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14. ABSTRACT The aims of the project are: 1. VCU will modify the Project SEARCH Plus ASD Model to meet the needs of military dependents with ASD. 2. VCU will implement the intervention based upon the Project SEARCH plus ASD Supports manual and will measure fidelity of implementation. 3. VCU will measure the impact of the intervention on the social communication, behavioral adjustment and employment outcomes of the military dependents who participate compared to an equal control group who do not receive the intervention. Aim 1 is accomplished, and Aims 2 and 3 have been implemented. The Project SEARCH program is currently in its second year at the 773rd Mission Support Group, Joint Base Langley Eustis, Fort Eustis site. Additionally, all recruitment activities were completed for the second cohort of the project, with a total of 14 treatment group participants and 21 control group participants across the two cohorts thus far. In addition, all collaborating agencies have signed the memorandum of understanding. The relocation and deployment plan is currently is being piloted.					
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1. Introduction

The objective of this proposed project is to study the impact of Project SEARCH plus ASD Supports (PS-ASD) on the social communication, behavioral, and employment outcomes of military dependents with ASD across three vocational domains (employment status, wage, number of hours worked per week) and three personal domains (social responsiveness, mental health, and quality of life). The six hypotheses driving this project propose that Young adults who participate in an employer-based employment training and placement program will: demonstrate a higher rate of employment, work more hours, and earn a higher wage than those in the control condition. Additionally, young adults who participate in a work-based employment training and placement program will increase their social responsiveness, display lower anxiety and depression scores, and report higher quality of life scores than those in the control condition.

Specific Aims: Aim 1. VCU will modify the Project SEARCH Plus ASD Model to meet the needs of military dependents with ASD.

Aim 2. VCU will implement the intervention based upon the Project SEARCH plus ASD Supports manual and will measure fidelity of implementation.

Aim 3. VCU will measure the impact of the intervention on the social communication, behavioral adjustment and employment outcomes of the military dependents who participate compared to an equal control group who do not receive the intervention.

2. Keywords

Autism, ASD, Military Dependents, Military Connected Youth, Transition to Employment, Internships, Social Responsiveness, Quality of Life, Depression, Anxiety

3. Accomplishments

a. What were the major goals of the project?

Major Task 1: Convene expert panel – 70% complete, agenda formulated, first expert panel meeting held, PS + ASD model reviewed by expert panel.

Major Task 2: Finalize the PS + ASD model for military dependents – 75% complete, all recruitment materials created, Family Relocation and Family Member Deployment Plan is being piloted, all staff trained in PS + ASD implementation.

Major Task 3: Recruit participants – 83% complete, recruitment of first and second participant cohorts completed. 8 students were randomized into the Year 2 treatment group, which includes 2 more students than Year 1. 12 students were randomized into the Year 2 control group.

Major Task 4: Implement PS + ASD for military dependents – 80% complete, 14 treatment participants to date have enrolled in PS + ASD, Cohort 1 participants graduated the program on 6/7/18, 15 unique internships have been developed. Thus far, 83% of first cohort graduates accepted competitive, integrated employment offers; 67% remain employed.

Major Task 5: Data collected - 50% complete, 12-month data collection for cohort 1 is in progress, baseline data collection for cohort 2 is in progress.

Major Task 6: Data analyzed – 20% complete, database has been created, the process of de-identifying data has begun. All paper forms of data are now stored in a locked, fire proof filing cabinet in a locked office.

b. What was accomplished under these goals?

Major Task 1: The first expert panel meeting was held on 11/13/17, and the second meeting is in the process of being scheduled. At the first meeting, the PS + ASD model was reviewed; panel members also provided feedback on the draft Family Relocation and Family Member Deployment Plan. Milestone achieved: VCU RAMS IRB continuing review approval obtained, VA DARS and HRPO Continuing Review submitted.

Major Task 2: The PS + ASD model was revised for military dependents. The Family Relocation and Family Member Deployment Plan is being piloted with an active duty military parent and a Year 1 graduate now. Please see Appendix 1 for the working version of the Family Relocation and Family Member Deployment Plan. All recruitment activities for Year 2 participants have been completed. The Project SEARCH instructor attended training on LEAN business strategies with Erin Riehle, the Project SEARCH founder, on 7/18/18. Milestones achieved: PS+ASD Model revised for military dependents, Family Relocation and Family Member Deployment Plan developed, staff trained.

Major Task 3: All Year 2 cohort participants have been successfully recruited. Informational meetings were held in all partnering school districts: Newport News Public Schools, Hampton City Schools, York County School Division, Williamsburg-James City County Public Schools, and New Horizons Regional Education Centers/Center for Autism. We received 14 applications for Year 2 in total and completed 14 screening interviews. 14 students were selected as the Year 2 sample. Between the Year 1 and Year 2 samples, 12 students were randomized into the Year 2 wait list group; 8 students were randomized into the Year 2 treatment group. Participants have been notified of their status. Please see Appendix 2 for the de-identified enrollment log for Year 2. Milestone achieved: Year 2 Treatment and Control Groups identified.

