

# DFN Project SEARCH

## Overview Module

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# Welcome and Introductions

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# Purpose of this Training

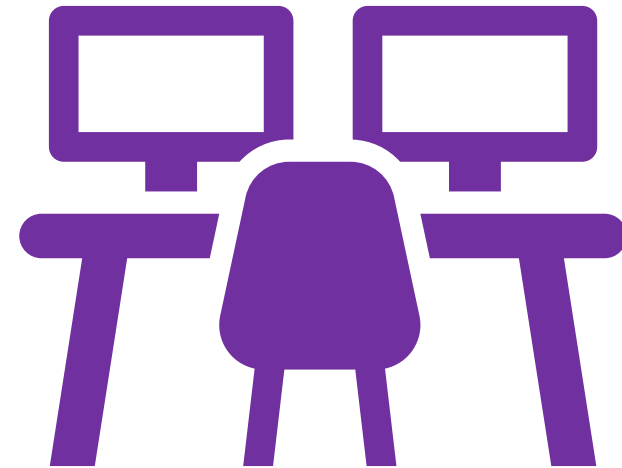
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**By the end of this session, we will have developed an understanding of:**

- Employment prospects for people with Learning Disabilities and Autism in the UK
- The importance of being high aiming and achieving the best that we can for each intern
- The history of Project SEARCH
- How DFN Project SEARCH works in practice
- The roles and responsibilities of partners
- The 6 Critical Success Factors
- The DFN Project SEARCH Offer
- Our next steps in developing the Implementation Project Plan



# Employment for people with Learning Disabilities and Autism in the UK



# Dame Carol Black – Expert Advisor on Work and Health

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## The Fundamentals

- **Work and health are inextricably linked**
- Work is a determinant of health
- People's social and economic circumstances affect health throughout life, so health policy must be linked to the social and economic determinants of health
- **Work is generally good for health**
- Enabling people to be in productive work is a health issue
- Good health is essential for a high-performing workforce
- Worklessness is a greater risk to health than many 'killer' diseases
- **Improving working-age health is the business of us all. It is also a Public Health issue.**

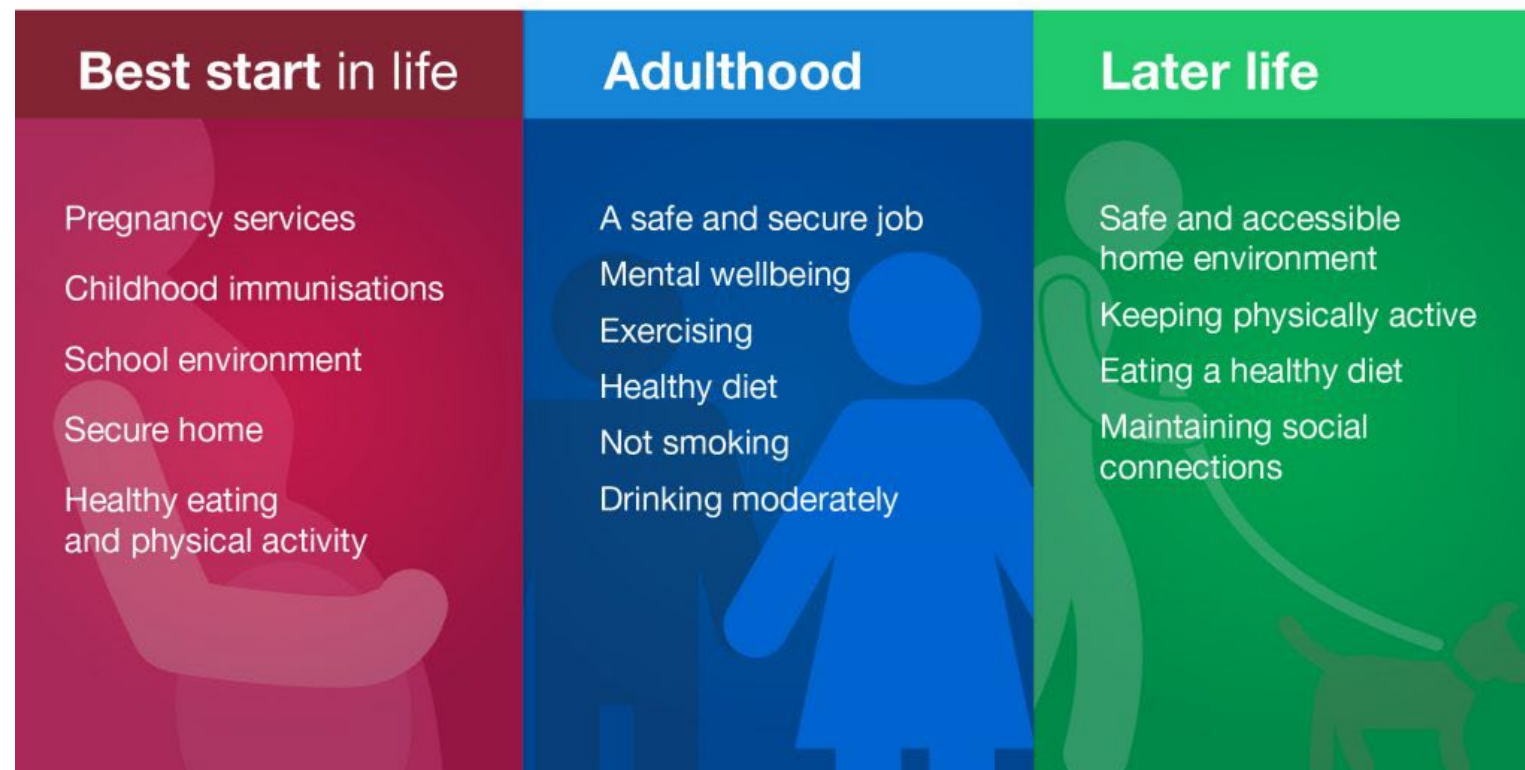
Work is good  
for you!



# Employment for People with Learning Disability and Autism in the UK

Public Health England

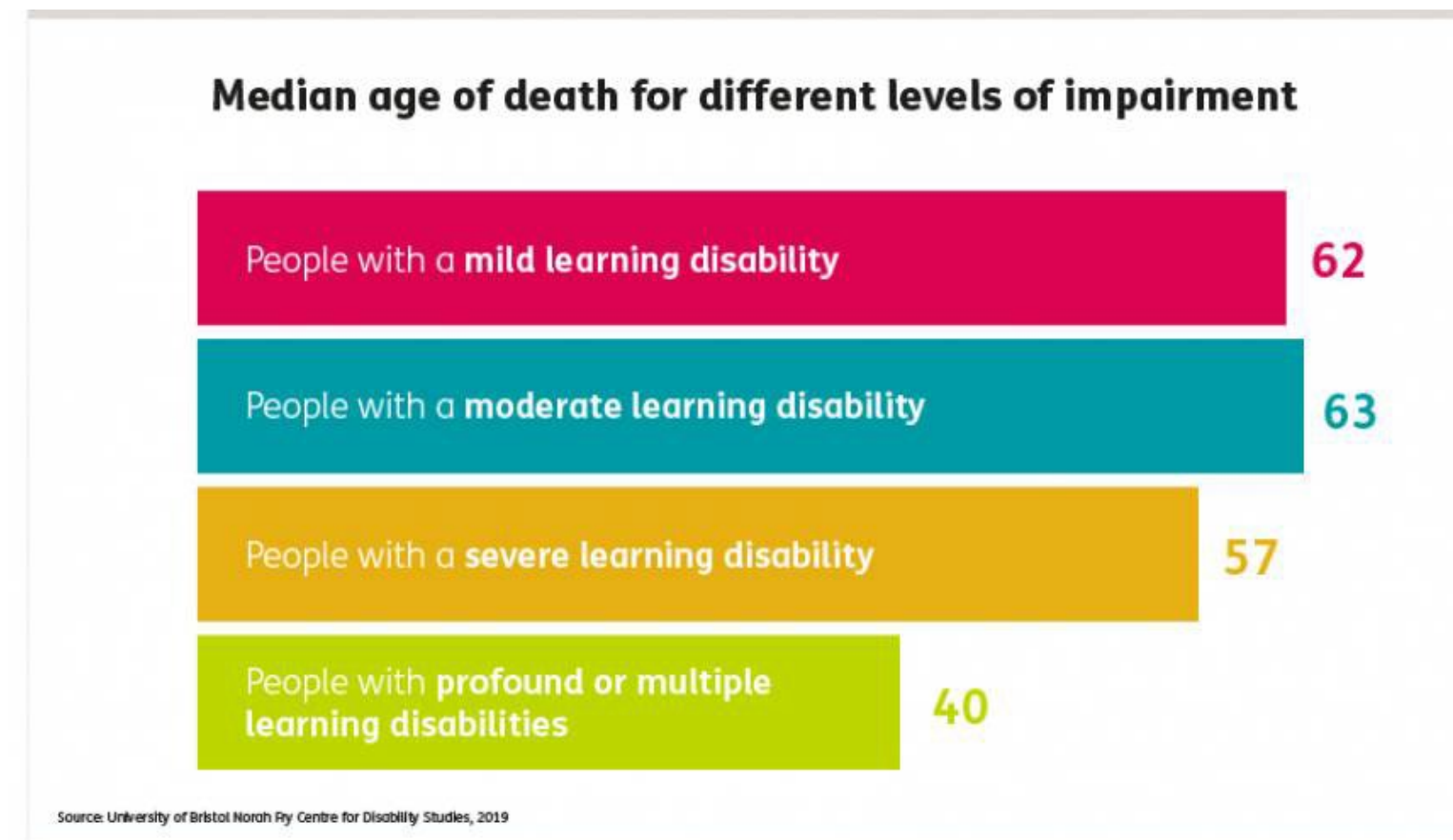
## Young and old: prevention matters



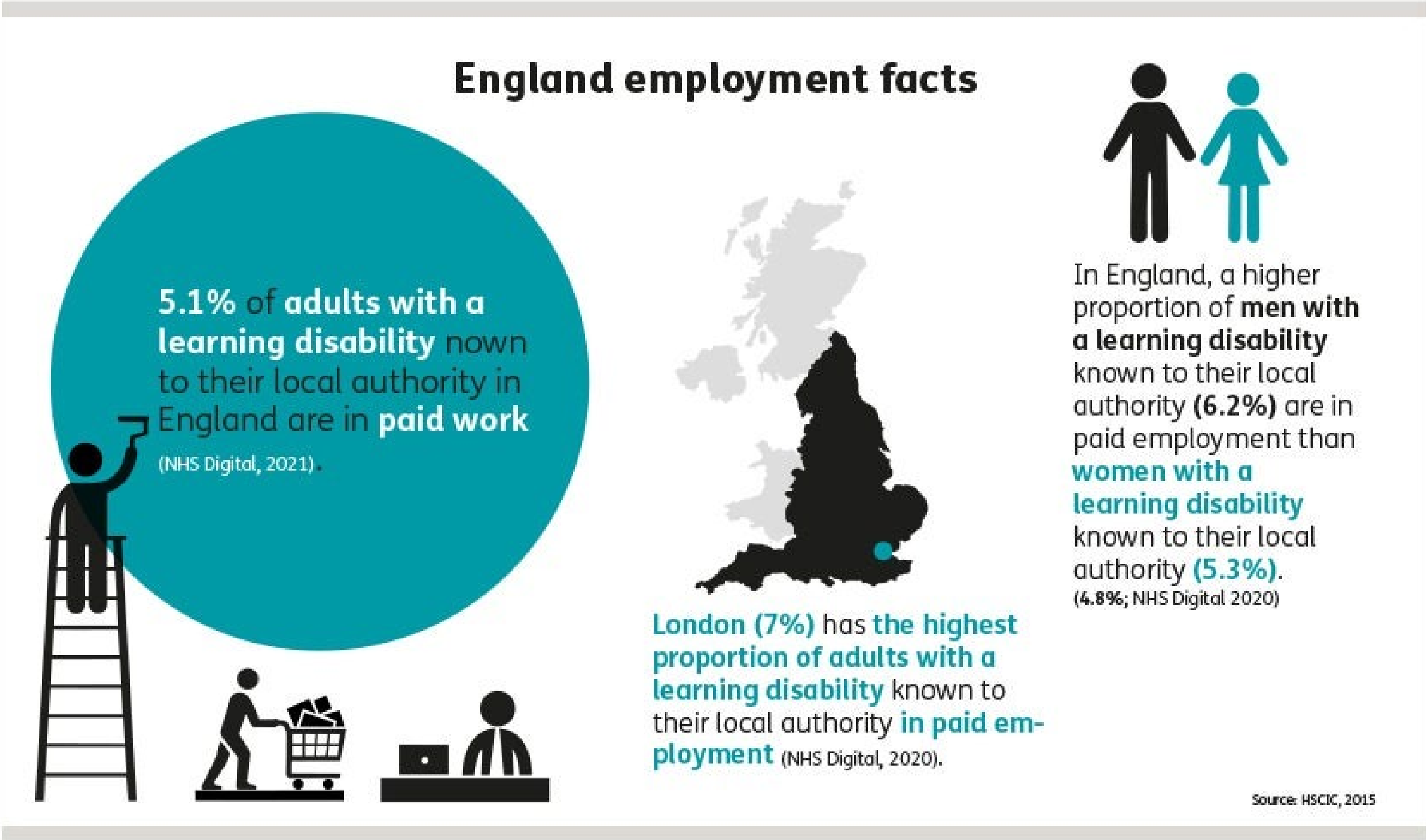
**Median Age of Death  
General Population**

