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ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
AUCD-PFP PROJECT RESEARCH GUEST PRESENTATION

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[Captioner standing by]

>> Hey, everybody.

>> Good morning. Good evening.

>> Hello, everyone.

>> Hello, Asher.

>> SIDDARTH NAGARAJ: We can see you and hear you very clearly.

>> Thank you very much. How is the election?

>> SIDDARTH NAGARAJ: Not complete yet. So it's still being counted.

>> DR. WAYNE STUBERG: It could be days before we know.

>> SIDDARTH NAGARAJ: All right, can everyone hear me okay? Great. Okay. So, I'd like to welcome everybody to our third week fall virtual fellowship webinar for our professional fellows.

And today, we're going to be listening to some of our guests from our AUCD university network talk about ProjectSEARCH, which is an inclusive employment initiative that you all have read about or learned about through some of the resources we've shared.

And with us, we have Dr. Wayne Stuberg who is the associate director of University of Nebraska center Munroe-Meyer Institute and it's also known as University Center for Excellence and disabilities.

And the abbreviation for that is UCEDD. So if you see that, that's what that refers to.

And I like you all to please go ahead. Thank you.

>> DR. WAYNE STUBERG: Thank you. I'm going to share my screen. Want Wayne so I want to thank you for inviting me to talk about the program we developed. Chris is the certified teacher that actually is running the program. He's the one that is working with the students.

And, so, we'll kind of go back and forth in his presentation and kind of share. I'm happy to have you if you have questions along the way to ask them.

And we're going to leave some time at the end to be able to answer those questions.

This project, if you had not heard already, there are 65 of these UCEDDs, these university centers around the United States.

And this is the one in Nebraska. If you're not familiar with Nebraska geographically, it's in the middle of the United States, both north, south, east, and west. So we're right in the middle.

And we're primarily a rural state. We're agriculture ranching, and two of the larger businesses.

And the university center is in Omaha, which Omaha is the largest city in

the State of Nebraska. And that's where the UCEDD is located.

If you go in and look up the Munroe-Meyer Institute, there's information there about our UCEDD project and all the other projects.

That we have at the Munroe-Meyer Institute. Primarily, healthcare facility in reference to our programming.

But about 5 years ago, we made an effort to become involved in employment. And that was because a lot of what we were doing on the side of healthcare was primarily with kids with pediatric autism is a big population that we see here at MMI.

But number of others. We have 9 different departments that provide clinical services, physical and occupational therapy, speech, recreation, genetic medicine, psychology, pediatric feeding program, center for autism spectrum. So it's a number of different people.

We've got just under 500 employees here at MMI on the Medical Center campus. And my current position is the Associate Director and have been the UCEDD director for the past 7 years.

And I've transition that had to a new director here as I'm looking forward to retiring end of December.

And, so, that's kind of the path that things are on. Chris, would you like to go ahead and share a little bit about yourself and your background, please?

>> Sure. First, I like to echo Wayne and inviting me to speak on ProjectSEARCH. It's really a great program that works on the employment skills of young adults with intellectual developmental disabilities.

So I have a master's degree in special education. I have an undergraduate degree from the University of Kansas in communications. Which when I graduated in Kansas with communications, it was one of those degrees, well, this worked out but I didn't know what I was going to use it for.

And it turns out the teacher part of ProjectSEARCH is only maybe 50% of it. And communicating with all of our departments that we have internships with and those managers and those mentors, which we'll get into later is really the largest chunk of this job in coordinating all that.

So I started working for the Madonna school when I graduated undergrad in

2011 as a para. I kind of fell into that job. And I ended up really liking everything that I did there, special education-wise. But I decided to go back to school and which led me to my Master's Degree.

And I have been the project instructor now for the Madonna campus here. And this is my 6th year. So I worked for, again, the school called Madonna school. It's just a small Catholic institution here in Omaha that serves all special education students from young ages 5, kindergarten age, all the way through adult services.

Which the United States starts when you're 21 years old and continues through the rest of your life through government funding.