Major Task 4: The PS + ASD model is now in its second year of operation at Joint Base Langley-Eustis, at the Fort Eustis site. 15 unique internship experiences have been developed at 7 different internship sites, including: AAFES Exchange Main Store, AAFES Exchange Food Court, the Commissary, General Smalls Inn, Anderson Field House, McDonald Army Health Center, and the Fort Eustis Club. Please see Appendix 3 for a listing of internships and locations. All Year 2 treatment participants have been enrolled in PS + ASD and the second year of the PS + ASD program began on 9/4/18 at Fort Eustis. All Year 1 Treatment Group Participants graduated from the program on 6/7/18. 3 out of 6 Year 1 Treatment Group Participants have begun work in competitive, integrated federal jobs at the Langley Inn on Langley Air Force Base, the AAFES Exchange Main Store on Fort Eustis, and McClellan Fitness Center on Fort Eustis. A fourth Year 1 Treatment Group Participant has accepted a federal job offer from the General Smalls Inn, the hotel on Fort Eustis, and will be starting work there in November. The fifth Year 1 Treatment Group participant has accepted an employment offer from Harris Teeter grocery store and begins work on 10/12/18. All employed Year 1 Treatment Group Participants continue to receive follow-up supported employment services from study team members. The participant employed at the Langley Inn resigned his job on 9/17/18, stating that he preferred not to work at the present time. Study team members have contacted the participant and his father, communicating their willingness to help him find a job in the future, should he change his mind. Job development activities continue for the one remaining Year 1 Treatment Group Participant. Please see Appendix 4 for a listing of preliminary employment outcomes for Year 1 Treatment Group participants. Milestones achieved: Internship sites developed, Year 1 Treatment Group Participants graduated.

Major Task 5: Year 1 Control and Treatment Group Participants' baseline data have been collected. Year 2 Control and Treatment Group Participants' baseline data are being collected now; Year 1 Control and Treatment Group Participants' 12-month data are also being collected now. Milestone achieved: Baseline data collected for Year 1 Control and Treatment Group Participants.

Major Task 6: Year 1 control and treatment group baseline data have been de-identified and entered into the existing database.

c. What opportunities for training and professional development has the project provided?

Monthly steering committee meetings with the project's collaborative partners and Fort Eustis' assigned business liaison to the project continue to be held. These meetings include opportunities for problem-solving, strategy and resource sharing, and ongoing information dissemination regarding the PS + ASD model.

d. How were the results disseminated to communities of interest?

The larger military community continues to express interest in the PS + ASD model. On 3/19/18 and 5/24/18, we met with Langley Air Force Base leadership to discuss the model and their interest in expanding the program to a second Langley Air Force Base site. Dr. Schall and Ms. Whittenburg briefed military and state government leaders from across Virginia on the research study at the 3/28/18 Virginia Military Advisory Council meeting. We also delivered a poster presentation on 8/21/18 at the 2018 Military Health System Research Symposium describing the model and preliminary research results, entitled, “Helping High School-Aged Military Dependents with ASD Gain Employment Skills through Project SEARCH + ASD Supports at Fort Eustis.” We have been invited to write a paper based on the aforementioned MHSRS presentation, which is currently being drafted.

e. What do you plan to do during the next reporting period to accomplish the goals?

1. The expert panel will reconvene to discuss model implementation and results from the piloting of the Family Relocation and Family Member Deployment Plan.
2. The Family Relocation and Family Member Deployment Plan will be rolled out for all military dependent participants.
3. The research team and its collaborative partners will meet and review the need for additional recruitment activities for Year 3, based on current Treatment and Control Group numbers. If required, the research team will conduct recruitment activities for additional Year 3 participants.
4. The research team will develop additional internship sites with business partners on Fort Eustis. The research team will continue to implement the PS + ASD model for Year 2 Treatment Group Participants, and fidelity checks will continue to be conducted. The research team will continue to provide follow-up supported employment services for Year 1 Treatment Group Participants who are employed and/or are seeking employment.
5. 12-month and 18-month data for Year 1 participants and baseline data for Year 2 participants will be collected, unidentified, and entered into the database.

4. Impact

4. Impact

a. What was the impact on the development of the principal discipline(s) of the project?

Nothing to report.

b. What was the impact on other disciplines?

Nothing to report.

c. What was the impact on technology transfer?

Nothing to report.

d. What was the impact on society beyond science and technology?

4 out of 6 Year 1 Treatment Group participants were offered and accepted federal employment offers. These positions were all competitive, integrated employment positions and grew out of internship experiences with these employers. These preliminary employment outcomes are very positive, and they suggest that PS + ASD internships may offer strong matches between the employment interests of participants and the entry-level hiring needs of federal employers at Joint Base Langley Eustis.

5. Changes/Problems

a. Changes in approach and reasons for change

Nothing to report.

b. Actual or anticipated problems or delays and actions or plans to resolve them

We had one unanticipated problem involving risks to subjects or others (UPIRSO) during a screening interview on Jan. 25, 2018. That UPIRSO was reported to the VCU IRB, The DARS Human Research Review Committee, and HRPO. We will update the status of that review once all reports are filed.