Men- 82  
Women 85

## Life Expectancy for people with Learning Disabilities

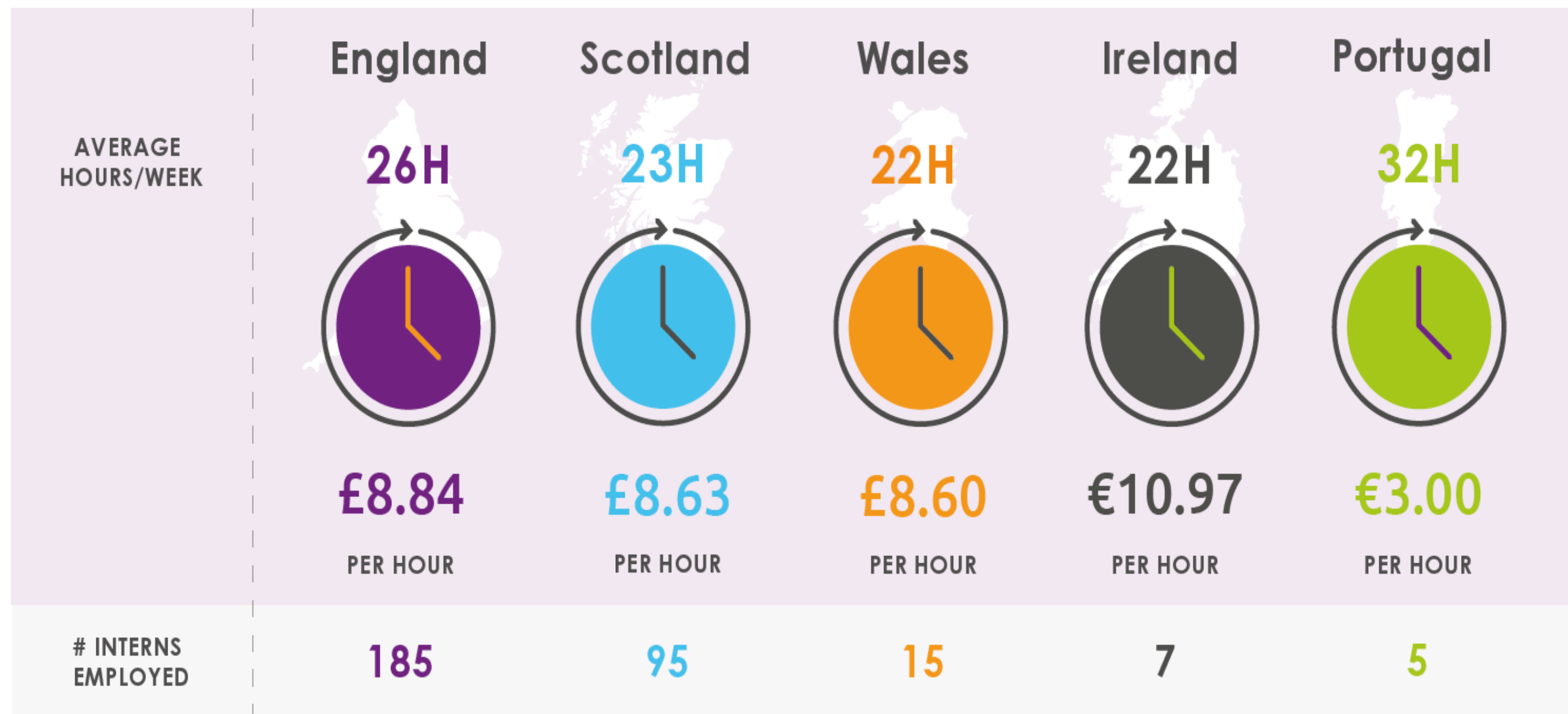


# Employment for People with Learning Disability and Autism in the UK



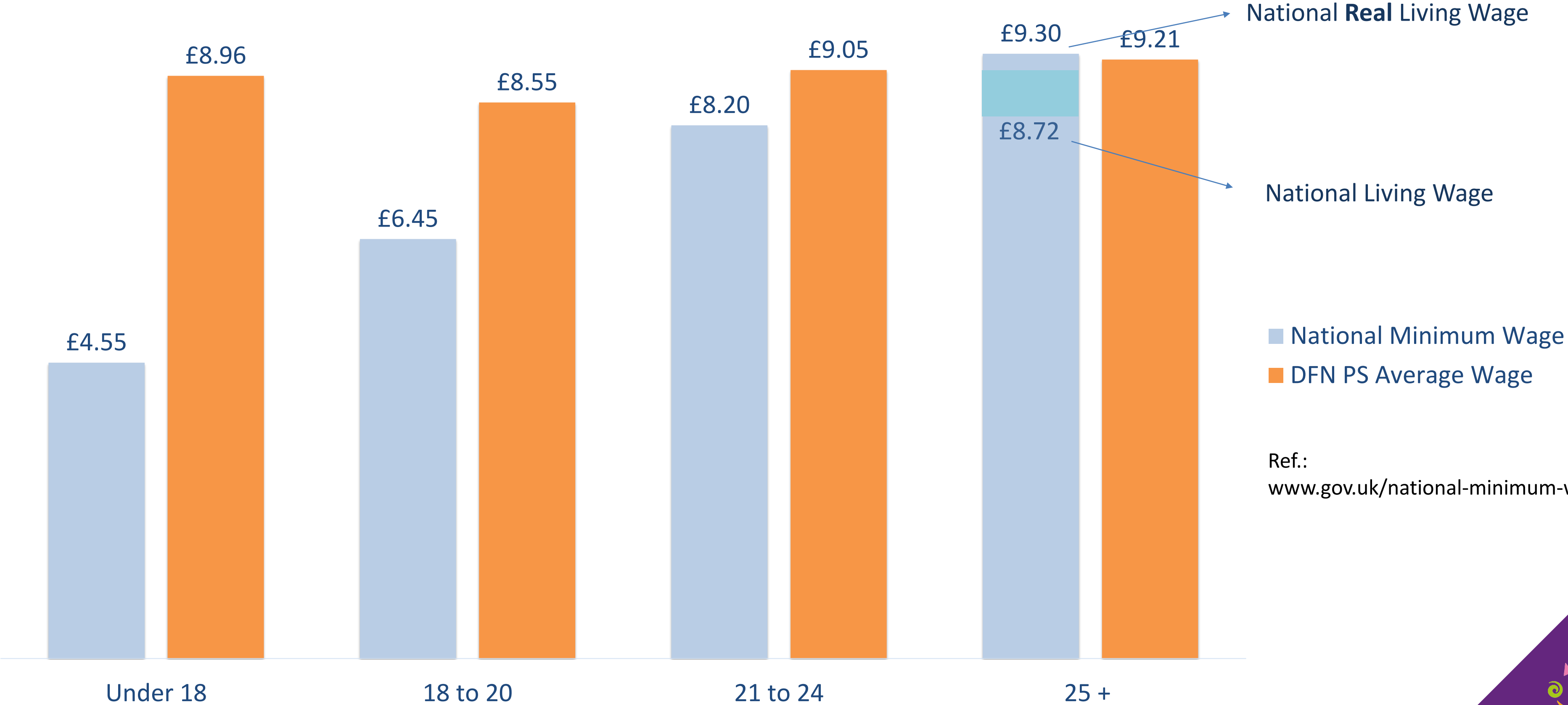
And Yet.....

DFN Project SEARCH Achieves Average hours of:





# And Yet ....National Minimum Wage from April 2020 to April 2021 and DFN Project SEARCH Wages by Age



Ref.: [www.gov.uk/national-minimum-wage-rates](http://www.gov.uk/national-minimum-wage-rates)



# And Yet .....Data on age

Age	No. Completed	No. Employed	Employment Outcome %
16	7	3	43
17	41	27	66
18	95	71	75
19	90	63	70
20	84	49	58
21	55	36	65
22	43	25	58
23	21	10	48
24	18	10	56
25	8	4	50
26	4	3	75
27	1	0	0
28	3	2	67
29	2	1	50
30	1	1	100
31	4	2	50



# Why do we only count **Employment** as the outcome?

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**Wellbeing** – Research show that the benefits of **paid work** are **transformational**, enabling people to feel valued, integrate with their community and **achieve financial, emotional, social independence and natural supports**<sup>1,2,3,4</sup>. Interns and their families are directly benefited.

**Financial savings** (Education)– It is estimated that each young person with learning disability **employed** could **save** on average £14,000 per year for local authorities in the form of special schools fees. Interns can be as young as 17 when they start the programme and their **outcomes** are **as high as** those of older interns.



# Why do we only count **Employment** as the outcome?

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**Financial savings (DWP)** – Early employment develops skills and experience that will help interns to continue employed throughout their life, dispensing with Universal Credit.

**Financial savings (NHS)** – Employed people with learning disability do not need to use the health system as often. Employment is good for your health! <sup>1</sup>

**Financial Sense** - An independent evaluation of Project SEARCH for North Lanarkshire Council showed that £3.96 social value is created for every £1 invested in the form of financial, emotional and social gains for interns, their families, the NHS and government. <sup>2</sup>

**UK Economy** – According to the Centre for Social Justice, a rise of five percentage points in the disability employment rate (not only those with learning disability) would lead to an increase in Gross Domestic Product of £23 billion by 2030. <sup>3</sup>



# The History of DFN Project SEARCH



# 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





## Project SEARCH across the World update

- Ambitious and to Scale
- 700 + Programmes
- 48 States in the US
- 10 Countries
- Over 33,000 + students Served
- 65% Full Time Jobs
- 75% All Jobs
- Average Hours 24.7
- Average Salary \$10.85



# History of DFN Project SEARCH

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

Chair – David Forbes Nixon



CEO – Claire Cookson







# DFN Project SEARCH UK, Ireland and Iberia

Ambitious and to scale

- 112 + Programmes
- Hospitals
- Local Authorities
- Housing Associations
- Private Businesses
- Universities
- National Trust
- 60% Move into Full Time Paid Jobs
- 70% Gain Employment
- Average Hours 24
- Average Salary £8.63



# Break

## 10 Minutes



# Busting those Stereotypes



# Employment and People with Learning Disability and Autism

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# Discussion

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What did You Think of the Video?



What Stereotypical jobs have you seen people with learning disabilities portrayed in?



What Stereotypical jobs have you seen people with autism portrayed in?



What does that mean for the way employers might think?