So, yeah, I've been a ProjectSEARCH instructor for Madonna going on 6 years. And it's really billion a fun ride.

I am not close to retiring like Wayne though.

>> DR. WAYNE STUBERG: [Laughter] So, you know, you're becoming more familiar with these UCEDD programs are. UCEDD is part of the federal grant we receive and have core functions. We do a lot of pre-service preparation.

What that mean is we have students working to become therapists or physicians, you know, teachers, et cetera. They come here to do clinical training. And now, certainly, with ProjectSEARCH, these are individuals with intellectual disability and getting ready to go into the workforce and doing preparation for workforce strange.

Services. One of the area around direct services, while most of ours are direct care services, this is where ProjectSEARCH fits into the mission of what we do.

And there are number of UCEDDs around the country that have programs like this, but not all of them.

Research and then what we learn from our research to disseminate that information.

ProjectSEARCH goes back to a program that was developed in 1996 at the University of Cincinnati in Ohio. I've listed there a website here. I sent some resources that are there as far as the program.

They're kind of the hub that all of our different programs are the spokes from that hub. And Chris is involved sending them data on an annual basis as far

as how our cohort of people that participate in the project have done.

And, certainly, it provides kind of the core in reference to processes we use, and some of the elements and reference to the curriculum.

It's not prescriptive but gives you a guideline in what you're going to do and they leave it up to the individuals at those programs to make it work within their communities. With that goal of getting people into competitive employment. That's really what we're looking at doing.

Our program goes back 5 years. Chris has been here all those years. He's done a great job with this program. And when we started our program while a number of these in the United States started just specifically worked with transition students.

And, so, if you're receiving special education, and that's federally supported in the United States. So if you're in special education, when you get to the age of 16 or 17 that a lot of other people would graduate and leave school, you have the opportunity to stay involved in school in a transition program.

And can actually stay in that transcription program until the age of 21. This gives the opportunity then for that high school student who has some special needs to be able to get some additional time to develop a skill set to move to the next level.

And depending on what their personal goals are, that might be to get a college experience. We have programs in the United States called fake college that people can go to a college type of setting. Can take some classes at a Community College as part of that transition period.

Or just stay in that program and continue to receive services, particularly for students significantly involved as far as having a disability. That is typically what happens is they stay there until age 21. And then they will go over into our network in reference to our developmental disabilities network that we have in the state.

We made the decision right from the start to have not only these transition students that were still in school and on an IEP, an individualized education program, be part of this. But also have adults.

With some of the other Federal law changes here in the United States, and specifically on trying to get people out of institutional settings into the community

and working, there was more of an emphasis that programs, day service programs for adults would take another look at people that were in their program.

And we got them support to get them into competitive employment. We're doing so. Because at the time five years ago, the Federal Government was making noises that we're not going to pay to have these people in your segregated group home or institutional type settings if they're capable and wanting to be in a more independent living and community-based setting that's really where they want to be.

So that was also part of the Genesis of why we got started with this. We didn't have an employment program. So we would do the rehab when they were young. And then what? People become adults. They need jobs. They need independent living as much as possible. Guardianship support so they can be as independent as need be.

So that's where we started our project.

This is a very successful program nationwide. This is data that you can kind of see over the past 4 years in reference to how many people had been enrolled. If you look at 2017-2018, having 3,700 people enrolled nationwide, the number of people that completed, which is typically in the 90%.

It's a very, very caring and nurturing environment. People working to facilitate individuals to get to jobs have just wonderful skills and deal with people, and specialized to have whatever accommodation they need to do that.

Unless there's some behaviors, which Chris can tell you stories which we won't get to today, but every effort is made to do that. And here at MMI for this time period since we had this program going, 88% of these people have become competitively employed.

And 91% of these people have completed the program. So we're very proud of that. And the partnership that we have to make this program happen.

This is a team effort. This is something that requires a collaborative team in order to make this happen. And, so, Chris being the education part of what goes on with this program, the expense to the reference to the teacher who's going to provide to the support through this, it comes through education.

Part of Chris' salary is paid by the Madonna school which is a parochial school. And also through the Omaha public schools which is the largest school

district here in Omaha.