We have recruited 29 participants and are slightly under our anticipated enrollment of 32 participants. We are reviewing this number with our biostatistician. In the event that it appears that our study is underpowered, we will recruit additional participants in January 2019 for our third cohort.

c. Changes that had a significant impact on expenditures

There have been no changes that had a significant impact on expenditures.

d. Significant changes in use or care of human subjects, vertebrate animals, biohazards, and/or select agents

There have been no changes in the use or care of human subjects.

6. Products

Publications, conference papers, and presentations

a. Journal publications.

Nothing to report.

b. Books or other non-periodical, one-time publications.

Nothing to report.

c. Other publications, conference papers, and presentations.

Schall, C., McDonough, J., & Whittenburg, H. (August 21, 2018). Helping High School-Aged Military Dependents with ASD Gain Employment Skills Through Project SEARCH + ASD Supports at Fort Eustis. Presentation at Military Health System Research Symposium, Orlando, FL.

d. Website(s) or other Internet site(s)

The Deployed 2 Work website provides an overview of the research study, with specific information about internship activities and instructional strategies. <https://vcurrtc.org/deployed2work/>

e. Technologies or techniques

Nothing to report.

f. Inventions, patent applications, and/or licenses

Nothing to report.

g. Other Products

Nothing to report.

7. Participants and Other Collaborating Organizations

a. What individuals have worked on the project?

Name:	<i>Paul Wehman, Ph.D.</i>
Project Role:	<i>Principal Investigator</i>
Researcher Identifier (e.g. ORCID ID):	
Nearest person month worked:	<i>0.96</i>
Contribution to Project:	<i>Overseen all activities on the grant. Provided advice and supervision to staff on the project. Developed agenda for and led expert panel meeting. Has been instrumental in and overseen the submission of all IRB Protocols.</i>
Funding Support:	

Name:	<i>Carol Schall, Ph.D.</i>
Project Role:	<i>Co-Investigator, Research and Project Director</i>
Researcher Identifier (e.g. ORCID ID):	
Nearest person month worked:	<i>2.4</i>

Contribution to Project:	<i>Coordinated with Dr. Wehman to develop agenda for and schedule expert panel meeting. Attended all meetings to discuss project implementation. Answered all inquiries regarding the project from all involved collaborators. Provided ongoing technical assistance to all direct staff at research site. Conducted fidelity checks. Addressed issues related to screening potential participants. Supervised recruitment of Cohort 2 participants. Assisted with development of Family Relocation and Family Member Deployment Plan.</i>
Funding Support:	

Name:	<i>Jennifer McDonough, MS, CRC,</i>
Project Role:	<i>Project Coordinator</i>
Researcher Identifier (e.g. ORCID ID):	
Nearest person month worked:	<i>3.36</i>
Contribution to Project:	<i>Coordinated project activities across all staff and collaborators. Attended all meetings to discuss project implementation. Collaborated with Dr. Schall to provide ongoing technical assistance to all direct staff at research site. Conducted fidelity checks.</i>
Funding Support:	

Name:	<i>Holly Whittenburg, M.Ed.</i>
Project Role:	<i>Co Project Coordinator</i>
Researcher Identifier (e.g. ORCID ID):	
Nearest person month worked:	<i>10.2</i>
Contribution to Project:	<i>Set up and attended all meetings to discuss project implementation. Collaborated with Ms. McDonough to coordinate project activities. Maintained follow-up communication with all collaborating agencies. Coordinated and led Year 2 recruitment activities. Provided ongoing on-site support to direct staff. Developed Family Relocation and Family Member Deployment Plan. Led follow-up meetings with Year 2 Treatment Participants and families.</i>
Funding Support:	

Name:	<i>Thomas Dubois</i>
Project Role:	<i>Job Coach</i>
Researcher Identifier (e.g. ORCID ID):	
Nearest person month worked:	<i>10.2</i>
Contribution to Project:	<i>Developed internships, provided direct job coaching supports to participants in the project. Led job development efforts with Year 1 Treatment Group Participants. Provided job site training services to Year 1 graduates who accepted employment offers. Participated in meetings with Year 2 Treatment participants and families. Conducted travel training for Year 2 Treatment Participants. Assisted with development of Family Relocation and Family Member Deployment Plan.</i>

Funding Support:	
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Name:	<i>Lauren Avellone, Ph.D.</i>
Project Role:	<i>Research Specialist</i>
Researcher Identifier (e.g. ORCID ID):	
Nearest person month worked:	<i>1.2</i>
Contribution to Project:	<i>Coordinated and completed all baseline data collection activities for Year 1 Treatment and Control Group Participants. Coordinated and is in the process of conducting 12-month data collection activities for all Year 1 Treatment and Control Group Participants and baseline data collection activities for Year 2 Treatment and Control Group Participants. Created database.</i>
Funding Support:	

b. Has there been a change in the active other support of the PD/PI(s) or senior/key personnel since the last reporting period?