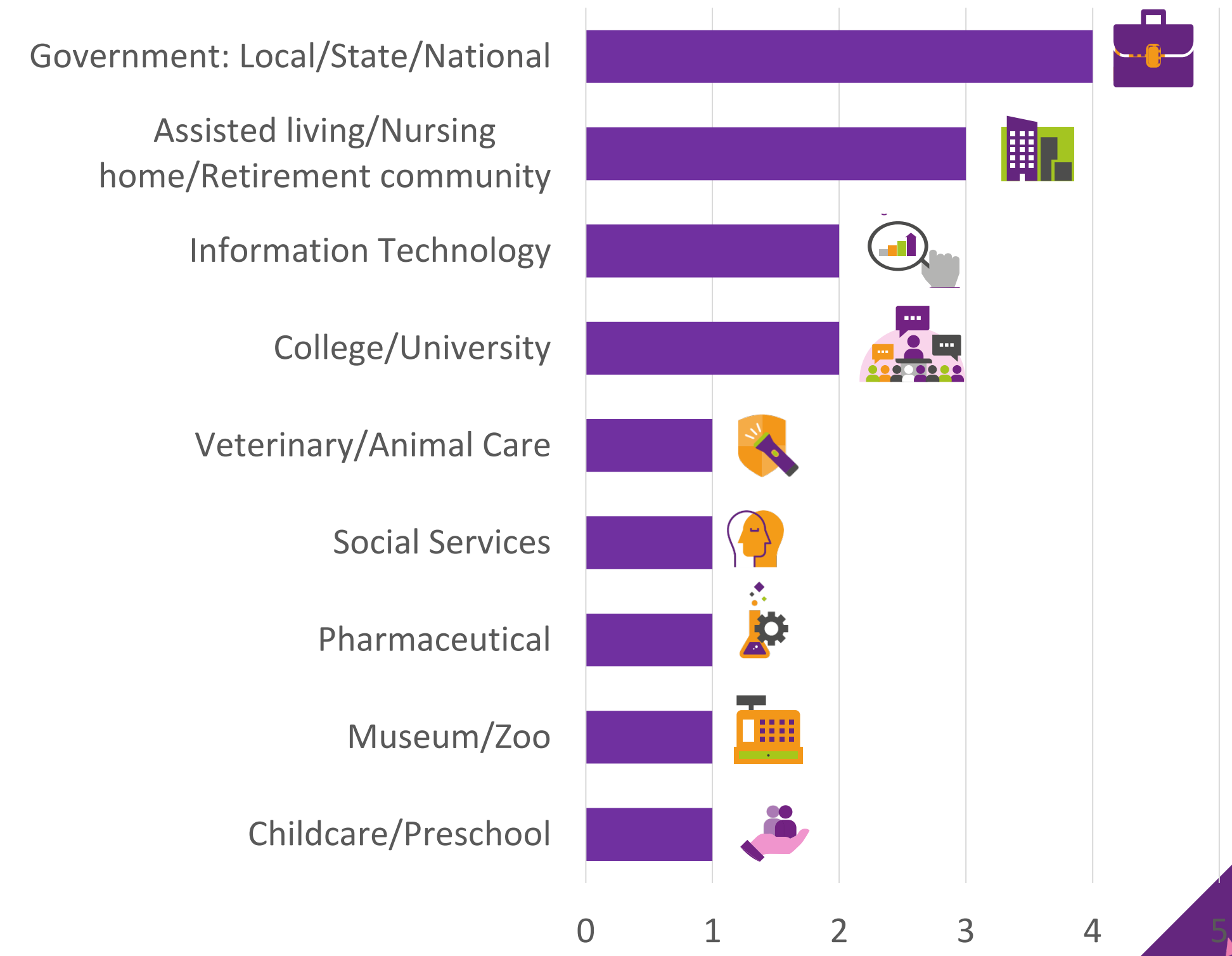
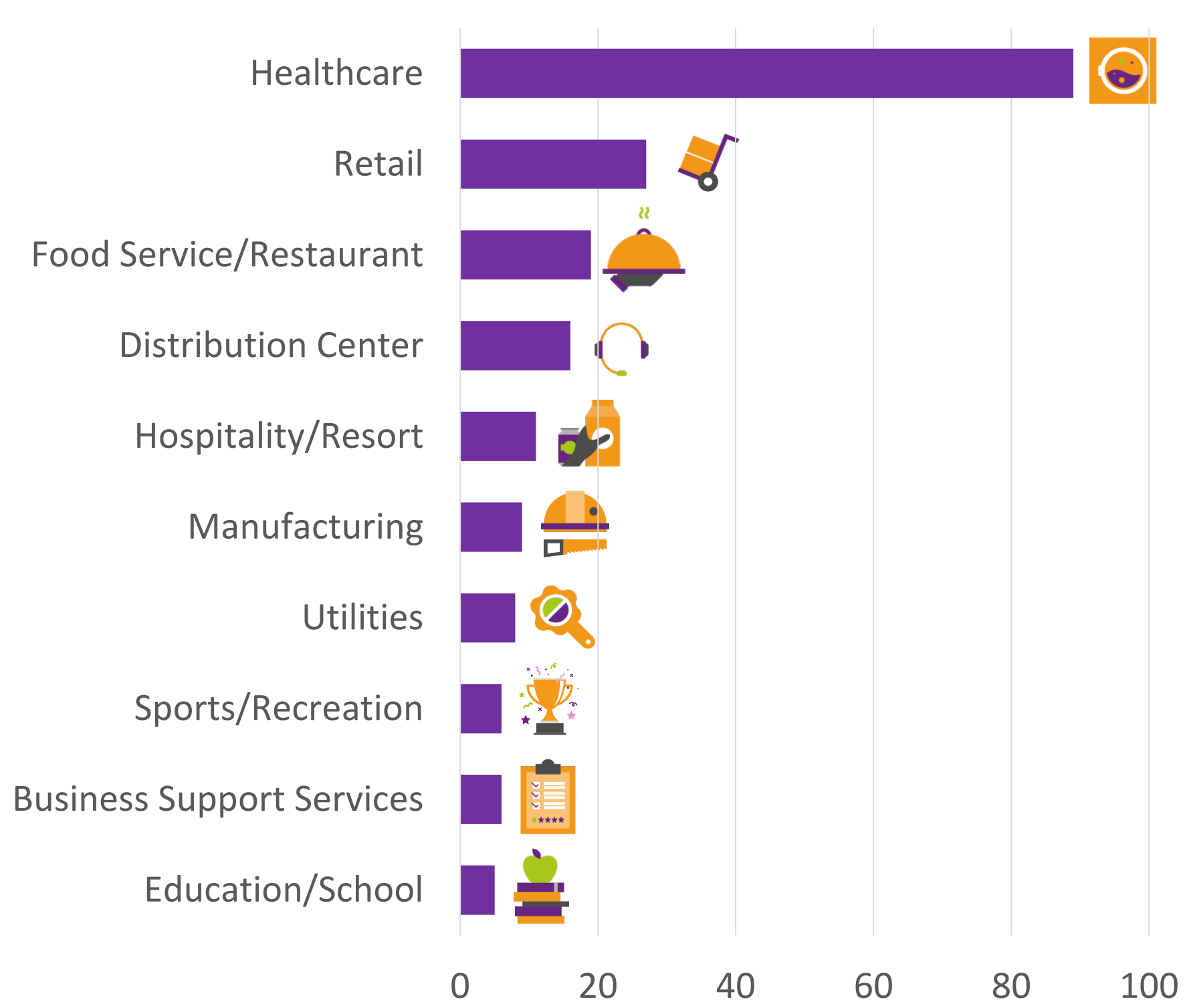
How can that impact on parents/carers?



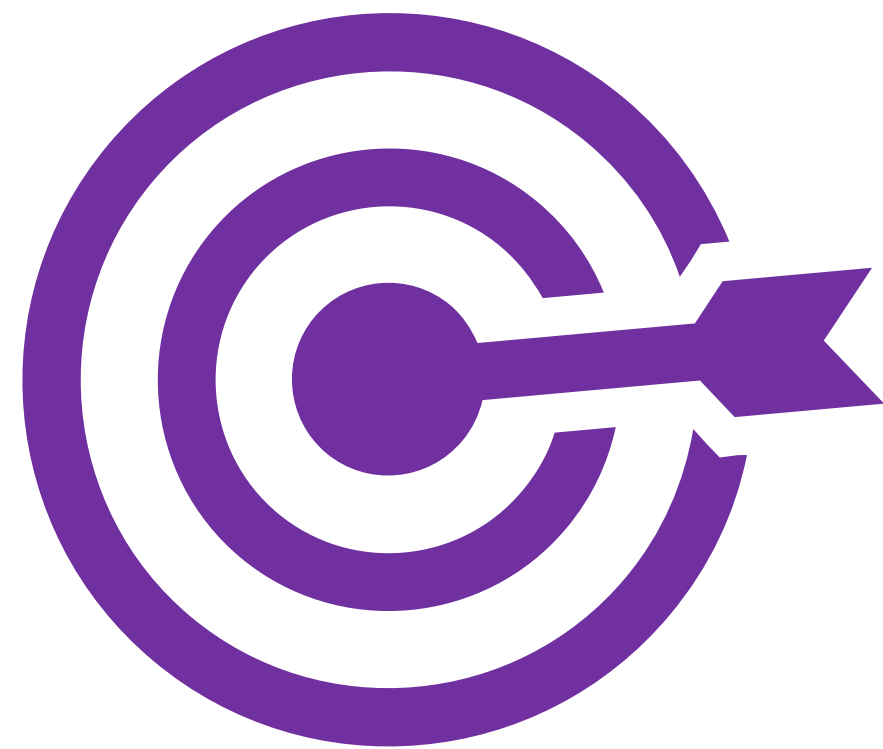
How can that impact on the young person themselves?



# Number of jobs by Sector in DFN Project SEARCH



# Aiming High!



# DFN Project SEARCH Is High Aiming

- The interns have 3 terms to get as many skills as possible towards a career goal
- They are in prestigious organisations who can teach them well and to a high standard
- They have access to an educator who can teach them soft skills but in a real work setting
- They have access to a job coach who supports them to learn the hard skills
- Strong and Determined Focus on Outcomes
  - 16+ hours per week
  - Paid at the Prevailing Wage
  - In an Integrated Setting
  - All year round



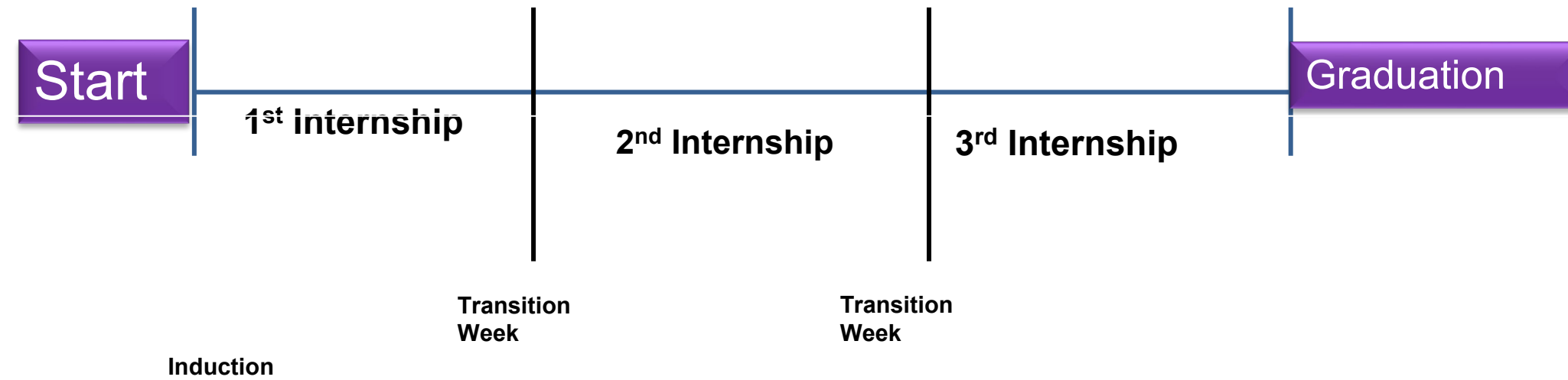
60% of Graduates Achieve Full Time Paid Employment  
70% of Graduates Achieve Paid Employment





# We have High Expectations!

## If interns can do a job without Project SEARCH.....



....these same jobs are not acceptable employment outcomes after a year of Project SEARCH training



Semantics BUT Important! – add work experience with a cross through

~~Volunteer~~

~~Work  
Placement~~



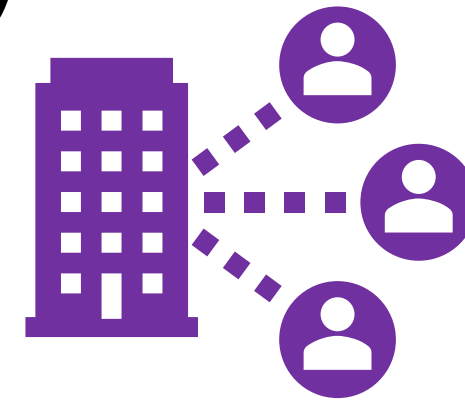
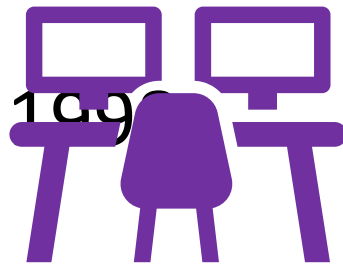
# A Right to Work

People with learning disabilities have the right to choose a path toward education and employment. However, while freedom of choice is given, the right to work is earned.

