

Developing an International Employability Curriculum



A Team of Teams

Agenda for this Workshop

Context

The History of Project SEARCH

- One Clear Goal
- Built on Transformational Collaboration
- Fusion of the Best from Education, Supported Employment and Business

The Key Elements of the Model

- Effective Employability Curriculum
- Immersive Internship Experience
- Aspirational Job Development

Curriculum Development

- The Development of an Effective Employability Curriculum
 - Reviewing the Evidence Base
 - Working with Experts
 - Connections with Employers
 - Involving Practitioners from Across the World
 - Testing and Learning

Rolling out the New Curriculum

- Support and Training
- Challenges in Delivery and Content



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History of Project SEARCH

- Programme began in 1996 at Cincinnati Children's Hospital and Medical Centre by Erin Riehle



- Developed to:
 - Meet entry level employment needs
 - Support their Diversity Initiative

- Developed in Partnership with Susie Rutkowski a Special Education Director

- Using the skills and talents of supported
- employment agencies



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Project SEARCH across the World



- Ambitious and to Scale
- 620 + Programmes
- 48 States in the US
- 10 Countries
- Over 30,500 + students Served
- 65% Full Time Jobs
- 75% All Jobs
- Average Hours 24.7
- Average Salary \$10.85



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History of DFN Project SEARCH

Chair – David Forbes Nixon



- The DFN Charitable Foundation Researched the Best Transition Programme for Young People with Learning Disabilities and Autism

- The Foundation Bought the Master Franchise Agreement for the UK, Ireland and Iberia in 2018



- Commitment to hold true to the Project SEARCH model but invest in growth to make it more available in the UK, Ireland and Iberia

CEO – Claire Cookson



- DFN Project SEARCH is a Registered Charity in England, Wales and Scotland



DFN
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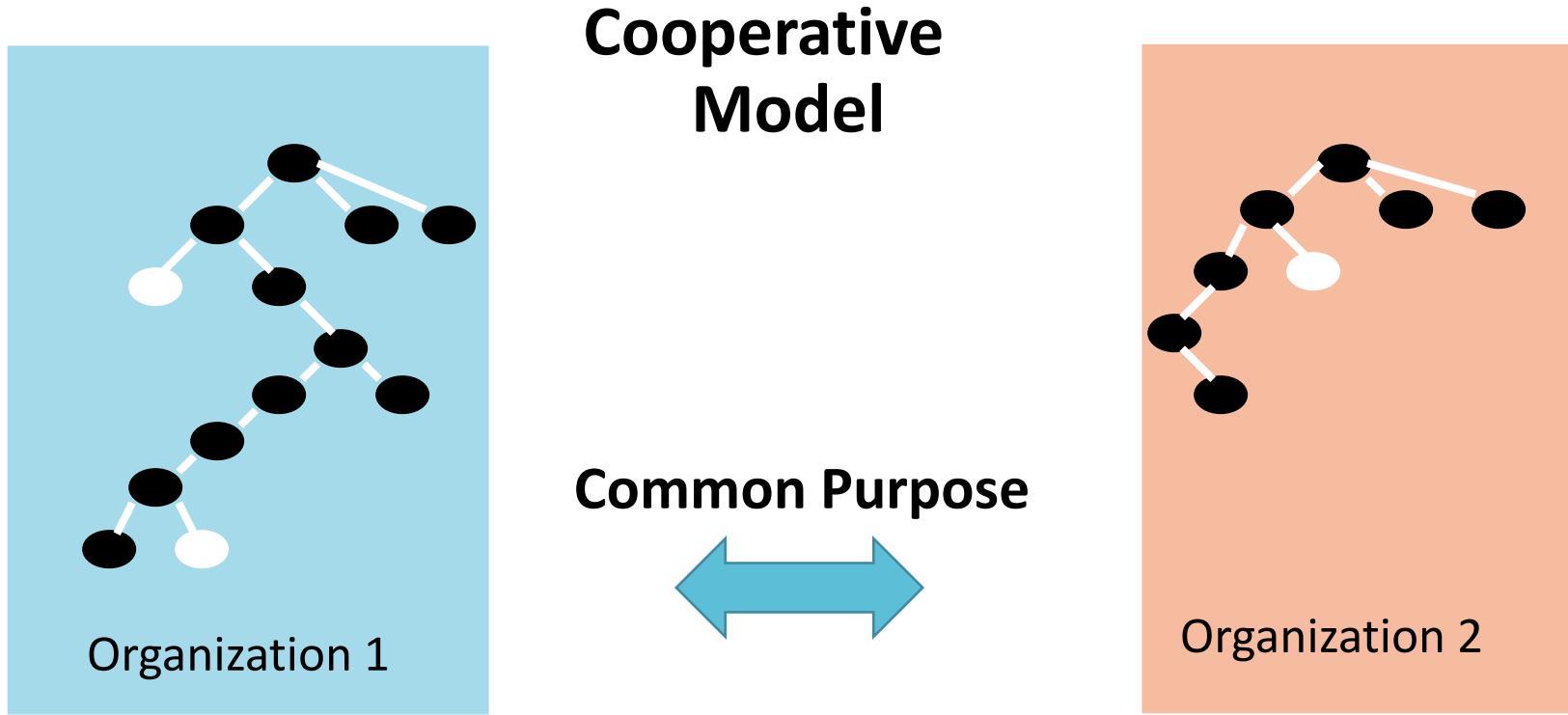