And, so, from the school perspective, they look at this as a formalized program that's part of their transition program. And then they will provide some coverage for that.

Voc reasonable take which is Federal and State program is also involved. They're kind of the sponsoring entity in the state. They're the ones that kind of handle the, there's an annual fee that has to be paid in Cincinnati and they take care of that.

That's that membership fee that has to be paid. And they help with providing some support for job coaching. Because, obviously, practicing, learning how to work is very important component of what this program is about.

You need community partners. In this situation it was UCEDD to get the program started. One of the faculty members on the UCEDD kind of helped in doing the day-to-day with Chris to get the program up and running. And Chris has already mentioned, there's a number of internships sites. And Chris will talk more about what that looks like as far as the internships.

But we're sitting on the University of Nebraska Medical Center. And we also have a very large hospital system that's here.

And, so, for people interested in food services, or housekeeping, or something related to the medical field. There are a lot of opportunities for jobs and for job training here.

So we felt like this was a natural environment to get a program started here. And Chris has been very successful with his team getting different departments around on this Medical Center campus to sponsor these internships so that people can basically learn to work.

And the last part is the developmental disabilities. Special education takes care of what goes on with the students up until they leave school. Again, if they're going to be in a transition program that won't be until age 21. After 21, if they qualify for services, then developmental disability steps in and provides funding also so people can be in a program such as this.

So I'm going shift over here now. And Chris carries a heavy load as it relates to this program. And this lists out some of the things he does and have him kind of go over that with us. So Chris, it's all yours.

>> All right, thanks, Wayne. So, yeah, the responsibilities of the instructor, like Wayne said, the biggest thing to keep in mind is this is a huge team effort.

So these responsibilities fall on me but there's a lot more behind-the-scenes that gets done with my team that Wayne mentioned that kind of takes a little bit of this off my plate.

So it starts with the classroom. Each ProjectSEARCH year when a new class comes in, we have about a month orientation week. We're on this huge hospital campus with interconnecting buildings. So we do a lot of wayfinding with the new class so these students can learn how to get to and from their necessary areas throughout the day on their own.

We work on teamwork skills, problem-solving, following directions, and those other transferable general job skills they will need. Some skills to take to their internships when they start. And we also hop through the HR stuff, the human resources for the Medical Center with immunization and drug tests, and background check and all that sort of stuff.

And then orientation week, we get into the wider ProjectSEARCH curriculum with our money math. We do a lot of work in the classroom with money and paychecks, and saving your money, and budgeting. We get into that.

We do healthy living where these students work 50% of your life or so, and, so, we want to put a little bit of our efforts into them having healthy lives outside of work and working on diet and exercise. And joining clubs and social groups.

And then throughout the year, we do orientation week and with the assistance of VR and MMI, we get into interviewing skills, resume, cover letters, and whatever other professional documents that they need to go out into the workforce and maintain! Active employment.

I also development and completing the job skill assessment for selection. Each to choose a class each year, students have to go through a selection process where they complete an application. And then they go through assessment day where we have internship were set up in different stations. And they can kind of perform working interview, if you will along with an actual sit down question and answer interview.

So developing all these materials and coordinating is a big part of that thing. And I go alongside the job coaches and job coach on the job. So that's a huge chunk once we get to internships. These students get lined up with mentors

in each of their internships who are actual employees of that department or of that job that really do large chunk of the training.

But myself and the job coaches that work under me goes along well and help with the job coaching and help train and create the accommodations that are needed, help communicate where there might be some communication break downs.

Help come up with different solutions where the mentor or department might not know how to handle certain situations.

Each intern gets 3 internships throughout the school year. So after each internship or in the middle, we have assessments that are done on them two per internships. So filling the assessment and scoring those. Each internship gets a meeting with their family, with their other coordinators, VR, and DD, who are some funding sources all come to these meetings.

So each one of those interns get per intern per year.

And then doing things like this. Talking about ProjectSEARCH, kind of marketing it, going out to the wider community, and then of course when we get to end of the year, job searching and helping these guys complete job applications and get out to the workforce.