***Earning the right to work is dependent upon the student's preparation.***

***( Notes – talk about in the context of tokenism or mascotising )***

Simon, Stephen, ADA Quarterly, Fall 1999



# We Prepare Students Well



- A true transition programme – taking all the best from the education system and transplanting it into an employer's premises.
- Opportunity to work in high-status organisation
- Quality training and internship experience.
- Develop strength areas in a supportive setting.
- Work toward independence in many areas such as public transport, daily living skills, etc.



# It Works!

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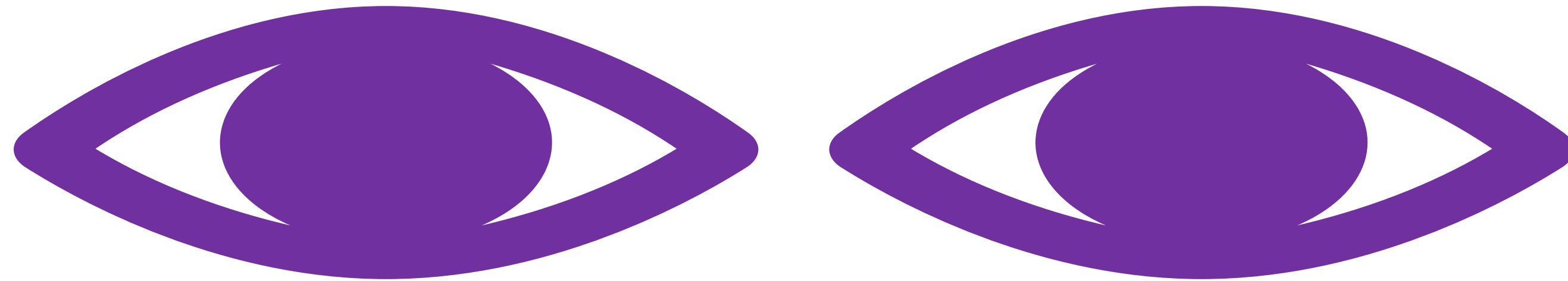
- DFN Project SEARCH's average full time employment rate remains at 60% from 2016-2019
- Our records show an increase of 10% in employment rates after the data entry cut off point for 2017-2018.
- Therefore the full time employment outcomes for that cohort now sit at an amazing 70%!
- 70 and 60% outcomes and update as quite old



Average Success Rate -Paid Work



# What Does it Look Like?

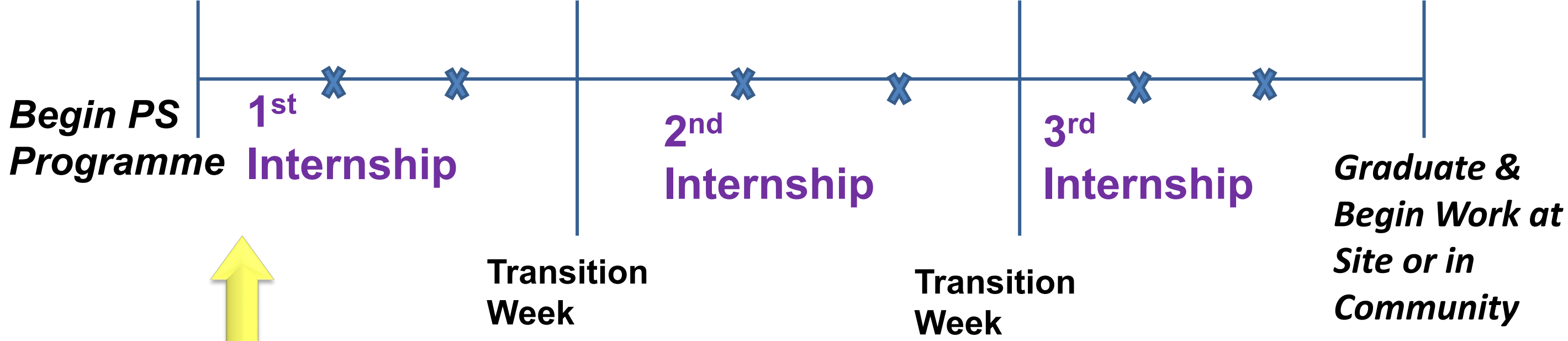


# Annual Calendar

**X = Employment Planning Meetings**

August

June



**3 week Induction**

**Job Search intensifies during 2<sup>nd</sup> Internship**



# Typical Project SEARCH Day

9:00 Employability Skills

10:00 Worksites

12:30 Lunch

1:15 Worksites

3:30 Review, Plan and Communication

4:00 Depart







# Internships - Cornerstone

Competitive, marketable Skills  
4 – 5 hours of day  
Work/ Social Skills  
10 weeks/Flexible  
Feedback & Assessment



# Because ....Research Shows that:

**Work Based Learning promotes:**

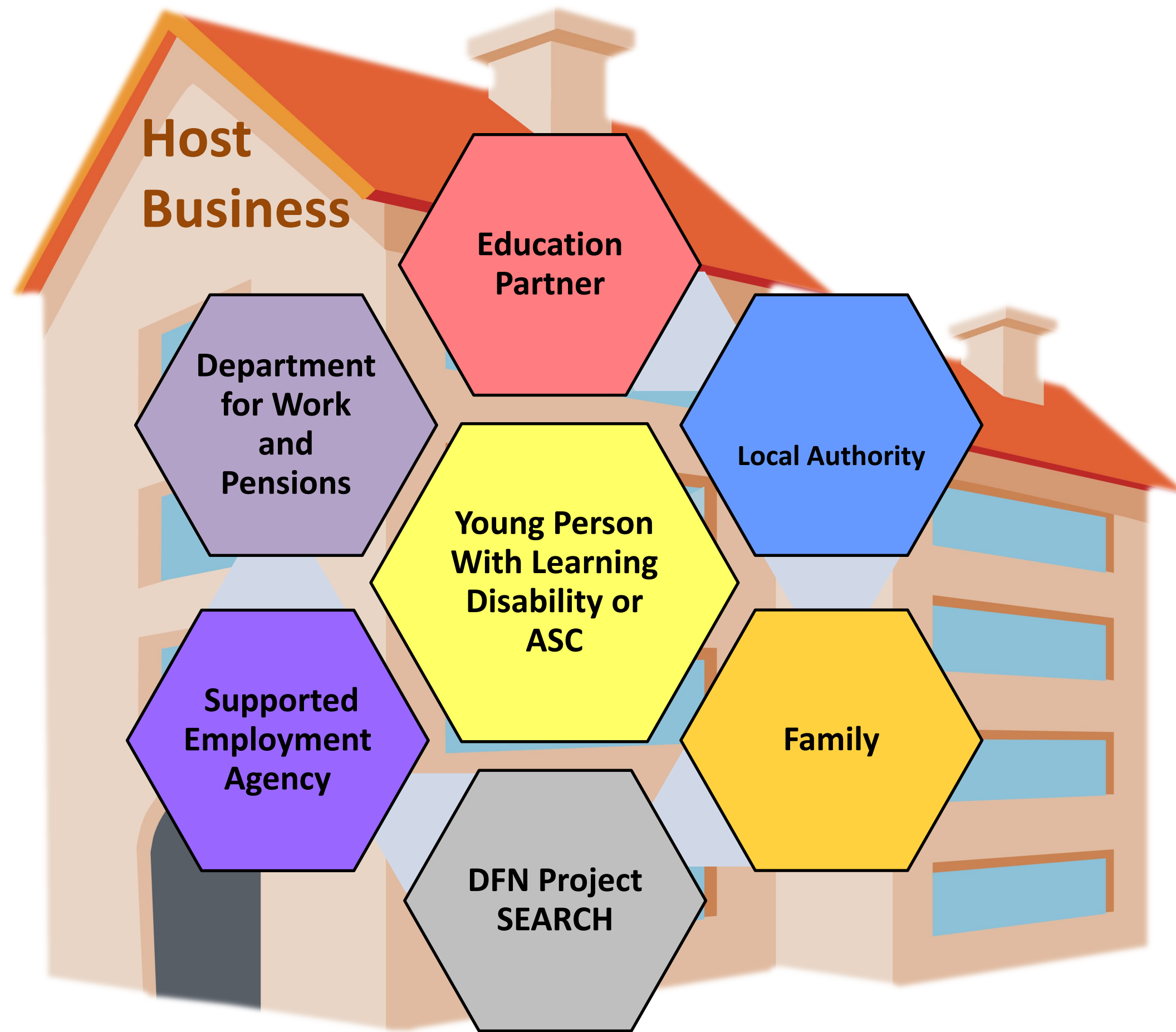
- **Problem solving**
- **Adult thinking processes**
- **Teamwork**
- **Social relationships**





# Collaborative Partners





# Roles and Responsibilities – add Roberta’s video

## Host Business

- Agrees to host the programme.
- Provides a Business Liaison Leader(s)
- Provides a base room or training facility and base
- Creates access to Internship Opportunities
- Promotes a positive change in business culture.
- Advocates for interns and graduates inside the business
- Encourages inclusive recruitment

## Educator

- Education Leadership at the Steering group level
- Provides a Full time Instructor/Tutor on site
- Co-ordinates the activity of the onsite team
- Manages the Steering Group
- Supports the Job Coach Activity
- Delivers the Curriculum
- Is the Student Conduit
- Manages Student Funding
- Raising aspirations for students at an early age

## Supported Employment Partner

- Leadership at the Steering Group level.
- Full time job coaching support
- Vocational profiling using Voc Fit
- Job search support
- Job development
- Employer Engagement
- Ongoing long-term support.

## Local Authority Lead

- An overview and understanding of the needs of young people in the community
- Champion Inclusion
- Support and Guidance on funding for Colleges and Schools
- Adult Supported Employment Support
- Adult Services Preventative Measure
- Links to Public Health
- Health and Wellbeing Boards
- Transforming Care Partnerships

## DWP

- Access to Work Funding
- Support for Participants and Families and Carers in terms of better off in work calculations
- Access to available Vacancies



# Key Roles and Responsibilities - Discussion

What are the key features of these roles?

What key qualities are we looking for to fill these roles?