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One Clear Goal

- Employment for the Project SEARCH Graduate
 - 16 hours or more
 - In an Inclusive Setting
 - Paid the Prevailing Wage
 - Non-Seasonal

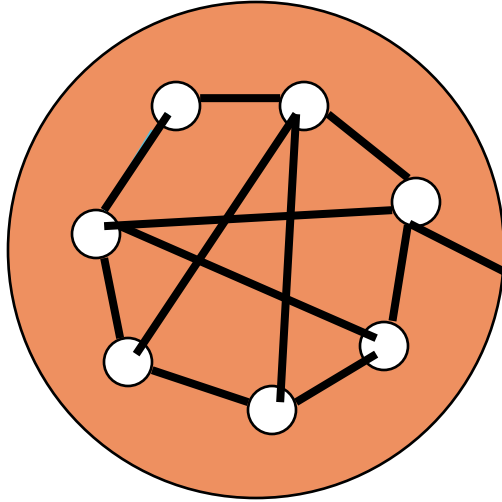




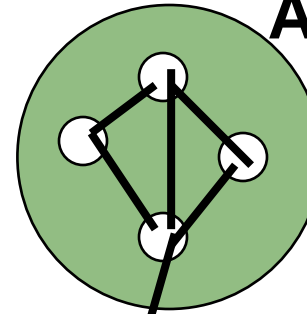
- Carrying out same work but using own set of knowledge and abilities
- Each organization attempts to solve the problem alone independently, in their own way.
- Develop different paths toward same goal
- Requires complex conflict resolution strategies