There have been no changes in active other support of the PI or senior key personnel

c. Other organizations were involved as partners

The following other organizations have been involved as partners in our work on this grant:

Organization Name: the 733rd Mission Support Group, Joint Base Langley Eustis (733 MSG-JBLE)

Location of Organization: Newport News Virginia

Partner's contribution to the project 733 MSG-JBLE provides classroom space and multi-volunteer student internship site for the program.

Financial support; 733 MSG-JBLE do not offer any financial assistance.

In-kind support; 733 MSG-JBLE offers classroom tables and chairs, internet availability, and various office materials and supplies including white board and markers, LDC projector and screen.

Facilities (e.g., project staff use the partner's facilities for project activities); Classroom space

Collaboration (e.g., partner's staff work with project staff on the project); 733 MSG-JBLE business liaison collaborate and have signed a Memorandum of Understanding with all other organizations in the project. See Appendix 5 for signed Memorandum of Understanding.

Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); None

Other; There are no other contributions.

Organization Name: Newport News Public Schools (NNPS)

Location of Organization: Newport News Virginia

Partner's contribution to the project NNPS is the school division operating the Project SEARCH Classroom. They are contributing a teacher and instructional assistant to the project. They also assist in all recruitment activities through their schools.

Financial support; NNPS do not offer any financial assistance.

In-kind support; NNPS offers 2 staff members to the project. They have also offered office equipment and materials including 2 computers, paper, pencils, and other classroom items. Finally, NNPS has offered time from their transition coordinator to supervise the teacher and coordinate the activities of the classroom.

Facilities (e.g., project staff use the partner's facilities for project activities); None

Collaboration (e.g., partner's staff work with project staff on the project); NNPS Staff collaborate and have signed a Memorandum of Understanding with all other organizations in the project.

Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); NNPS staff work on site in the classroom at 733 MSG-JBLE and

Other; There are no other contributions from NNPS

Organization Name: Hampton City Schools (HCS)

Location of Organization: Hampton, Virginia

Partner's contribution to the project HCS is a participating school division in the Project SEARCH Classroom. They also assist in all recruitment activities through their schools.

Financial support; HCS do not offer any financial assistance.

In-kind support; HCS have also offered office equipment and materials including paper, pencils, and other classroom items. Finally, HCS has offered time from their transition coordinator to participate in recruitment and planning meetings.

Facilities (e.g., project staff use the partner's facilities for project activities); None

Collaboration (e.g., partner's staff work with project staff on the project); HCS Staff collaborate and have signed a Memorandum of Understanding with all other organizations in the project.

Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); HCS staff visit the classroom at 733 MSG-JBLE

Other; There are no other contributions from HCS

Organization Name: Williamsburg, James City County Public Schools (WJCCPS)

Location of Organization: Williamsburg, Virginia

Partner's contribution to the project: WJCCPS is a participating school division in the Project SEARCH Classroom. They also assist in all recruitment activities through their schools.

Financial support; WJCCPS do not offer any financial assistance.

In-kind support; WJCCPS have also offered office equipment and materials including paper, pencils, and other classroom items. Finally, WJCCPS has offered time from their transition coordinator to participate in recruitment and planning meetings.

Facilities (e.g., project staff use the partner's facilities for project activities); None

Collaboration (e.g., partner's staff work with project staff on the project); WJCCPS Staff collaborate but have not yet signed a Memorandum of Understanding with all other organizations in the project. They will sign the MOU once they have students who elect to participate in the project.

Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); WJCCPS staff visit the classroom at 733 MSG-JBLE

Other; There are no other contributions from WJCCPS

Organization Name: York County School District (YCSD)

Location of Organization: York, Virginia

Partner's contribution to the project YCSD is a participating school division in the Project SEARCH Classroom. They also assist in all recruitment activities through their schools.

Financial support; YCSD do not offer any financial assistance.

In-kind support; YCSD have also offered office equipment and materials including paper, pencils, and other classroom items. Finally, YCSD has offered time from their transition coordinator to participate in recruitment and planning meetings.

Facilities (e.g., project staff use the partner's facilities for project activities); None

Collaboration (e.g., partner's staff work with project staff on the project); YCSD Staff collaborate and have signed a Memorandum of Understanding with all other organizations in the project.

Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); YCSD staff visit the classroom at 733 MSG-JBLE

Other; There are no other contributions from YCSD

Organization Name: Virginia Department of Aging and Rehabilitative Services (DARS)

Location of Organization: Newport News, Virginia

Partner's contribution to the project DARS is a participating agency in the Project SEARCH Program. They also assist in all recruitment activities through case lists.

Financial support; DARS receives a total of \$68,000 across the 4 years of the grant, (\$17,000 per year) to provide a case manager for all of the students included in the project.

In-kind support; DARS has not offered any in-kind support for the project.

Facilities (e.g., project staff use the partner's facilities for project activities); None

Collaboration (e.g., partner's staff work with project staff on the project); DARS Staff collaborate with all other organizations in the project.

Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); DARS staff visit the classroom at 733 MSG-JBLE

Other; There are no other contributions from DARS

8. Special Reporting Requirements

There are no special reporting requirements for this project.