- Tutor
- Job coach
- Business Liaison
- Lead from educator
- Lead SEP
- Local Authority lead
- DWP person



# Questions and Comments



# Key Concepts Summarised

- A Business Focused Collaboration



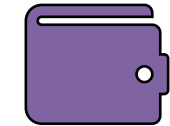
- Immersion and Impact



- Training in a Real Work Setting



- Low Risk and Low Cost to the Business

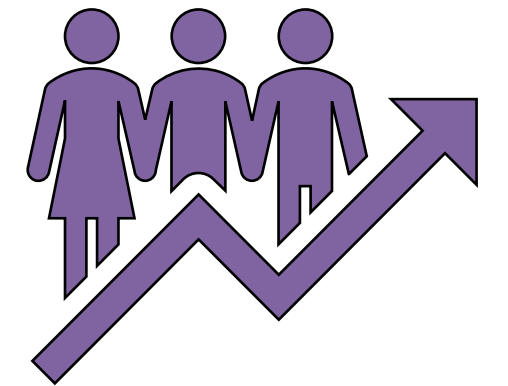


- Recruit Students who are a Good Fit



- A True Partnership

- Host Business
- Education Partner
- Supported Employment Partner
- Local Authority
- DWP



## Keep the Job Goal in Mind!

- Can Happen at Any Time
- On Average 43% in the Host Business
- On Average 57% in the Community
- Everyone in the Partnership takes Responsibility for the Outcomes





# Good Collaboration



**Think of a Partnership you have worked in that worked well.**

**Who is in the partnership?**

**What is it about the partnership that works well?**



**Think of a Partnership that isn't working well**

**Who is in the partnership?**

**What causes the problems?**



**What can we learn from these experiences?**

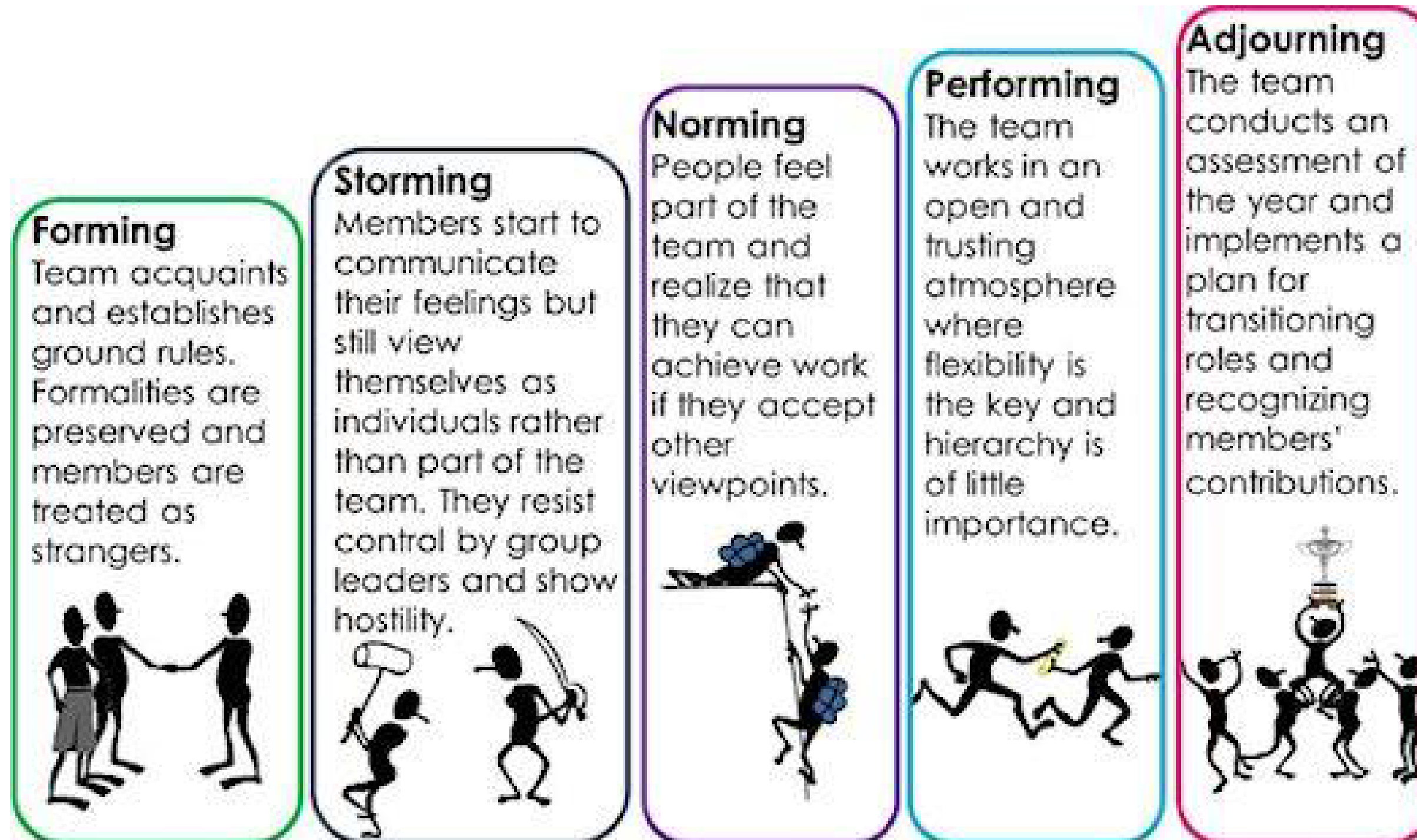


# Successful Partnership Working

- Personal stake in the partnership
- common aim
- similar ethos or system of beliefs
- work together over a reasonable period of time
- The partnership is necessary
- each partner can contribute
- respect and trust
- All the partners are acknowledged



# Partnership Development



# Establishing your Steering Group – maybe this is over several slides

## Membership

- Host Business Liaison and Deputy if applicable
- Senior Education Lead
- Senior Supported Employment Lead
- Senior Local Authority Lead
- DWP representative
- Tutor/ Lecturer
- Job Coach (es)
- Job Developer
- Parent Representative
- Graduate Representative



## Frequency

- Monthly Start up and First Year
- Every 2 months thereafter

## Agenda

- Welcome and Introductions
- Minutes and Action log from the last meeting
- Action Plan Review
- Annual Marketing Plan Review
- Topical Strategic Issues
- Intern Summary Review
- AOB
- Date of Next Meeting



# Keep It Strategic!

## Topical Issues

- Recruitment
- Business Advisory Committee
- Employer Engagement
- Self Audit
- Annual Improvement Plan
- Learning and Development as a Team

## Use of the intern summary review document

- Sent out in advance
- Use initials or number
- Highlights worthy of recognition
- Issues where you need steering group support



# Changing role of DFN Project SEARCH in steering groups

First 3 – 6 months

- Initially – Programme Specialist chairs, coordinate and facilitate the meeting

6 - 9 Months

- Business Liaison chairs the meeting, Programme Specialist or other partner coordinates the meeting and action notes

9-12 Months

- Business liaison chairs the meeting, tutor develops agenda, and completes action notes

12 months -2 years – once operational

Attendance at SGMs when requested for specific support

Attendance at first year review



# Critical Success Factors



# The DFN Project SEARCH model

DFN Project SEARCH has a number of model fidelity components that define the programme, its values and goals. These critical components include:

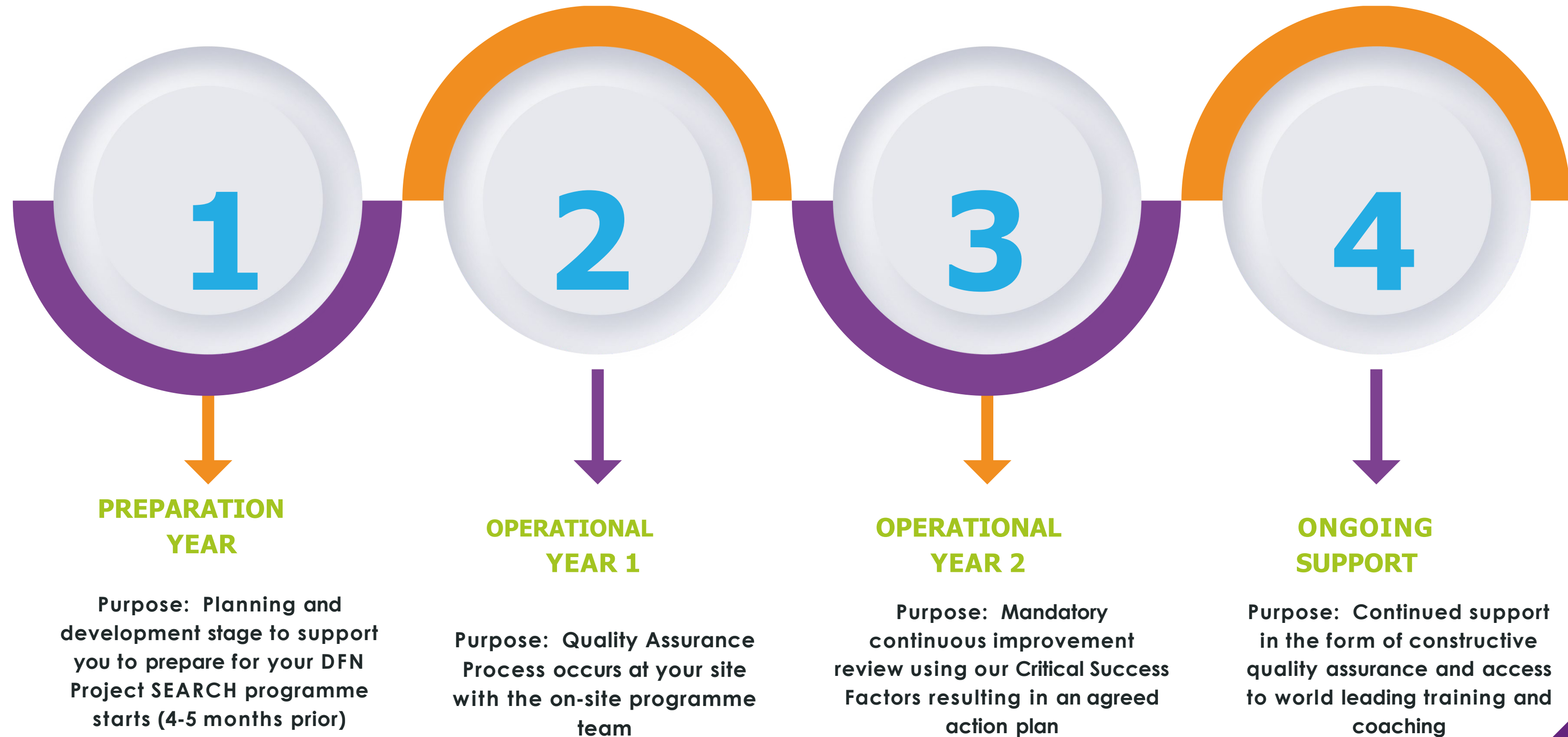
1. The outcome of the programme is integrated, competitive employment that is:
  - In an integrated setting
  - Year-round work (not seasonal employment)
  - 16 hours/week or more
  - Paid the prevailing wage
2. The focus of the programme is on serving young adults with learning disabilities and autism who can benefit from personalised support in an intensive year of career development and internship experience.
3. The programme is a collaborative partnership using support and resources from: Education, Local Authorities, Adult Supported Employment Agencies, Families and Host Businesses.
4. The programme is business focused.
5. The programme leads to acquisition of competitive skills.
6. The programme is committed to continuous improvement.





# DFN PROJECT SEARCH OFFER

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# Preparation Year -

## STEP 1- ESTABLISHING THE PARTNERSHIP AND DEEPENING UNDERSTANDING OF THE DFN PROJECT SEARCH MODEL (7-9 MONTHS PRE-PROGRAMME)

### Negotiate and explore partnership;

- Bring partners on board
- Facilitate greater understanding of the theory behind Project Search
- Building knowledge of model fidelity and Critical Success Factors (CSF) in the DFN Project SEARCH programme

### Provide 14 hours of consultancy support from your Programme Specialist;

- Online/in-person meetings - Zoom/Teams Phone conversations
- Exploring local funding options
- Marketing your DFN Project Search Programme

### Mandatory training and the creation of your Steering Group Team;

- Deliver mandatory course material to the whole partnership - including CSF
- Support to create your Steering Group - ensuring that every partner knows their roles and responsibilities
- Generate a team specific timeline and task list to keep everyone on track

## STEP 2 - PREPARING TO WORK WITH THE HOST BUSINESS AND PARTICIPATION IN PLANNING MEETINGS

### Provide 7 hours of consultancy support from your Programme Specialist to;

- Further develop the Project SEARCH strategic team and partnership - support with attending specific events or presentations
- Facilitate follow ups and next steps with potential business partners

### Up to 21 additional hours of consultancy support;

- Participate in steering group meetings
- Guidance through your timeline
- Establishing internal marketing plans
- Addressing any specific needs/challenges the group might be facing - identify areas for ongoing improvement

### Undertake environmental scan of the host business;

- Carried out with Instructors and Job Coaches to identify internship rotations.
- 14 hours of essential training to the Tutor, Job Coaches, Host Employer Managers and Mentors (2-3 months before programme commences - includes 8 modules of essential training)
- Set high expectations (100% interns into paid jobs)



# Operational Year 1-

## STEP 1- QUALITY ASSURANCE PROCESS -

### ■ Programme Specialist conducts an On-site programme review;

- Up to 7 hours consultancy time allocated
- Typically conducted within the first six months of your programme

### ■ On site review overview;

- Programme Specialist meets with individual groups (Instructor, Job Coaches, Business Managers ect)
- Class observation - Job Coaches in action and provide assistance and guidance, if required

## STEP 2 - FEEDBACK REPORT AND ACTING ON PROPOSED IMPROVEMENTS

### ■ Creating your Feedback Report;

- Celebrate achievements of your programme
- Support with any problem solving and issues that have occurred
- Ensuring that roles and responsibilities within the partnership are clear and making changes, if required

- Provide additional inclusive employer tools and resources

- Support to develop your family involvement programme

- Review your Employment Planning Meeting process
- Visit - if the site has requested it
- 



# Operational Year 2-

STEP 1- ON SITE MANDATORY CONTINUOUS IMPROVEMENT REVIEW (LED BY PROJECT SEARCH AUDITOR)

## DFN Project Search Auditor will provide 14 hours' time, including;

- Tour of the host location
- Scheduled individual meetings with the team; Instructor, Education Provider, Job Coaches, Supported Employment Provider, Graduates and families
- Discuss evidence of the Project SEARCH model and programme improvement strategies
- Verbal feedback on findings to the Steering Group
- Presentation of written Continuous Improvement Report - findings and recommendations to be used for the basis of your Strategic Improvement Plan

## STEP 2 - FOLLOW UP CONSULTATION WITH YOUR PROGRAMME SPECIALIST AFTER THE REVIEW HAS CONCLUDED

### Up to 7 hours of support, including;

- Reviewing the outcomes of your review at the Steering Group Meeting
- Assisting with the development of your Strategic Improvement Plan - address any issues from the review and supporting with staff development opportunities, as required.
- Delivering an agreed action plan in support of the recommendations and suggestions from your audit.