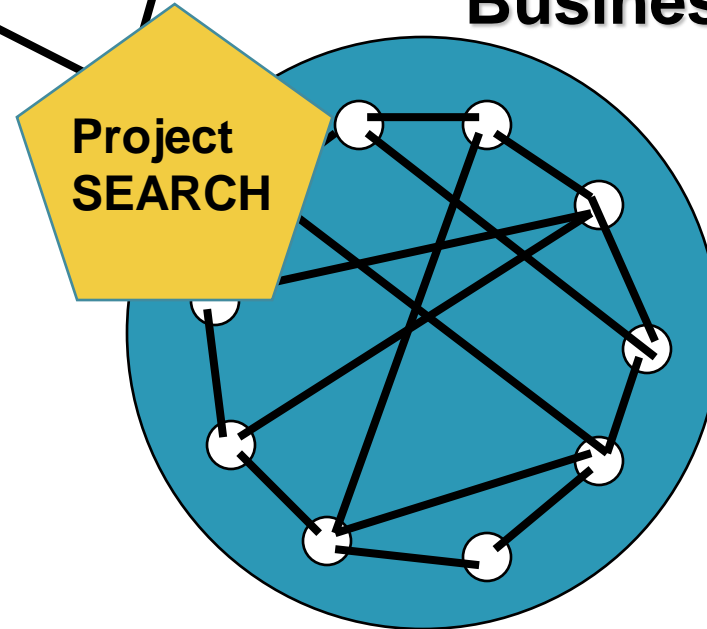
Education



Agency / VR



Business



**Transformational
Collaboration**

**Project
SEARCH**



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Boje, 1999

The programme Model

Transition-to-Work Programme

The programme provides real-life work experience combined with training in employability and independent-living skills to help young people make successful transitions to productive adult life.

Eligibility

Project SEARCH serves young people with learning disabilities and autism. Typically, these are young people on a course of study at a school or college in their last year of full time unpaid education.



Programme Overview

Participants attend the programme for a full academic year on site at the NHS Trust. The site is staffed by a qualified instructor and job coaches to meet educational and training needs.



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The programme Model



Employment Skills Curriculum

Throughout the programme year, interns work on employability and functional skills. Training room activities are designed around: Team Building, Workplace Safety, Technology, Maintaining Employment, Self-Advocacy, Financial Literacy, Health and Wellness, Preparing for Employment and Communication / Social Skills .



Internships

The interns acquire competitive, marketable and transferable skills to enable them to apply for a related post. The onsite team also deliver training for host business staff to help break down standard work procedures.



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Aspirational Job Development

Building Employer Relationships

Researching & Analyzing Work Environments



Project SEARCH Employment Plan		
Intern:		Program:
Instructor:	Vocational Rehabilitation Counselor:	Job Developer/Skills Trainer:
Internship 1 Department:	Date of Employment Planning Meeting 1:	Date of Employment Planning Meeting 2:
Date VocFit Completed: <i>Complete during orientation or earlier if possible.</i>	Skill Focus: <i>These are the skills that are listed in the Project SEARCH database internship record section.</i>	Acquired Skills:
Employment Goal:	Preferred work environment:	Preferred workdays and hours:
Resume Started: Yes or No	Mode of Transportation:	Other Notes:
Internship 2 Department:	Date of Employment Planning Meeting 3:	Date of Employment Planning Meeting 4:
Date VocFit Completed: <i>Complete prior to the 4th planning meeting in order to share the measurable skills gain.</i>	Skill Focus	Acquired Skills:
Employment Goal:	Preferred work environment:	Preferred workdays and hours:
Resume Updated:	Mode of Transportation:	Other Notes:



Delivering an effective, stimulating and exciting employability curriculum

- Typically young people who want to move into employment feel they have 'maxed out' in the classroom.
- Yet... there are usually significant gaps in their soft skills and they will benefit enormously from an employability curriculum
- So, we need the curriculum to be exciting and stimulating

In your breakout groups discuss - 10 minutes

- What in your experience are the key skills that should be taught in an employability curriculum?
- What has been the most difficult things to teach?
- What would you highlight as the key skills and experiences that are needed by an employability teacher/instructor?
- Can you share an example of outstanding employability curriculum teaching that you have witnessed ? What made it outstanding?



- Please select one member from your team to feedback to the main group

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How did that go?

Feedback

Feedback

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Curriculum Development

- Reviewing the evidence base
 - 20+ years of experience across the world
 - Monitoring of outcomes
 - Review of programmes achieving above average outcomes
 - Learning from quality assurance
 - Audits, Self Audits and Peer Reviews
 - Feedback from Instructors
 - Began by training with a Curriculum/Learning Design expert – Clare Kilbane at University of Notre Dame



Working with experts

- Involving practitioners across the world
 - Established a Curriculum Work Group
 - Made up of practicing lecturers
 - Developed Course of Study and Lesson plan template
 - Tested materials and changed through Phase 2
 - Reviewed to meet each countries needs
- Connected with employers for input and feedback