9. Appendices

See attached

PS + ASD Model

Family Relocation and Deployment Plan

Over the course of our lives, we experience many transitions. One of the most important ones is the transition from high school to adult life. This is an exciting, and sometimes challenging, period of time for many young adults, including youth with Autism Spectrum Disorder (ASD). Making the move from school to work requires young adults with ASD to develop a plan for the future, and then identify and access the supports and services needed to help them achieve their goals. For military dependent youth with ASD, this process may be a bit more complex, due to potential relocations and deployments. The goal of this guide is to provide military dependent youth with ASD and their families the needed information and resources to make the transition from school to work a successful one.

Transition Process

The transition process for youth with disabilities involves two different areas:

- **Transition planning** - Developing postsecondary goals related to critical adult outcomes in areas such as training, education, employment, and independent living
- **Transition services** – Participating in the services needed to achieve postsecondary goals (e.g., work experiences, college counseling, self-advocacy instruction, budget planning)

What Transition Is and Isn't

It can be difficult sometimes to keep straight what should (and shouldn't be) happening during the transition process. The chart below highlights several key transition-related ideas by describing examples and non-examples of effective transition planning and services.

Transition is ...	Transition isn't ...
Collaborative – students, families, special educators, vocational rehabilitation counselors, and other adult service providers work together while the student is in high school to create a plan to prepare him or her for life after school	Sequential – State vocational rehabilitation counselors and other adult service providers only become involved in planning when a student is about to exit high school
Person-centered – The plan for transition incorporates the student's strengths, preferences, and interests. The student participates in meetings where transition planning and services is discussed.	One-size-fits-all – The transition plan is based on available programming or employment areas where “most” students with disabilities work. The student does not always attend meetings where transition is being discussed.
Results-driven – The focus of transition services and activities is on improving the student's academic or functional performance to prepare him or her for life after high school.	Activity-driven – The focus of transition is on participating in a particular program or attending a given course. The transition activities do not link back to specific transition goals or do not necessarily help the student learn the skills he or she needs to achieve his or her goals

Laws Guiding the Transition Process

The Individuals with Disabilities Education Act (IDEA)

For students who receive special education services, IDEA governs school-driven transition planning and services. Specific requirements related to transition within IDEA include:

- Providing transition services that are results-oriented, focused on helping students move from school to adult life, individualized, and include a variety of experiences and instruction to prepare students for life after school,
- IEP planning that starts no later than the year the student turns 16 - although some states may have laws that require transition planning to start sooner than that,
- Measurable postsecondary IEP goals that are based on transition assessments and are linked to the transition services and academic courses of study needed to help reach the goals (cite IDEA/transition doc here)

The Workforce Innovation and Opportunity Act (WIOA)

For students who receive special education services or who have a disability (as defined by section 504), additional pre-employment transition services may be available through WIOA. WIOA requires state vocational rehabilitation agencies to work together with schools, other state agencies, community providers, local workforce development boards, one-stop centers, and employers to develop a variety of work opportunities for transition-aged youth with disabilities *while they are in school*. State vocational rehabilitation agencies are required to provide the following pre-employment transition services:

- Job/career exploration counseling
- Work-based learning experiences
- Postsecondary educational counseling
- Workplace readiness training on social skills and independent living
- Self-advocacy instruction (cite WINTAC here)

Who is Often Involved in the Transition Process?

As students get closer to leaving school, adult agency partners begin to play larger roles in developing strategies and providing services for achieving post-school outcomes. Although the partners involved in the transition process will vary for each student, based on the student's individualized transition goals, the graphic below identifies some of the most common partners in the transition process.

**Certified Rehabilitation
Providers**

Student

Family

Promising Transition Practices for Young Adults with ASD

Recent research indicates that work experiences while in high school are strong predictors of post-school employment success for young adults with ASD and other disabilities (Carter, Austin, & Trainor, 2012; Wehman et al., 2015). Work experiences may take a variety of forms, ranging from traditional community-based instructional programs, to volunteering, to internship programs like Project SEARCH, to paid part-time or summer employment. It's important for students and families to be aware of key features of successful work experience programs. Below is a list of program features, taken from the Project SEARCH + ASD Supports model, which may assist students with ASD in learning the skills needed to make a smooth transition from school to work.

Key Features to Look for in Work Experience Programs (Wehman et al., 2012)

- Goal of competitive, integrated employment for students
- Sustained opportunities to learn work skills and gain work experience in areas related to students' personal career interests
- Ongoing collaboration between school, VR, other adult agencies, students, and families
- Instruction in work-related social skills
- Systematic instruction in learning work tasks
- Use of visual supports and handheld technology to increase student accuracy and independence in performing work tasks
- Development and implementation of positive behavior supports to address problem behaviors within the workplace setting

Considerations for Family Relocations

Planning family relocations can be challenging no matter the circumstances. However, when a military family with a transition-aged youth with ASD relocates, there are several additional factors to consider. First, state agencies have their own rules and policies for accessing support services. Be sure to make contact with state VR and I/DD agencies as soon as possible to start the process for applying for services. Second, if the family member with ASD is still enrolled in high school, learn about transition supports and services available through the local school district's special education transition programming. Remember, transition is individualized

process based on the student’s strengths and interests, so don’t be afraid to advocate for what your student needs. Finally, consider how internship or work experiences gained on prior military installations could transfer to new settings. For example, if your student learned stocking and merchandising skills through an internship at the Exchange department store on your last assignment, she might be interested in applying for a part-time merchandising position at the Exchange department store on the new installation. Below is a list of “to do’s” prior to and after a family relocation.