# Summary -

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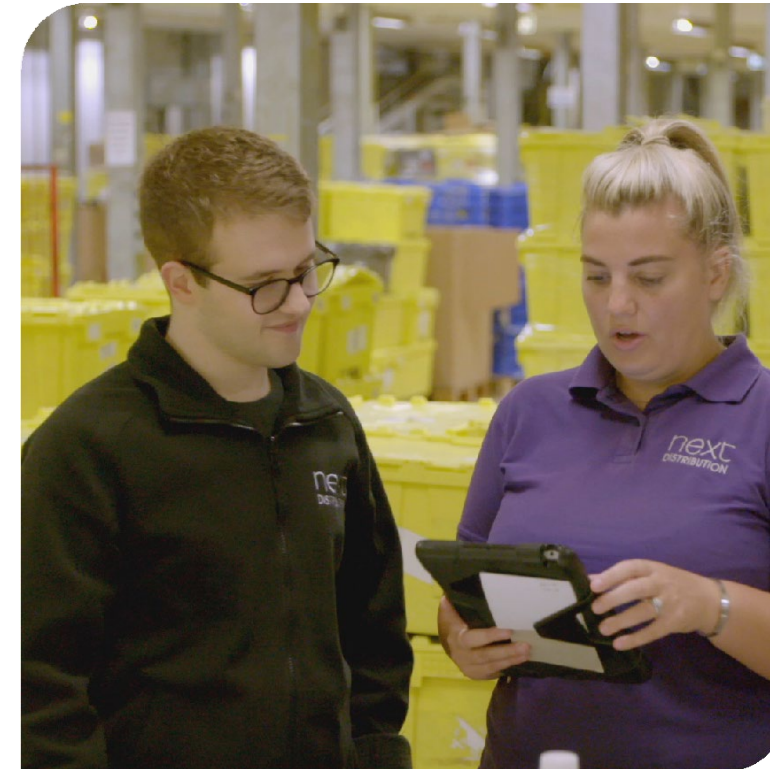
## WHAT CAN YOU EXPECT WHEN YOU JOIN DFN PROJECT SEARCH?

- Access up to 100 hours of consultancy support, as part of the start-up package from your Programme Specialist - includes 49 hours mandatory training, on-site reviews and quality assurance audits to support you to deliver our aspirational programme.
- A license agreement that entitles you to advertise your DFN programme to Host Businesses and young people in your community as one of the acclaimed DFN Project SEARCH sites - with a history of delivering great outcomes for young people with learning disabilities and Autism Spectrum Conditions.
- Admission to a group of high aiming professionals, who are in relentless pursuit of great employment outcomes for young people on the programme - from a demographic that face significant disadvantages in the labour market.
- Access to a database, which includes robust mechanisms for tracking data across the world and allows everyone to learn from the best achieving sites.
- A commitment to continuous improvement, learning from our best performers, year on year, exploring best practice generally and listening to and responding to the development needs of the people working in our sector and the young people we are supporting.
- -Access to a growing bank of learning packages for all those delivering our licensed programmes and a suite of tools and resources included in our resource guides – including access to the international curriculum, VocFit, as a means of measuring outcomes for DFN interns.



# Recruitment and Selection of Interns

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DFN  
Project | SEARCH

# Purpose of this part of the Training

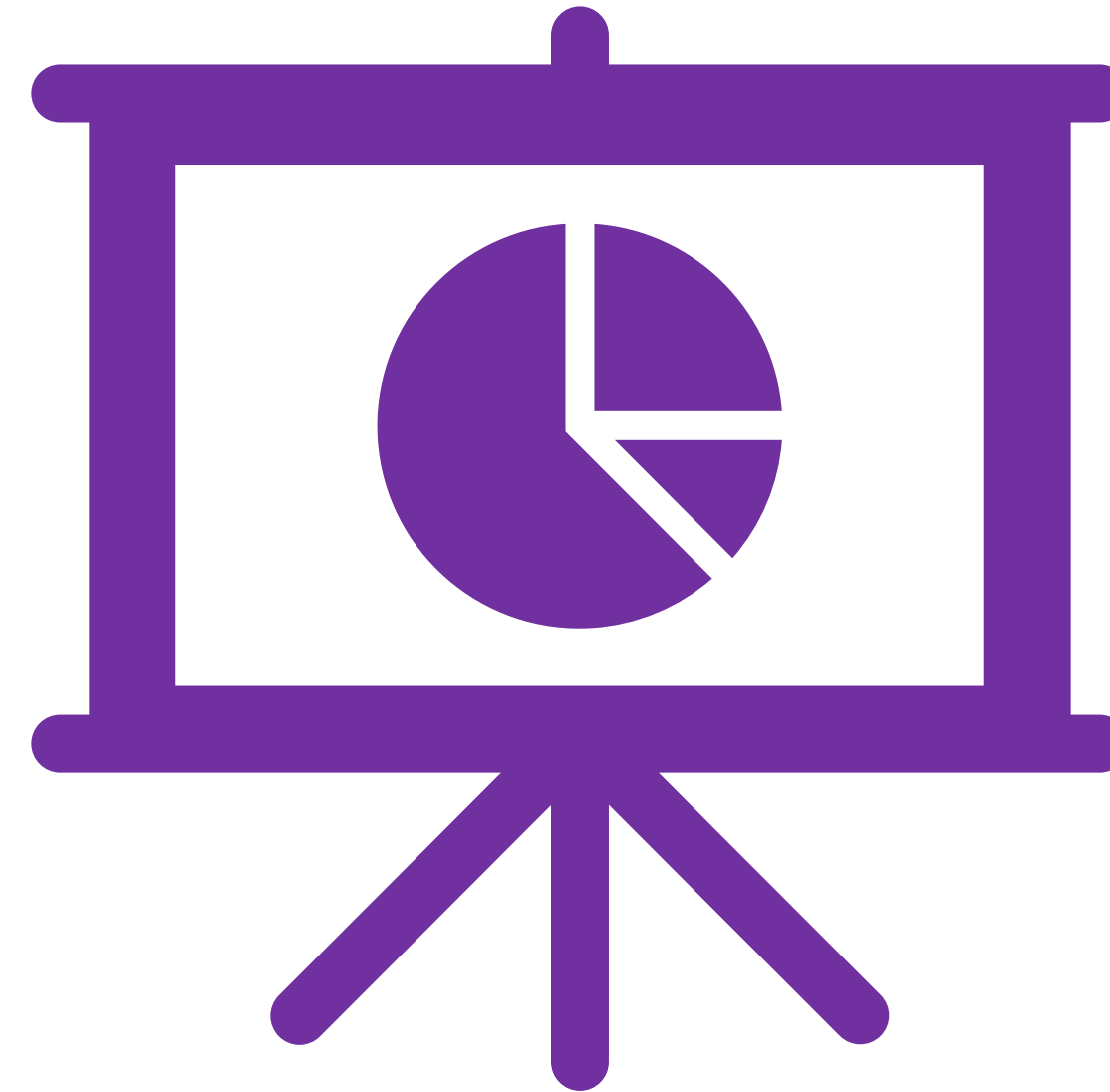
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- Plan for the effective recruitment of interns
- Outcome data to support your decision-making processes
- Tools for good selection decisions
- Consider dilemmas around recruitment
- No one left behind – alternative pathways
- Keep numbers high and the programme sustainable
- Manage the time between selection and programme start



# Background Data

What does the data tell us about what works in a DFN Project SEARCH programme?





