implement additional onboarding requirements as determined by the host business or site personnel. All team members and interns shall comply with site-specific onboarding procedures to ensure full alignment with the host business’ policies and operational standards. These requirements may include, but are not limited to, drug testing, immunizations, tuberculosis (TB) skin testing, background checks, and completion of health and safety training.*

**Steering Committee: Role and Responsibilities**

The Steering Committee shall consist of key stakeholders originally involved in planning the Project SEARCH site. Once the site is operational, the committee's role shall transition from program development to ongoing program management and continuous improvement.

### **Composition**

The Steering Committee shall include decision-makers from each partner organization and agency, including:

1. Host business representatives
2. Educational partners
3. Supported employment providers
4. Project SEARCH Program Coordinator
5. Intellectual and Developmental Disabilities (IDD) agency representatives
6. Project SEARCH Instructor
7. Project SEARCH Job Skills Trainer

### **Leadership**

Leadership of the Steering Committee shall typically be provided by the Project SEARCH Instructor or the Project SEARCH Program Coordinator. In their absence, meeting facilitation may be assumed by the Special Education Director, a manager from the supported employment provider, or the Host Business Liaison.

### **Purpose and Core Responsibilities**

The primary purpose of the Steering Committee is to provide leadership, oversight, and strategic direction for the Project SEARCH program. Core responsibilities shall include:

1. Developing and monitoring the strategic plan
2. Addressing key challenges, including intern recruitment, staffing, marketing, and employment outcomes
3. Conducting annual self-audits to support ongoing quality improvement

### **Additional Responsibilities**

The Steering Committee shall also:

1. Address intern-specific concerns, staffing issues, and funding barriers
2. Lead initiatives that drive continuous improvement
3. Promote and support competitive integrated employment outcomes
4. Assist with intern recruitment and selection
5. Contribute to internal and external marketing efforts
6. Participate in or support research and evaluation initiatives, when appropriate

### **Meeting Frequency**

During the initial years of a new Project SEARCH site, Steering Committee meetings shall be held monthly to provide consistent oversight and respond promptly to emerging challenges. As the program stabilizes, meetings may occur every two months, based on the needs and performance of the site.

## **Employment Planning Meetings**: **Role and Structure**

### **Employment Planning Team: Role and Structure**

The Project SEARCH Employment Planning Team shall consist of individuals whose involvement is critical to the intern’s employment success. Team membership shall be tailored to align with the intern’s career goals and support needs.

### **Team Composition**

Typical team members may include:

1. The intern
2. Instructor
3. Job Skills Trainers
4. OVR/OVRB Counselor
5. Family member or legal guardian
6. Business Relations Specialist
7. Developmental Disabilities agency representative
8. Workplace manager or mentor (if applicable)
9. Local business representative with relevant employment expertise

### **Leadership and Participation**

The Instructor shall lead the initial Employment Planning Meeting. To promote self-advocacy and leadership development, subsequent meetings shall increasingly be led by the intern, with support as needed.

### **Purpose and Objectives**

The primary purpose of the Employment Planning Team is to support the intern in developing competitive, marketable, and transferable skills. Team objectives include:

1. Collaborating with the intern and family to create an individualized plan for employment
2. Identifying appropriate employment supports and eligibility pathways
3. Aligning skill development with the intern’s career goals
4. Facilitating networking opportunities and job exploration through introductions to businesses and job developers

### **Meeting Schedule**

The Employment Planning Team shall convene once during each internship rotation, ideally at the midpoint. This schedule results in three structured meetings throughout the program year.

**Guidelines for Case Referrals to Supported Employment Services**

Before referring an PS intern to the Supported Employment (SE) Counselor, the OVR/OVRB Counselor must confirm that the PS intern meets the minimum eligibility criteria for SE services. Specifically, the PS intern must:

1. Have a Most Significant Disability (MSD),
2. Be expected to require intensive SE services, and
3. Need ongoing extended services to maintain Competitive Integrated Employment.

**Process for Confirming SE Eligibility and Transitioning Case Management**

This process outlines the steps required to confirm a Pre-ETS student's eligibility for Supported Employment (SE) services and transition case responsibility to the SE Counselor, ensuring informed decision-making and appropriate service alignment.

Initiate and Conduct Initial Staffing Meeting

* Once SE eligibility is confirmed, the OVR/OVRB Counselor and SE Counselor shall coordinate an initial staffing meeting. The District Manager shall be present.
* During the meeting, the referring counselor shall present all relevant medical, psychological, and physical documentation, as well as any known employment-related limitations.

Develop and Document SE Justification

* The OVR/OVRB and SE Counselors shall collaborate to develop a justification statement for SE services.
* This justification shall be documented in a case note within AWARE™.

Address Eligibility Concerns

* If eligibility concerns arise:
	+ The OVR/OVRB and SE Counselors shall refer the case to their respective supervisors.
	+ Supervisors shall review the assessment documentation to determine eligibility.
	+ Additional documentation may be requested to ensure appropriate program alignment.
	+ The SE Program Coordinator may be consulted, if necessary, to support eligibility determination.

Confirm Benefit from SE Services

* Once eligibility and benefit from SE services are confirmed:
	+ A meeting shall be scheduled with the Pre-ETS student (PS intern) and/or their legal representative.
	+ Additional participants may be included at the request of the PS intern.

Obtain Consent and Transfer Case

* During the meeting, all relevant information shall be reviewed, and informed consent obtained from the PS intern and/or their legal representative.
* If all parties agree that SE is the appropriate service:
	+ The case shall be transferred to the SE Counselor in accordance with established case transfer procedures. (See Section XXXX)