Transition “To Do’s” during Family Relocations

Before the Move

1. Contact local VR office
2. Contact I/DD state agency
3. Contact new school district special education department (if student hasn’t completed school yet)
4. Check special education department website of local school district in new location – look for transition information
5. Make list of current on-installation employment/internship contacts
6. Ask current employment/internship contacts if they can refer student to their counterparts at new installation

After the Move

1. Request permissive TDY when the soldier arrives at the new unit (to allow more time off to get everything set up)
2. If the student is still in school, schedule meeting with school to discuss transition services
3. Schedule initial meeting with local VR office counselor
4. Schedule initial meeting with state I/DD agency representative

Information to Share with New Settings

After a relocation, the focus shifts to helping the new team get to know your family member with ASD and putting in place the needed supports and services to keep moving forward towards competitive, integrated employment. The goal is to provide schools, VR agencies, other adult service providers, and potential employers with a clear picture of your student’s strengths, skills, interests, and experiences. Use the checklist below to develop a portfolio about your student to share with new partners.

Checklist of Information to Share with New Teams

Getting to Know the Student Information (for schools, VR, adult service providers)

- ___ I’m Determined sheet
- ___ Consumer Profile
- ___ Work-based supports and effective instructional/behavioral strategies for student
- ___ Employment application information sheet

Employment information (for schools, VR, adult service providers, and potential employers)

- ___ Letters of reference from mentors/supervisors
- ___ Internship evaluations
- ___ Letters of support from key people on post
- ___ Video Resume

Assessment Information (for schools, VR, adult service providers)

- ___ Support Intensity Scale results
- ___ Previous diagnostic information
- ___ Social Responsiveness Scale results (self and/or parent report)
- ___ If graduated, IEP Summary of Performance

Considerations for Deployments

Navigating deployments can be difficult for the soldier deploying and for the family members remaining behind. As with relocations, there may be additional considerations for military families with young adults with ASD. We've included a few transition tips for common deployment scenarios.

Transition Tips for Common Deployment Situations

Scenario #1: Family member deploys, young adult with ASD remains in present location

- Link with Army Community Services support groups to build support network for parent remaining behind
- Use technology to keep deployed parent informed of what's happening with young adult's transition from school to work
- Identify and implement supports for young adult
- Keep young adult's service providers and/or employer informed regarding parent's deployment status

Scenario #2: Single parent deploys or dual military parents deploy, young adult with ASD remains in present location

- Share Family Care Plan in advance with school, adult service providers, transition team, onsite staff
- Include review of Family Care Plan in transition planning meetings
- Use technology to keep deployed parent(s) informed of what's happening with young adult's transition from school to work
- Identify and implement supports for young adult
- Keep young adult's service providers and/or employer informed regarding parent's deployment status

Scenario #3: Single parent deploys or dual military parents deploy, young adult moves to new location during deployment

- Make contact with new agencies, follow Family Relocation steps
- Share Family Care Plan in advance with school, adult service providers, transition team, onsite staff
- Include review of Family Care Plan in transition planning meetings
- Use technology to keep deployed parent(s) informed of what's happening with young adult's transition from school to work
- Identify and implement supports for young adult
- Keep young adult's service providers and/or employer informed regarding parent's deployment status

Work Incentives/Benefits Information

Individuals with disabilities and their families may be concerned about the effect of working on Social Security benefits, Medicaid benefits, and military-specific benefits, such as TRICARE. Although it's beyond the scope of this guide to outline the impact of work on benefits, we did want to mention that there are resources available to successfully navigate these systems. For instance, Social Security benefits counselors are available who can help individuals and families determine the effect of working on Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) benefits, including health insurance. Check with your local VR counselor to find out more about accessing these benefits analysis services. Social Security also offers a variety of incentives to help benefits recipients return to or begin work. Finally, representatives for the Defense Enrollment Eligibility Reporting System (DEERS) can also assist families in answering questions about TRICARE health insurance benefits.