And once they're in the workforce, we don't just leave them there. Through these funding sources, we follow along and help them maintain that employment. It's just like in the internship where they're creating accommodations, except now we've reached our goal of gaining competitive employment. And we want to keep competitive employment.

So breaking down kind of the day-to-day here. You see the curriculum. And, so, 3 to 4 weeks of orientation at the beginning of the year to hop through all the hoops and get students kind of comfortable with the campus and knowing their way around.

And then once orientation is complete, each student gets three 10 week internships over the course of the school year. Each internships has couple of days in between where we start building the resumes, cover letters, do interview skills and stuff like that.

We try to diversity the internships so student is not doing three food service internships or three cleaning internships. We have upwards of 45 internships sites

across campus.

This year being the exception, because of COVID, we can't actually operate inside the hospital. But this is one year exception. We have internships in food service and cleaning which is our largest chunk through Sodexo which is a huge international company.

We also have internship in the maintenance department and logistics with a company called Cardinal Health which is another huge national supply chain that focuses on healthcare. So we have students working on shipping and receiving docks, and delivering packages.

We have office based internships. And we have bio medicine here. Which is not anything to do with biology which confused me. But it's just fixing hospital equipment, everything from wheelchairs, bedside tables, and then all the way up into the wiring in the walls for call lights. We don't get into all that. That's pretty high-level.

But our students can take a huge lose off those hourly employees down there that handle the simpler items, the wheelchair, bedside tables, testing the cords for, see if cords still work or if they need to be replaced.

So we have a wide range and these guys get to come out of this with a really full and really good-looking resumes and professional documentation to showcase what they're capable of.

There are heavy hitter companies here like Sodexo and Cardinal Health, and some managers have written glowing letters of recommendation for these students that really help them. We have internship in the lab where we have a lab assistance internship.

And student that worked in there was able to get a full-time job as a lab assistant at laboratory here in the city, which was really cool.

So the bulk of the day is internship-based. But we still have classroom time. And we start every day with an hour. As Wayne mentioned, ProjectSEARCH lays out a general curriculum for each instructor to use. But they leave it up to each individual sites to form that into what works best for us here.

So the way I've kind of developed it over the years is Monday is a writing day for us where the students have journal entries and we work on writing skills. We write things like times they've demonstrated leadership and times they have

gone beyond their job duties and demonstrated teamwork.

And they can take those to the interviews to help answer questions in interviews. We also write goals.

So these students learn to write goals for themselves. And difference between short-term goals and long-term goals and realistic goals. I had a student few years ago who was all about maybe 4 foot 10. And she wanted to be a professional basketball player.

Unfortunately, we had to breakdown that wasn't going to happen. So let's work on a realistic goal and work towards that. So they learn about those.

And then Tuesday through Thursday is our money math days where we really do the bulk of our classroom work is based around money, paychecks, and budgeting, and understanding the difference between a gross income and net income.

And then building that and budgets, and paying bills, and going grocery shopping, and understanding that would need to save money and put some money aside to build up for later things in life.

And Friday is a healthy living day where we talk about our healthy diets which goes along with the grocery shopping. We go and stretch and talk about our muscle groups and talk about the importance of exercise.

Within all of this, we have great guest speakers that come to the class. We had professional work out instructors. We had police officers. We have had folks from the community in like the community garden come talk about some opportunities in the community garden.

And other folks in the organization. Similar to UCEDD, like Down Syndrome alliance that have come and spoken to the group. Special Olympics.

So the classroom time is just as important as the internship time. But the bulk of the day does involve working in person in the internship sites.

So internships usually run about 2:15 in the afternoon. They get a 15-minute break. And 2:30 to 3 is a quick wrap-up session. Where we just get to decompress and talk about the day. What went well. What do we need to do better? There's activities built in to help the students take stuff home with them.

Communication is often a tough task for them to take the information home

and tell their parents how the day within the.