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Course of Study: 9 Units, 82 objectives

2021 Project SEARCH Employability Skills Curriculum



Unit 1	Team Building
1.1	The intern will acquire skills necessary to function within a team while understanding roles and responsibilities.
1.1.1	Demonstrate the ability to communicate personal needs, wants and questions within a team.
1.1.2	Exhibit the steps necessary to complete a task within a team.
1.1.3	Demonstrate the appropriate way to solve a conflict within a team.
1.1.4	Demonstrate appropriate, positive behaviors when presented with established team processes and procedures.
1.1.5	Exhibit the ability to follow directions.
1.1.6	Identify team members' roles and responsibilities and be able to perform your role in a team.
Unit 2	Workplace Safety



Course of Study – 9 Units

1. Team Building
2. Workplace Safety
3. Technology
4. Self Advocacy
5. Maintaining Employment
6. Financial Literacy
7. Health and Wellness
8. Preparing for Employment
9. Social and Communication Skills



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Functional Academics Balanced with Employer Needs

- Maintaining Employment /Preparing for Employment– embedded literacy
- Financial Literacy – embedded math
- Functional skills embedded within all units and activities
- Technology layered within many lessons
- Critical Thinking Questions & Activities are extension activities to meet employer needs
- Work on VocFit skills in EVERY lesson (133 skills based on employer needs for entry level work)



In your breakout groups discuss for 5 minutes

- What in your experience do teachers/instructors need to support them to deliver an excellent employability curriculum?
- What training is most helpful to teachers/instructors who have to deliver an employability curriculum?
- How can teachers/instructors best be supported when they are not onsite at the college/school



- Please select one member from your team to feedback to the main group

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How did that go?


Feedback

Curriculum Phase 3: Testing and Learning

- Utilize the 2021 – 2022 academic year to:
 - Create a series of webinars to train all Project SEARCH instructors / tutors on the Course of Study and lesson plans
 - Invite feedback to strengthen the plans
 - Treat the editing process as continuous improvement
 - Create “Scope and Sequence” for recommended usage timeline
 - Seek qualifications / credentials from state and national educational organizations



Accessing the Project SEARCH Curriculum

- Available August to all Project SEARCH teams on the member portal
- Toolkit  2021 Curriculum
- Folders for each unit 1- 9
- Lesson plans in each folder

Project SEARCH Employability Skills Curriculum



Lesson Plan Contents Page

Unit 4: Self Advocacy

Objective 4.1.1: Demonstrate an understanding of one's disability

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

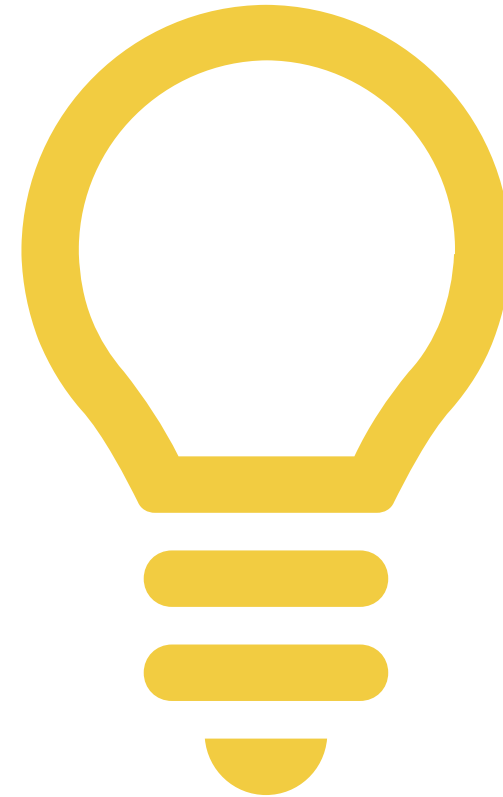
STEP THREE: Reflection




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Big Ideas

- What is the big idea that you are leaving with today?
- What will you tell people when they ask what this training was about?



Plus / Delta

What Went Well 	What Would You Change 