Appendix 2: De-Identified Enrollment Log

Principal Investigator:	Carol M. Schall, Ph.D.
Study Title / Number:	Effect of a 9-Month Internship Intervention for Military Dependents with ASD/ HM20008778
IRB-Approved Target Enrollment:	38

Participant ID (or Name, if unassigned)	Eligibility Criteria Met	Date Consent Obtained	Signed/Dated Consent Given to Participant	Gender	Ethnicity	Age	Military Connection	Group
1-1-1	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/11/17	<input checked="" type="checkbox"/>	F	W	19	Connected, Grandfather, Veteran, Navy, Uncle, Veteran, Army	T – C1
1-1-2	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/11/17	<input checked="" type="checkbox"/>	M	B	19	Dependent, Father, Retired, Navy	T – C1
1-1-3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/11/17	<input checked="" type="checkbox"/>	F	H	19	Dependent Father, Active Duty Army, Home	C – C1 C – C2
1-1-4	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/17/17	<input checked="" type="checkbox"/>	M	W	20	Dependent, Retired, Military	C – C1
1-1-5	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/17/17	<input checked="" type="checkbox"/>	M	W	19	Connected, Grandfathers, Retired, Military	C – C1 C – C2
1-1-6	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/17/17	<input checked="" type="checkbox"/>	M	B	19	Dependent, Step-Father and Mother, Active Duty, Army, Home	T – C1
1-1-7	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/17/17	<input checked="" type="checkbox"/>	M	W	18	Connected	C – C-1 T – C2
1-1-8	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/11/17	<input checked="" type="checkbox"/>	M	B	20	Dependent, Father, Retired, Army	C – C1 T – C2
1-15-9	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/26/17	<input checked="" type="checkbox"/>	M	B	19	Connected, Grandfather, Veteran	T – C1
	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>		<input type="checkbox"/>					
1-15-11	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/29/17	<input checked="" type="checkbox"/>	M	B	18	Dependent, Father, Retired, Army	C – C1 T – C2
1-2-12	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/24/17	<input checked="" type="checkbox"/>	F	W	18	Dependent, Father, Retired, Air Force	T – C-1
1-2-13	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/24/17	<input checked="" type="checkbox"/>	M	B	19	Dependent, Father, Active Duty, Navy/Air Force	C – C1
	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>		<input type="checkbox"/>					
1-25-15	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/26/17	<input checked="" type="checkbox"/>	M	W	20	Connected	C – C1 T – C2
1-3-16	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/22/17	<input checked="" type="checkbox"/>	M	B	19	Dependent, Father, Retired	C – C1
	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>		<input type="checkbox"/>					
	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>		<input type="checkbox"/>					

Participant ID (or Name, if unassigned)	Eligibility Criteria Met	Date Consent Obtained	Signed/Dated Consent Given to Participant	Gender	Ethnicity	Age	Military Connection	Group
1-4-19	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	5/25/17	<input checked="" type="checkbox"/>	M	H	20	Connected, Father, Military Veteran	T – C1
2-1-1	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	F	B	20	Dependent Army Reserves	T – C2
2-15-2	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/29/18	<input checked="" type="checkbox"/>	M	W	18	Dependent Custodial Grandfather Vet	C – C2
2-15-3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	2/7/18	<input checked="" type="checkbox"/>	M	B	20	Connected, Mother VA Nurse	T – C2
2-1-4	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	M	B	19	Connected Grandfather Navy Vet	C – C2
2-1-5	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	M	W	20	Connected Grandfather Navy Vet	C – C2
2-1-6	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	M	W	18	Connected Father Civilian Worker at Eustis	T – C2
2-1-7	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	M	W	19	Connected, Grandfather Aunt	C – C2
2-1-8	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	M	W	19	Dependent, Air Force Retiree	C – C2
2-1-9	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/26/18	<input checked="" type="checkbox"/>	M	B	19	Connected, uncle Air Force Retiree	C – C2
2-2-10	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/29/18	<input checked="" type="checkbox"/>	M	W	20	Dependent, Father Army Reserves	C – C2
2-2-11	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/29/18	<input checked="" type="checkbox"/>	M	B	18	Dependent Army Reserves	C – C2
2-25-12	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/29/18	<input checked="" type="checkbox"/>	M	W	19	Dependent, Father, Navy Retiree	C – C2
2-4-13	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/28/18	<input checked="" type="checkbox"/>	M	A	19	Dependent Army Retiree	C – C2
2-4-14	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	1/31/18	<input checked="" type="checkbox"/>	M	W	18	Dependent Army	T – C2
Total Enrolled = 29				F = 4 M = 25	A = 1 B = 12 H = 2 W = 14		Connected = 14 Dependent = 15	T – C1 = 6 T – C2 = 8 C – C1 = 9 C – C2 = 12 Total T = 14 Total C = 21

Appendix 3: Listing of Internship Locations and Descriptions

Internship Location	Internship Descriptions
AAFES Exchange Main Store	<ul style="list-style-type: none"> • Organize, straighten, and merchandise clothing • Stock and clean cash register areas, restock and straighten impulse items • Process incoming clothing shipments in the warehouse
AAFES Exchange Food Court	<ul style="list-style-type: none"> • Operate cash register, expedite meals, prep food items at Taco Bell • Operate cash register at Arby's • Clean and maintain dining room area
Commissary	<ul style="list-style-type: none"> • Check shelves for expired and damaged items, face and straighten shelves • Receive and consolidate stock in warehouse, break down boxes
General Smalls Inn	<ul style="list-style-type: none"> • Vacuum, dust, and clean public areas • Assist with linen inventory and delivery, restock supplies in housekeeping closets
Anderson Field House	<ul style="list-style-type: none"> • Sanitize and check gym equipment for repairs, check guests in at the front desk • Assist crews with field prep and maintenance
McDonald Army Health Center	<ul style="list-style-type: none"> • Sanitize and re-stock patient rooms, make copies, create new patient folders in Dermatology Clinic • Assist with medical records requests, file patient records
Fort Eustis Club	<ul style="list-style-type: none"> • Set up rooms for banquet and party events, bus tables during events, clean public areas