So we do that. And that's kind of the day. And, again, this is a one school year program so they graduate in the spring. And the goal is that we use all of this work throughout the year to go and get competitive employment. And we've been successful with that.

>> DR. WAYNE STUBERG: Chris, can you describe more about the idea where you do assessment day? Because, obviously, there's oftentimes more people interested in being in a program like this than there are slots to do it. And also this program is set up for people with intellectual and mental disabilities, so what are things you would look for someone having so much trouble with skill development that they're not a good candidate for a program like this.

Or maybe they don't need the intensity of something like this.

>> Yeah, absolutely. So, we are one of the bigger project searches [Inaudible].

>> DR. WAYNE STUBERG: I just lost Chris' audio.

>> We can't hear you.

>> DR. WAYNE STUBERG: Can you hear me?

>> I can hear you, Wayne.

>> Am I good?

>> DR. WAYNE STUBERG: I can hear you.

>> Everyone else can hear me still?

>> Yes.

>> Okay. Good old technology. So, yeah, like Wayne mentioned, there are limited number of slots. We are one of the bigger project searches in terms of students we take in each year.

But we are partnered with Omaha public schools which sends about 7-8 participants each year. But they have probably 15 to 20 try out. And they send transition students at 18 to 21-year-old age group. And Madonna sends the adults clients.

And Madonna also sends 7 to 8 good year adult clients. But we usually get

10 to 12 to try out. So there's an application process, just like when you apply to a college that the family and perspective student fills out. It has to do with background information, medical data, behaviors, some stuff like that.

And we go over that and flag some things if it stands out as a team. And then there's assessment day, which is a day where these guys can come in and showcase their work skills actively. And not just by sitting down and answers questions which can be tough.

So the internship supply us with materials that help us set up minimized stations. And these students can come and showcase their work skills.

So we're looking for very general thing during that time. Initiative is a big one. We look at the drive. Sometimes these guys unfortunately get pushed. And they might not be that interested. So we kind of look at do they really want to be here? What's their excitement level like?

We look at things like dress. Is someone showing up properly for internship? Try out, if you will. Or are they showing up in sweats?

And we score their performance at each internship station, each workstation on a 1 to 10. And things simple as putting on gloves properly. How many times do they need to be directed to complete something? How many prompts do they need?

And there is an actual interview that asks the general basic interview questions, long-term goals, why you want to be in ProjectSEARCH, those sorts of things.

So usually, we get 20-25 candidates. And as a team, we sit down and go over all the materials we gathered from the day.

And we choose about 15, which we're hoping to grow. We would like that to increase if we can get proper funding, which is another story. But having 15 students is a really good number.

So if a student doesn't fit with ProjectSEARCH because of the intense nature of it, that could be just because a lot of times these guys when they're 20 or 21, their development is a little behind and their maturity is a little bit behind. So they just need more years before they're actually ready for an intensive training program.

So when you become an adult, and you turn 21 and up, you apply for

government funding through Medicaid, MediCare and Social Security and you can go through day service. Madonna has a day service sector that they can continue growing and just working on skills and mature overtime.

That's where the independent living skills come in like Wayne mentioned earlier. Cooking, cleaning, community mobility, using the bus system, more money.

So just because an intern might not fit into ProjectSEARCH now doesn't mean they won't fit into ProjectSEARCH later. There are a lot of really good resources set up throughout our community to help these guys develop.

Sometimes getting to the starting point is the t

it doesn't mean they can't keep trying out. So we feel good about our project.

ProjectSEARCH the national has set this program up in a way to succeed. Their research behind how to do things. And then week internship is strong and it's working. It's working across-the-board. And we've had really good success here like Wayne said.

>> DR. WAYNE STUBERG: We're shifting over here. If you have questions, put them in the chat room.

The goal of the ProjectSEARCH program is to get someone's skills developed to be in a competitive job situation. So here in the United States, that would be at a minimum, you would go into a situation that you would get a minimum wage job.

It could be more than minimum wage, but that's what you're looking to have the person do. It doesn't have to be full-time. It might be part-time. It just depends on the employer and what the employer is looking like.