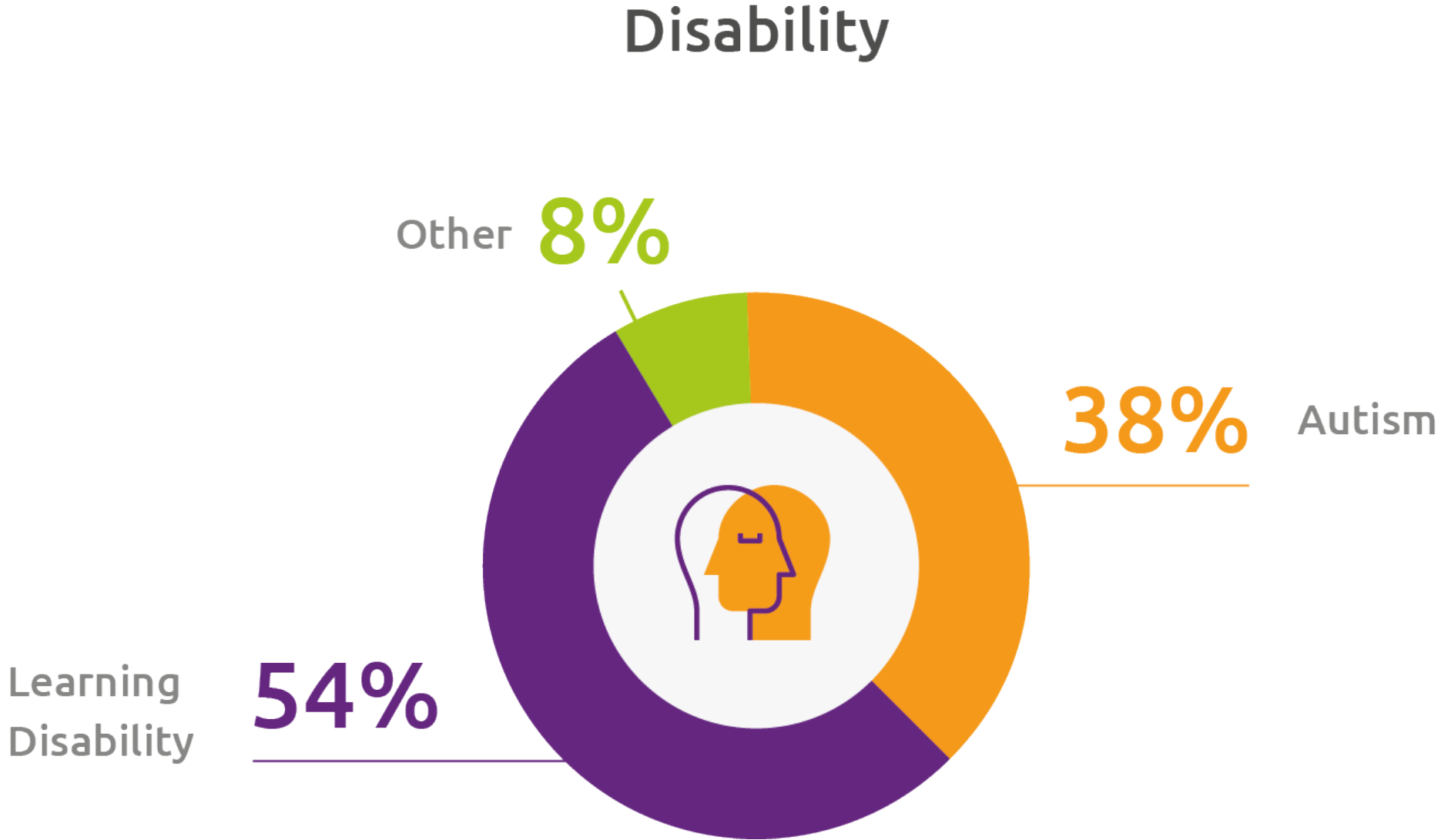
# Enrolment numbers and outcome rates

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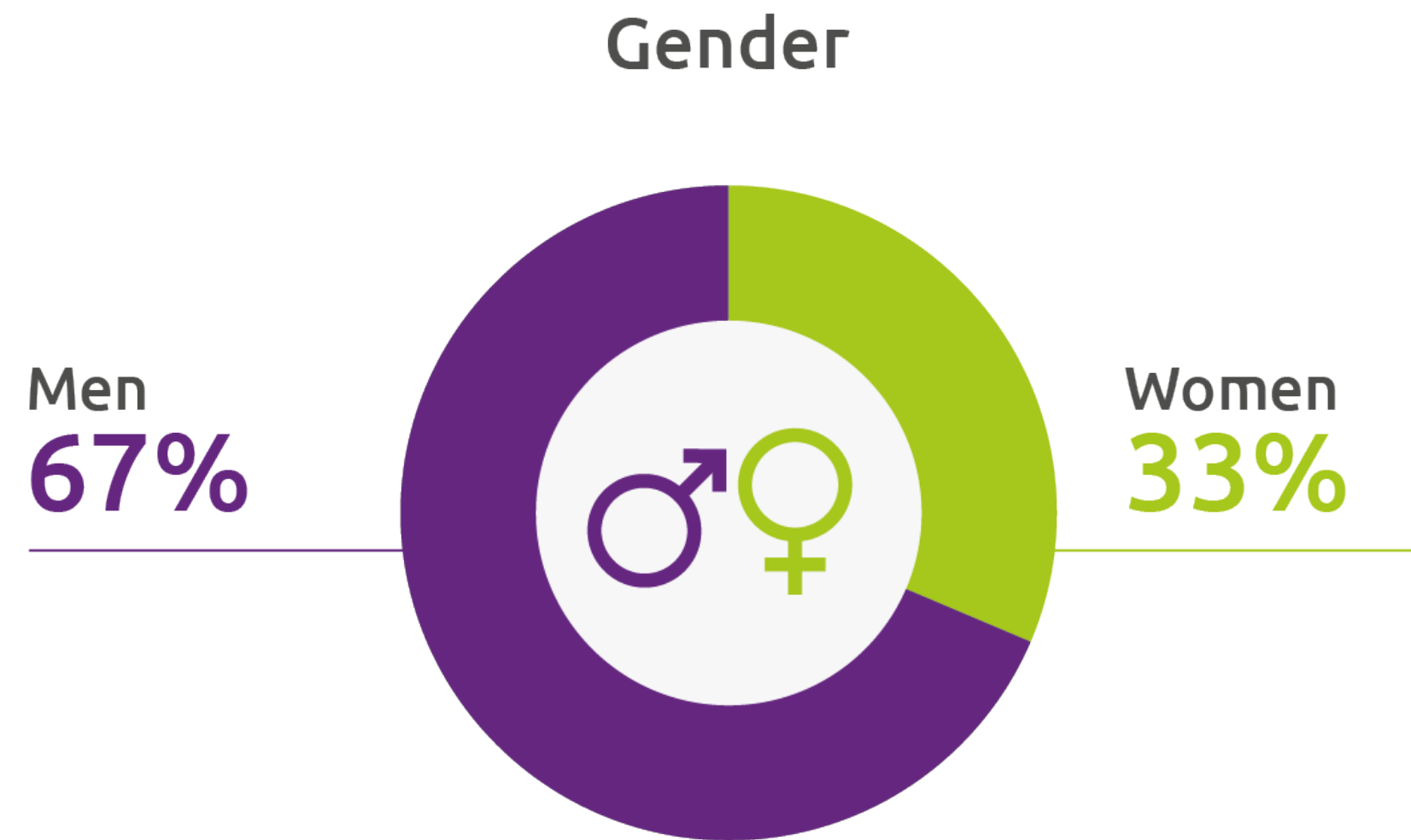
- **4%** of sites had enrolment numbers of 3-5 interns
- **34%** of sites had enrolment numbers of 6-8 interns
- **45%** of sites had enrolment numbers of 9-11 interns
- **17%** of sites had enrolment numbers of 12 or more interns
- Sites with ten or more Interns perform better year on year



# Primary disability data



# Gender Data 2018-2019

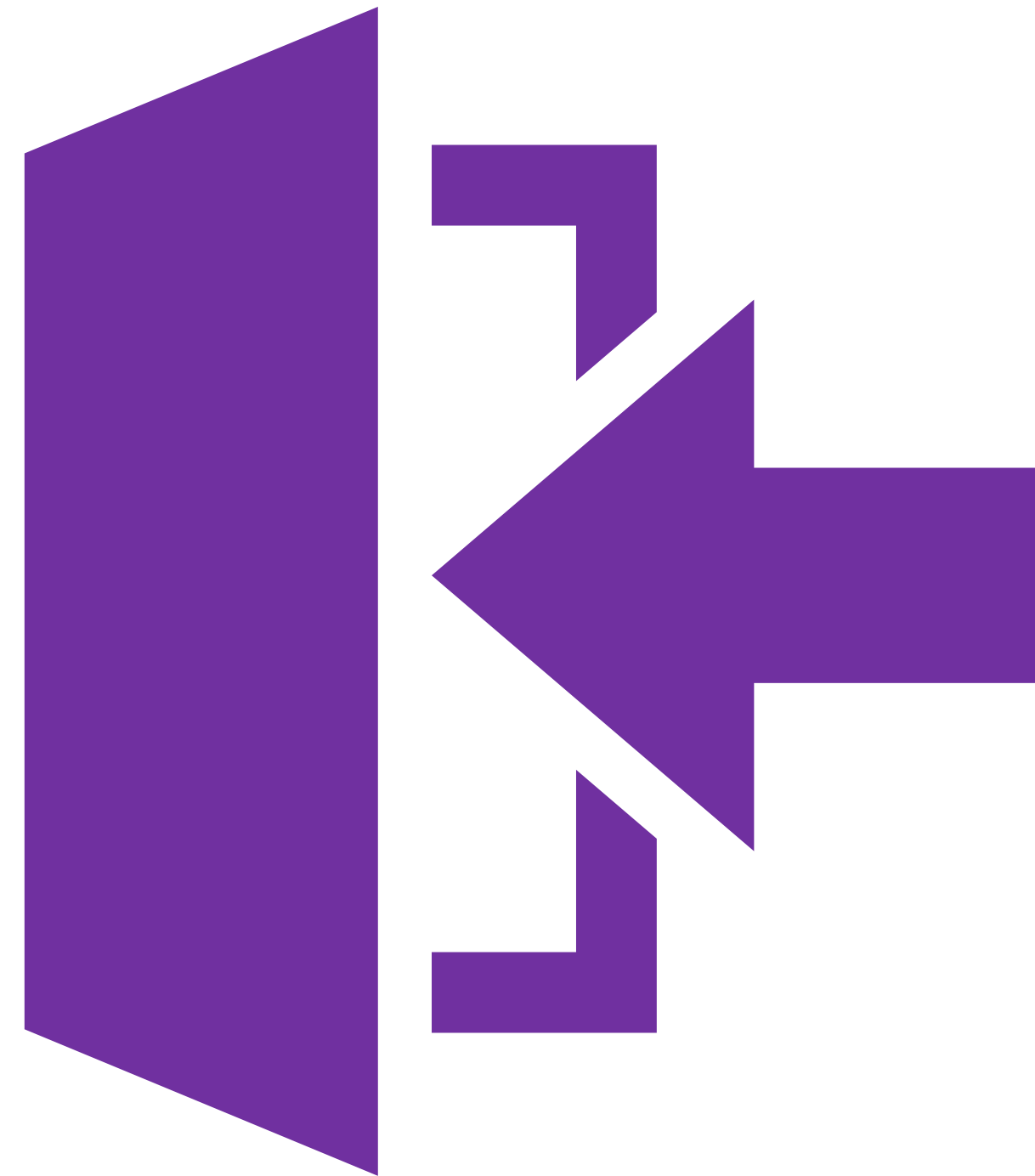


2017-2018 data showed that 68.6% of interns were male and 31.4% were female







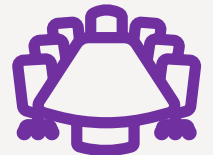

# Your Eligibility Criteria

Set the eligibility criteria for your programme?



# Determine Eligibility for your Programme – nicer look? Content good

## Let's Agree

	Age		EHCP or other Education Based Assessment of Need		Geographic Location		Independent Travel / Access to Travel Training
	Things that affect Funding in Education or Supported Employment		Things that are requirements of the Host Business		Family Support and Buy In		



# Recruitment and Selection

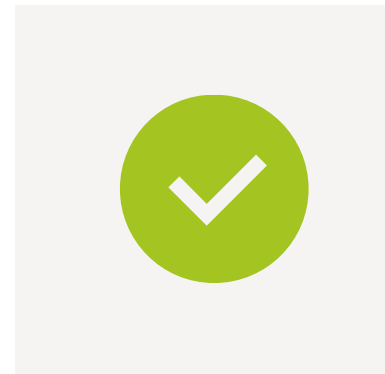
- Marketing your programme
- Information event
- Skills Assessment
- Using the Rubric
- Decision Making
- Managing Risk in Selection Decisions



# Marketing your programme



As a Team Discuss the Following:



- What would you include in your marketing materials?
- Where will you advertise your programme to students and Families?



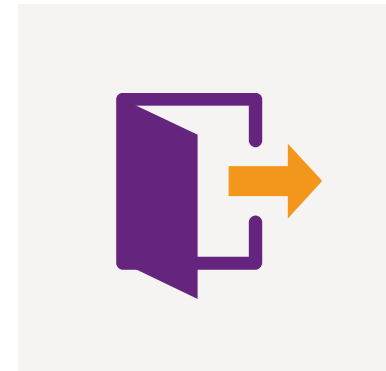
- How could you organise tours of the business?
- Why would that matter?



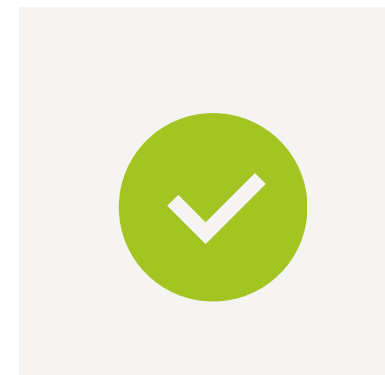
# Information event



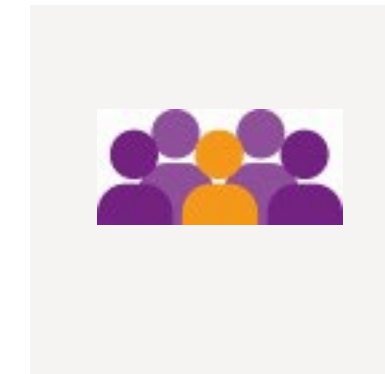
- Who will be involved in Reviewing Applications and Selecting people for the Assessment Day?



- How could you organise tours of the business?
- Why would that matter?



- How will you create an agreed Application Form ?
- What dates might work for opening and Closing Applications?
- Include pre screening information in application process



- How would you hold an information session for parents and potential students?
- What would be involved?
- Where would it take place?





