



## Core Model Fidelity Components for Post-Secondary Programs

*Students have met high school graduation requirements*

### 1. Project LIFE will result in the following student outcomes:

- Successful participation in Project SEARCH®. ([www.projectsearch.us](http://www.projectsearch.us))
- Increase in overall employability skills.
- Connections to vocational rehabilitation services and other community rehab agencies.
- A future of integrated, competitive employment in their community.

### 2. Project LIFE programs utilize the five transition quality indicators outlined in the "Taxonomy for Transition Programming 2.0".

(Kohler, 1996; Kohler, Gothberg, Fowler, & Coyle, 2016)

- **Student Focused Planning:** Project LIFE is student focused and students are an integral and active member of their individualized transition planning process.
- **Student Development:** Project LIFE is a combination of instruction focused on life skills, employment skills, vocational curricula, assessments, structured work experiences and individualized support services.
- **Interagency Collaboration:** Project LIFE incorporates a collaborative service delivery utilizing a framework that includes school personnel, students, parents, service providers and community businesses.
- **Family Involvement:** Project LIFE actively supports and encourages open and ongoing communication with family members to include input, feedback, and providing access to family training opportunities.
- **Program Structure:** Project LIFE is outcome based and flexible to meet student's individual needs related to their transition to integrated employment opportunities and overall increased independence for adult living.

### 3. Project LIFE students will meet the following eligibility criteria.

- Majority of students are at least 16 years old **OR** meet labor law requirements for assigned work based learning environments.
- Students have documented disability that warrants their need for participation in Project LIFE.
- There is family support and evidence of a strong desire by student to increase overall independence and acquire competitive work skills leading to future integrated employment in their community.
- Majority of students display characteristics needed for current and future eligibility in local and state agencies That provide supports to individuals with disabilities.

**4. Project LIFE programs can be differentiated and utilize a combination of authentic, experiential learning opportunities in and out of the school setting.**

- Project LIFE can be differentiated based on learning needs:
  - Level 101
    - ✓ At least 12 hours weekly participation in classroom and/or life skill lab component.
    - ✓ At least 10 hours weekly participation in authentic work-based learning environment.
  - Level 201
    - ✓ At least 8 hours weekly participation in classroom or life skill lab component.
    - ✓ At least 15 hours weekly participation in authentic work-based learning environment.
- Project LIFE includes opportunities for instruction on individualized goals.
- Project LIFE provides the opportunity for students to explore and gain transferable employability skills in three different authentic work- based learning environments per year.
- Project LIFE provides the opportunity for students to gain and practice independent living and community participation skills in a variety of authentic learning environments.

**5. Project LIFE provides an 8 Unit standards-based curriculum focusing on three learning domains: LIFE at Work, LIFE at Home, LIFE in the Community. Additional content includes lessons and Micro-enterprise development resources.**

- Curriculum Standards
  1. Safety skills
  2. Self-Determination Skills
  3. Independence
  4. Social and Communication Skills
  5. Financial Skills
  6. Technology Skills
  7. Physical & Emotional Well-Being
  8. Micro-Enterprise Fundamentals
- Micro-enterprise Implementation Guide and accompanying curriculum for development of student led and operated small business model is included and encouraged.
- Unit based and individual target assessments provide opportunity to measure baseline skills and track student progress.
- Curriculum provides guidance for “**essential skill**” development based on differentiated levels of learning needs and directly correlates to success in Project SEARCH® programs where available.
- Curriculum components, materials and accompanying resources are available via an interactive, on-line platform (Project LIFE Portal).

**6. Project LIFE staffing includes a qualified instructor and consistent skill trainers across all learning environments.**

- The Project LIFE instructor, skill trainers and key stakeholders from partner organizations have received orientation and training from Butler Tech/Project LIFE personnel.
- Dedicated and consistent staffing is available in classroom, life skill and community work-based learning environments.
- The instructor is a full time, licensed special education teacher or rehabilitation specialist. Specific duties will depend upon school/organization staffing but may include: marketing, student recruitment, development of work based learning opportunities, supporting and assessing all aspects of student development, Curriculum planning and delivery, leading steering committee, etc.
  - ❖ *Whenever possible, it is recommended that the instructor have at least 5 years of special education teaching experience or equivalent with transition age students and additional licensing/certification in the provision of transition to adulthood services.*
- The “skill trainers” serve a dual role by supporting students in all learning environments, thus providing continuity and the opportunity for the application, reinforcement and generalization of learned skills across settings.
- Ratio of skill trainers to students is no more than 1:5.

**7. Project LIFE personnel recognize that collaboration is critical to meet the unique needs of the students, families and program by utilizing the following program expectations.**

- A steering committee will be composed of members from education, department of vocational rehabilitation, local and state organizations supporting persons with DD, Project SEARCH staff, students, family members and community business partners.
- The steering committee will meet regularly (as determined during program implementation) to support Project LIFE needs and monitor progress.
- Recruitment of local businesses to provide a variety of authentic on-the-job training and other employment related experiences will occur.
- Referrals to VR, DD and other community rehabilitation agencies are implemented and agency representatives are included in meetings and program communications.
- Regular communications with family members is provided and their participation in a minimum of 2 LIFE Planning Meetings and at least one IEP/ISP review is encouraged.
- Communication is maintained with personnel/teachers who may refer future students in order to assist them in preparing students for successful participation in Project LIFE.

**8. All Project LIFE program locations will have a licensing agreement signed with Butler Tech.**

- All licensing fees have been paid to Butler Technology and Career Development Schools for access to materials and resources needed to implement and sustain Project LIFE. An annual licensing renewal fee will be paid starting in the second year of Project LIFE operation and every year thereafter.
- Assigned staff will enter Project LIFE data at designated time of year to include information related to:
  - Number of students beginning Project LIFE
  - Number of students completing Project LIFE
  - Disability identification of student participants
  - Number of students eligible for local/state service agencies
  - Description of community- based work experiences
  - Number of students meeting intended Project LIFE outcomes
  - If outcomes are not met, the reason why
  - Other non-identifiable data as requested