But that is the goal of this particular program. We do have other programs for people that would do either volunteer activities, or would do something that maybe would be subsidized as opposed to a competitive employment.

But this program is set up to get people into the job market, get people that can be employed in that type of a fashion.

One of the questions we've got here in the chat box is our business model and being able to do something like this. And particularly, if you're in a country

there may not be a lot of support to be able to do this. If the government does not have programs to help facilitate people that have special needs, in this case, it's people with intellectual and developmental disabilities.

To go towards competitive employment, then you have to try to line up your business model with some type of NGO. A non-government organization. In Tanzania, there's a real strong program that is through the church in reference through the philanthropic community. And they support things having to do with orphanages.

Children that lost their family due to H.I.V or any number of other kinds of programs. So it's a matter of then trying to find through a non-government organization, kind of what we might refer to in the United States as an "Angel" that will come in and help support your program.

In order to have a ProjectSEARCH model type of program, you've got to have a teacher that is going to get paid to be able to do this.

And it's not to teach regular classroom activities. It's to teach the skills for purposes of a person moving to employment.

So it's bit of a unique job skill set that you have. You've got to have that person. Because that's kind of your core person in reference to this program.

You have to, as part of your business model, set up there would be employers that are willing. And in some cases, Chris didn't spend a lot of time talking about this, but what's so important is you have to sell the employer that these are people that given the training and given the support, they can do some of these jobs.

And that by having them in the workforce, it enriches the environment. It's a more diverse and inclusive environment. So this is what we want our societies to be is to have that diversity & inclusion. So some employers are pretty hesitant to do that.

If they're working right at the minimum and breaking even in their business model, taking time of an employee in that business to help provide job coaching for somebody that has special needs, that can be a tough sell.

Here in the United States what happens sometimes is you'll find a person that has special needs individual in their family. And, so, there's a special place in their heart to be able to go ahead and provide some programming along these

lines to do that.

And once you find those people, and that might be in a successful business that somebody might want to fund something, that's kind of the basis of a lot of church groups in trying to have people move to be all is that they're able to be.

And that's where you work to try to get that funding in place to do that.

So those are just couple of base things that you have to have in your business model in order to go ahead and make this work.

The interns are not, they're not paid. And, so, this program as far as this ProjectSEARCH program, it is funded here by, we use some of the money from the grant from the Federal Government through our UCEDD to provide support. As Chris was mentioning, special education is the Federal Government there providing some of that support, et cetera.

There's also a question in here having to do with accommodations. And this is one of those things that is critically important that your people, that are working with the interns know them well enough as to what their needs are going to be.

So in some cases, it might be a person with autism when they start getting to the point where emotionally, they just can't handle it anymore. Well, they need a break. They need to get into an environment that's maybe a little more quiet.

That's why a teacher in the program needs to know the person. The person that needs to work in the isolated environment and instead of putting them in a busy type situation like at a counter doing customer service isn't going to be successful. That is just not going to work. So you're constantly looking for that kind of fit.

In reference to testing something like this in developing countries, if there's research on that, I don't know about it but it doesn't mean it hasn't been done. So I suggest that you go ahead and contact ProjectSEARCH, because they're the ones that probably have had requests about would you consider helping us develop a program like this in Kenya? Or in Tanzania? Or wherever it is that you might be.

So looking to see what resources are available locally through the government in a non-government organization and finding out. Because ProjectSEARCH is a known entity in the United States. And going to them and

saying, hey, do you have any people that have developed programs in my country or something like it?

It may not be called ProjectSEARCH. It might just be a pre-employment program that got developed. But there's where I would look to see if I can get some information about that.

Next, there's a question from Domingo about at what point do you negotiate with potential employers with issues of adaptation and accommodations? So Chris, I'm going to give that one to you, please.

>> Sure. That's kind of a case-by-case. One of the biggest reasons we've been successful here is the relationship building we've had throughout the years. I mean, we have mentors that repeat every year in these internship spots. Managers that know us.

So that communication piece I talked about before is really, really important. Myself and the job coaches have to know details of each of these guys' day every day. Because we can't be, there's 15 interns, usually about 3 staff members including me. So we can't be everywhere all the time.