# A Skills Assessment Day

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# Space and time for Parents/Carers



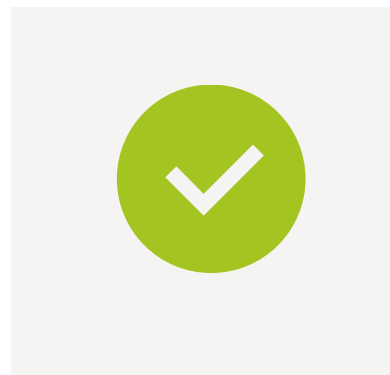
- Parents and carers will often come to the assessment day, and it is useful that they hear the full presentation and understand what is expected of the young person and them



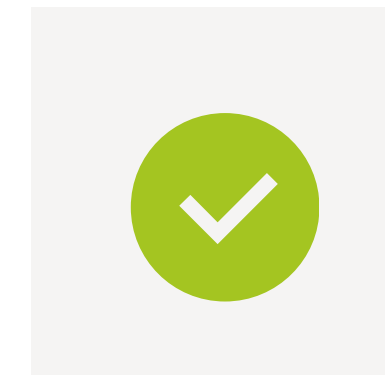
- It is helpful if you can find a large room where they can wait for their young person together



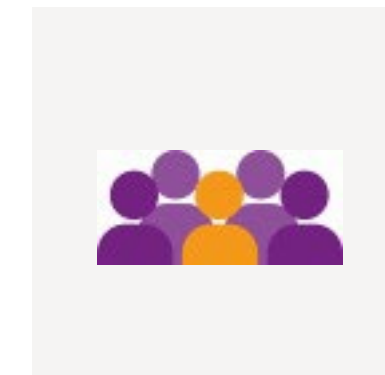
- It is useful to see if you can get colleagues from the DWP to attend the assessment day and they can go into the room where the parents are and either do a presentation on benefits and better off in work calculations or talk to parent/carers individually about an concerns they might have



It is helpful to have people from the local authority in attendance too who can deal with questions around EHCP's



This is also a good time to talk to parents/carers about the importance of disclosure of information that is relevant to the interns progress. From a safeguarding perspective there are examples of non disclosure of important information that have resulted in the intern exiting the programme when that could have been avoided. We want them to encourage the intern themselves to disclose to avoid GDPR issues



This is also a good chance for parents/carers to meet each other and have informal discussions with each other



# Skills assessment



Choose a Date and a Venue  
(Preferably the Host  
Business)



Include as many  
Members of Your  
Steering Committee  
as You Can



Include:

- A Presentation about DFN Project SEARCH
- An Interview
- Skills Assessments
- Make Arrangements for parents/carers
- Take References



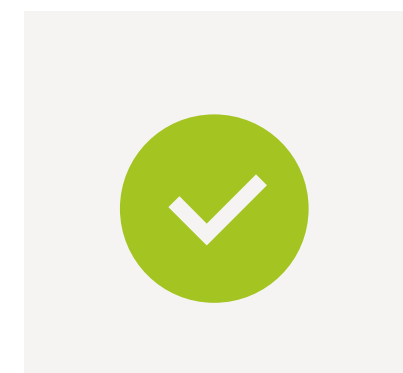
Use the DFN Project  
SEARCH Rubric for  
Assessment Purposes



Make Decisions as a  
Team



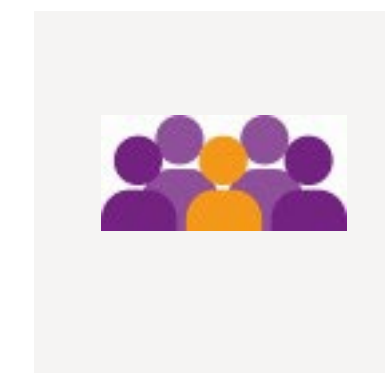
# Planning your Skills Assessment Day



- Can you choose your date and venue now
- Block it out in your diary for Members of Your Steering Committee

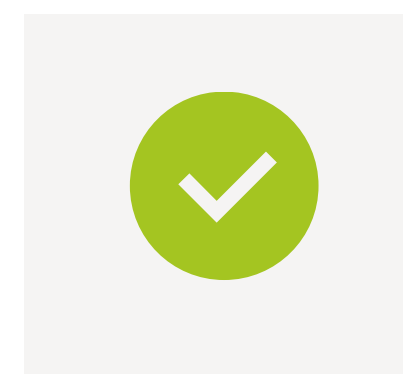


- Draw up a Selection Plan for the Day <C:\Users\Carmel McKeogh\DFN Charitable Foundation\DFN Charitable Foundation - Shared - Documents\Resources\Member Portal - Resource Guide Resources\5. E. Student Recruitment\NE 6a Skills Assessment Day Plan.docx>



You will need facilities to:

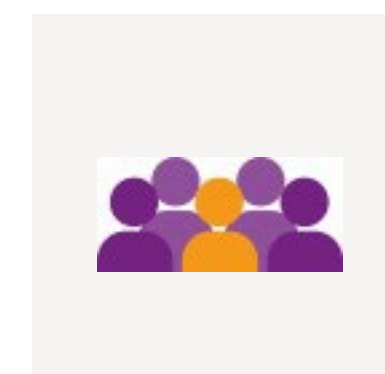
- Deliver a Presentation about DFN Project SEARCH
- Hold 1 or 2 interview panels
- Space for several Skills Assessments
- Space for parents/carers



When and who will take references



Use the DFN Project SEARCH Rubric for Assessment Purposes  
Make Decisions as a Team



Advise Applicants of Outcomes with Options for Those who are Not Successful



# Using the DFN Project SEARCH Rubric - improve look

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- There are 20 Criteria that are assessed by the team using the Rubric
- Developed over the last 20 years to ensure good selection decisions
- Between 91% and 95% retention rates in Project SEARCH Programmes



- Use the Rubric to assess candidates in each part of the process
- We are looking for overall scores in the mid range for candidates
  - Very high scoring means candidates probably do not need DFN Project SEARCH to move into employment
  - Very low scoring might indicate that candidates are probably not ready for a DFN Project SEARCH programme
- Those mid range scores can come from mid range scores throughout or 'spikey profiles'



# Using the DFN Project SEARCH Rubric



## The Rubric – Overall

<C:\Users\Carmel McKeogh\DFN Charitable Foundation\DFN Charitable Foundation - Shared - Documents\Resources\Member Portal - Resource Guide Resources\5. E. Student Recruitment\NE 6d Assessment Rubric - Overall.doc>

## The Rubric – Interview

<C:\Users\Carmel McKeogh\DFN Charitable Foundation\DFN Charitable Foundation - Shared - Documents\Resources\Member Portal - Resource Guide Resources\5. E. Student Recruitment\NE 6c Assessment Rubric - Interview.doc>

## The Rubric – Skills Assessments

<C:\Users\Carmel McKeogh\DFN Charitable Foundation\DFN Charitable Foundation - Shared - Documents\Resources\Member Portal - Resource Guide Resources\5. E. Student Recruitment\NE 6b Assessment Rubric - Skills Assessment Activities.doc>

## The Rubric – Previous Teacher Reference -

<C:\Users\Carmel McKeogh\DFN Charitable Foundation\DFN Charitable Foundation - Shared - Documents\Resources\Member Portal - Resource Guide Resources\5. E. Student Recruitment\NE 5b Assessment Rubric - Teacher.doc>

## The Rubric – Family Reference

<C:\Users\Carmel McKeogh\DFN Charitable Foundation\DFN Charitable Foundation - Shared - Documents\Resources\Member Portal - Resource Guide Resources\5. E. Student Recruitment\NE 5a Assessment Rubric - Family.doc>



# Decision making

Remember the rubric is about the people in the middle

do they need us?

Are they ready for us?

Spikey profiles

Overall score is the score we look at

Alternative pathways and options

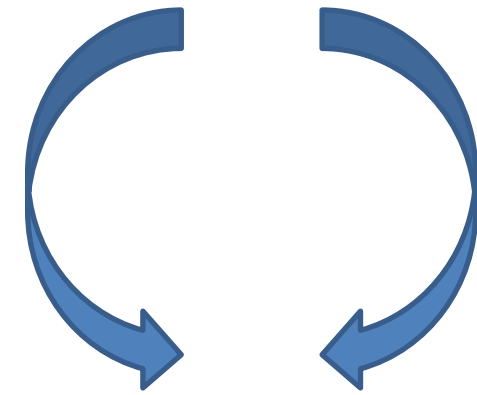


# It is an ongoing exercise

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## Marketing and Communications

## Plans to Attract Interns and Families



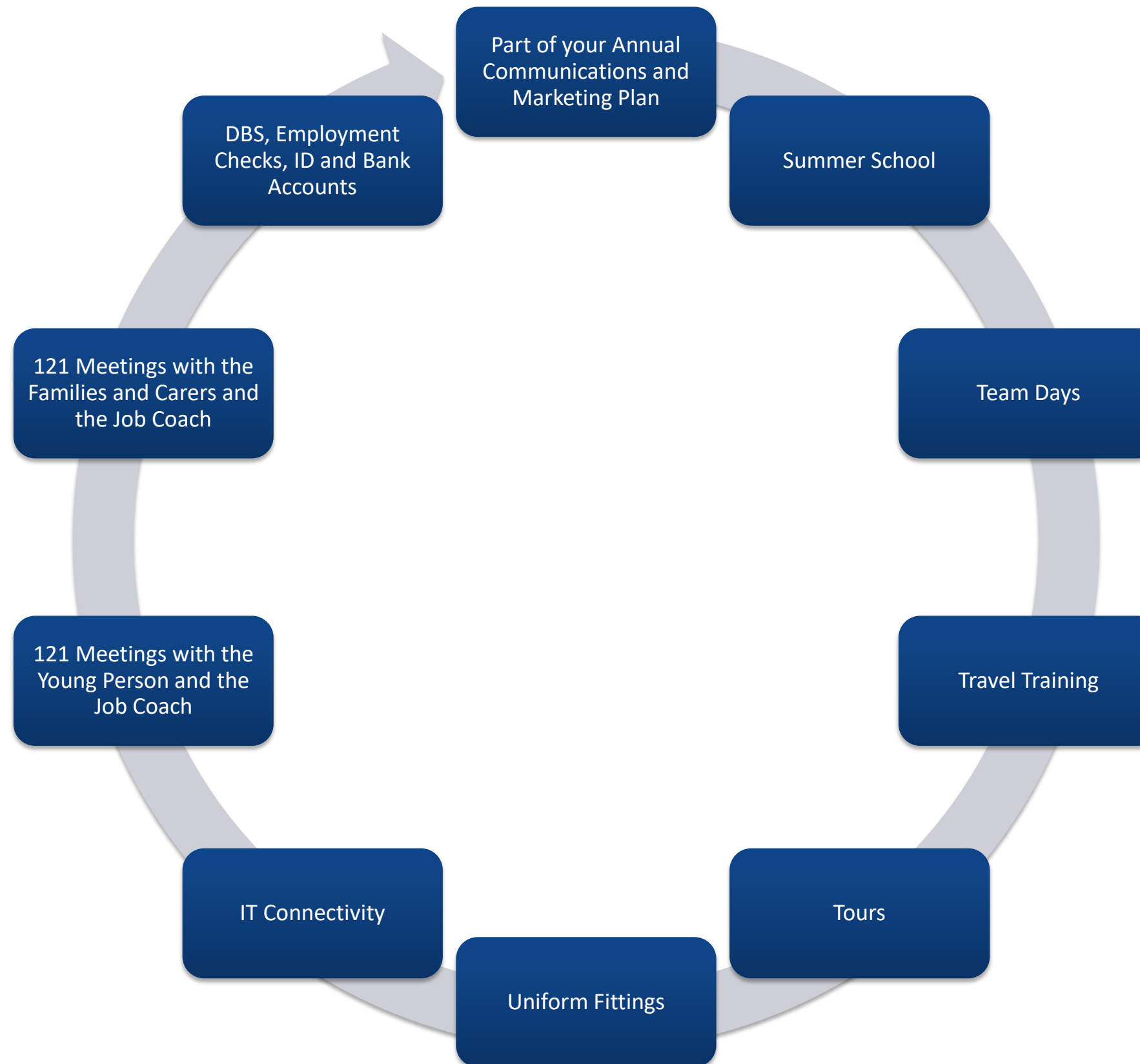
- Recruitment and Selection a Major Factor in the Annual Marketing Plan
  - Activity Each Month
  - Activity Across All Partners
  - Production of Materials
    - Newsletters
    - Power Points
    - Fliers
  - Use of all the Logo's





# After Selection

## Keeping the Interns and Families Connected





DFN Project SEARCH has helped over **1900**  
young people obtain full time employment since 2010!  
Update data