So we're following up with mentors and managers and in person and through email, maybe some quick meetings in the morning before interns arrive to get updates to learn what's going on when we're not around. And, again, that relationship we have is huge.

Here's what we suggest and here's what we're going to do, and then we always ask, we are guests within these guys' department, so does that work with your policy or timeframe?

So the negotiation or that accommodation development is just ongoing on a case-by-case. Nice thing is now near 6, with some of the internships, we have accommodations that are templates and set up. So if we need to plug it in such as picture schedules, we can just do that, because these internships stay the same.

So it's again, communicating with your internship sites, with the mentors and the managers. It's knowing those guys and maintaining that good professional relationship at those sites.

>> DR. WAYNE STUBERG: Chris, part of the question has to do too with if one of the mentors is working with somebody, what do you see typically as to how much there needs to be side-by-side working that the employee in the department

is working directly with the intern as opposed to just kind of supervising and checking in with them that they're doing okay?

>> Again, that's case-by-case. It depends. If we have an intern in biomedicine where the work is much more complicated where they're traveling into patient's rooms and helping fix things, or they're working with their hands and tools, that might be a little bit more side-by-side work.

And it also depends on the intern. Usually, you can count on probably first week to two weeks of pretty much 100% side-by-side work.

The bowl within the 10 weeks, the intern grows away from needing 100% job coaching, if you will, whether it's from us or the mentors into working independently. They then add value back into the internship.

So let's just take something like bathroom cleaning where in environmental service worker might have 20 to 25 bathrooms to clean a day in their 8-hour shift so, if we have an intern with them, the first two weeks might slow them down because they're training this person starting with the most basics and working through their task list and their order of doing things in accordance with the environmental services protocols.

Within Week 3 or 4 and on, what we really like to see is throws bathrooms getting split. So the intern does the men's bathroom and vice versa, and that mentor gets a reprieve and actually has help with them. And it helps show our departments that we work with the value of having these interns.

Not just in terms of the goodwill, but also the productivity and what's getting done.

So, again, it goes from internship to internship. And it goes from intern to intern. Some interns pick up quick and they hardly need any 100% training all the time. But you can usually count on a week to two weeks.

So that would be four and a half hours a day for 10 days. So you're looking at 40 to 50 hours of 100% job coaching. And then we start to scale back. But it's case-by-case for interns and internship sites.

>> DR. WAYNE STUBERG: Part of that has to do with attitudinal issues or challenges from staff members.

One of the keys of setting up an internship suit is having an honest

discussion with who's going to be the mentor?

And they just don't get assigned this as something they have to do by their boss. Because if that happens and you have a person that doesn't want to do this and really finds this to be an imposition to them as part of that's not what they signed up at the job to do, there's not going to be a lot of success.

Having somebody that has experience working with individuals that have special needs maybe as a family member, maybe as a friend of the family or whomever, those people get it in reference to what is necessary to be a little more patient with people that have intellectual, particularly, disabilities.

And trying to make things understandable. And trying to be sure that it's known they understand what's going on. So you just don't assume it because you told it to them.

You actually see they're able to do that and they can do that well because they won't be successful if they can't meet the needs of the employer. They will get fired and they won't stand the position for any length of time if that can't happen. So it is extremely important that you've got a mentor who is willing to do this. And needs to be part of that process.

Probably one of the things that Chris will run into is as it relates to the internship site is, if the person who is the mentor is relatively busy and doesn't have a lot of time to oversee and mentor, and the person continues to need to have a higher level of support in that internship, then that's going to be a problem.

You're going to run into an issue where the mentor will say to the supervisor, I don't want to do this anymore. This takes too much time. This isn't what I wanted to.

So it's really important to try to stay engaged with them and as far as what's going on. Chris has done some nice activities for purposes of maintaining that not only meeting and talking to these people frequently to make sure they stay onboard, but we have a nice graduation ceremony where you can kind of see in the picture here, this was taken as a formal graduation that's done.

And each person reports if they got a job and where they're at in their journey moving towards competitive employment.

As the person graduates from school, it would be a festive situation. Graduating from the ProjectSEARCH program is such too.

So this is all part of making sure that enthusiasm stays in place as far as doing this.

And then Chris, another question that we've got here is is there an employment quota for person with disabilities that employers are encouraged to meet under U.S. law? Do you want me to take that?

>> I can touch on it and you may know more on the laws. The short answer is no. Not from a U.S., United States government law.

There's definitely various encouragement to built in to diversify your workforce. ProjectSEARCH has quota to meet each year. So they like to see 70% and up in employment. If you're not meeting that, there's a program assessment that they will go through to problem solve and troubleshoot maybe some issues you might be having and why you're not meeting their quota.

But the short answer is no. The government doesn't really have quotas or laws in place that businesses must meet. And if they don't meet them that they're in trouble. It's just but on encouragement independents the best way I can describe it.

>> DR. WAYNE STUBERG: There are certain government entities where there is information they're supposed to have a certain amount of people that have special needs as part of that governmental entity.

And when they do hiring where they look to see that it's a fair on getting quota for businesses and things like that and how they represent.

A lot of businesses in the United States, however, are not directly funded in governmental basis. And oftentimes, while there may be guidelines for these independent businesses, they are not.

So the bottom line on the independent business is, business model to make sure they're financially successful. And, so, being able to have somebody that enriches the workforce to keep that business financially viable is what the importance is.

The United States has federal legislation as far as the Americans with Disabilities Act, the A.D.A., that does protect people that are employed, and particularly if you take any money from the Federal Government, you're an entity like an educational institution or things like that, you run the risk of losing your federal funding if you don't closely follow some of these guidelines that are in the

law.

But because a lot of businesses in the United States are not specifically governmental businesses, what's important there is that the person that comes out of a project like this can be a member of that workforce and meet the needs of the business.

Looks like we've got only 3 minutes left if there's any other questions. If not, I would just like to say and say thank you for having the opportunity to share this information.

This is a program that has really made me personally enriched as far as being able to do this.

I mean, I went into the healthcare field to help people. To help people in employment. This has been a wonderful opportunity. And I like to thank AUCD for the opportunity to share this. Chris, any specific closing things you like to share?

>> No, I think you hit on it. I want to echo your speech. And I like to thank you all and endeavors throughout the world. Thanks very much for having me.

>> SIDDARTH NAGARAJ: Chris, Dr. Stuberg, thank you very much. Any questions you didn't have a chance to ask or were not addressed in the chat box before we conclude?

>> I see one from Susan asking about the internship skills and relevancy as far as going into a job. So the internships, what's great about the way this program is set up, most of the skills can be transferable. That's a buzzword within the ProjectSEARCH model.

And also as far as getting our funding is that these guys work on very broad skills within the specific internship sites, again, teamwork, following directions, whether they're written or verbal, multistep directions, the social aspects of being in a workforce.

And what's appropriate and what's not. And they do get specific training that goes on their resume. Because a lot of jobs we look for are entry level part-time work.

So when you're working in a dish room or cafeteria, or when you're in the back house food prepping, having those internships on your resume really looks good.

>> DR. WAYNE STUBERG: I also would add if you think of something or would like further discussion, my contact information is on the website of M MI and Siddarth or Dorothy can send that out to you. I'm currently looking at a gentleman from Niger wanting to set up a school there in the country, not specifically having to do with employment, but just because of the difficulty in setting up programming for people that have special needs.

When there's often other pressing matters in countries that have economic and other types of issues that they're dealing with. So don't hesitate to contact me. I'll be happy to help out if there's anything else I can do. Thank you for your time.

>> SIDDARTH NAGARAJ: Thank you very much. Dorothy, do you have any other closing remarks?

>> DOROTHY GARCIA: No, I don't.

>> SIDDARTH NAGARAJ: Thank you, all right, well, thank you, all, for joining us today. And fellows, we will connect with you Wayne and Chris as indicated. Please take care. And have a good day.