Appendix 4: Preliminary Employment Outcomes for Year 1 Treatment Group Participants

Participant	Job Title	Work Location	Pay Rate	Benefits	Weekly Work Hours
1	Recreation Assistant	McClellan Fitness Center	\$10.34/hr	Yes	40
2	Custodian	Langley Inn	\$9.08	No	20
3	Sales Associate	Exchange Main Store	\$8.00/hr	No	25
4	Bagger	Harris Teeter	\$8.00/hr	No	18
5	Laborer	General Smalls Inn	\$8.38/hr	Yes	20

Appendix 5: Signed Memorandum of Understanding between all Collaborating Partners

MEMORANDUM OF UNDERSTANDING BETWEEN
THE 733^D MISSION SUPPORT GROUP, JOINT BASE LANGLEY EUSTIS (733 MSG-JBLE)
AND
THE VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER (VCU-RRTC)
AND
THE NEWPORT NEWS PUBLIC SCHOOLS (NNPS)
AND
THE HAMPTON CITY SCHOOLS (HCS)
AND
THE COUNTY SCHOOL BOARD OF YORK COUNTY, VIRGINIA (YCSD)
FOR
THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

This is a Memorandum of Understanding (MOU) between the 733 MSG-JBLE, the VCU-RRTC, the NNPS, the HCS, and the YCSD. When referred to collectively, the 733d Mission Support Group and the aforementioned organizations are referred to as the “parties”.

1. PURPOSE

1.1. The purpose of this MOU is to establish a High School Project SEARCH Transition Program at Joint Base Langley-Eustis (JBLE) for unpaid student volunteer interns with Autism Spectrum Disorders (ASD).

1.1.1. The parties will facilitate a High School Project SEARCH Transition Program (Project SEARCH) using unpaid internships to improve the employability of graduating students with ASD.

1.1.2. JBLE will serve as a Project SEARCH multi-volunteer student internship site for the program.

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

2. UNDERSTANDINGS OF THE PARTIES

2.1. All parties agree to the following roles and responsibilities.

2.1.1. 733 MSG-JBLE will:

2.1.1.1 Provide classroom space with tables and chairs to be used as student work areas and instructor space with internet availability.

2.1.1.2. Provide an installation point of contact (POC) whom is available to assist with job site development, introduction of Project SEARCH staff to JBLE staff, review the program internally and attend periodic meetings to discuss, evaluate program progress, and work with the instructor to reinforce installation rules.

2.1.1.3. Assist in the identification of departments interested in participating as Project SEARCH internship sites beginning in September 2017 and facilitate access to those sites for internship analysis by the Project SEARCH staff.

2.1.1.4. Provide Project SEARCH staff and selected students with requirements for installation access and coordinate that access with 733^d Security Forces Squadron (733SFS). JBLE retains the authority to determine access to the installation.

2.1.1.5. Collect and maintain a valid point of contact (POC) for each participating work site.

2.1.1.6. Facilitate base access for any third parties Joint Base Langley-Eustis and the Project SEARCH parties deem appropriate.

2.1.1.7. NOTE: All interns/students and staff must meet DoD entrance requirements of JBLE IAW AFMAN 31-113

2.1.2. NNPS will:

2.1.2.1. Provide for a special education instructor with transition experience to coordinate/teach the program.

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

2.1.2.2. Provide a special education paraprofessional to assist with classroom and internship activities.

2.1.2.3. Assist Joint Base Langley-Eustis in the development of student volunteer internship sites, and coordinate and monitor student internship activities.

2.1.2.4. Facilitate student recruitment activities.

2.1.2.5. Provide general liability insurance for participants.

2.1.2.6. Provide travel reimbursement to teachers for travel related to Project SEARCH.

2.1.2.7. Provide expertise in adaptations and accommodations, and implement as necessary.

2.1.2.8. Facilitate eligibility with Virginia Department of Aging and Rehabilitative Services (DARS) for each student to allow career counseling, job coaching and job development.

2.1.2.9. Coordinate regular meetings to discuss and evaluate program progress with Joint Base Langley-Eustis liaison and Project SEARCH staff.

2.1.2.10. Collect data on student outcomes and report to all partners.

2.1.2.11. Assist with public relation activities to promote Project SEARCH.

2.1.2.12. Provide education and training to Joint Base Langley-Eustis employees regarding supporting people with disabilities in the workplace as necessary

2.1.2.13. Work as a team with other partners to identify intern work sites and perform internship analyses.

2.1.3. HCS and YCSD will:

2.1.3.1. Facilitate student recruitment activities.

2.1.3.2. Provide general liability insurance for participants.

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

2.1.3.3. Facilitate eligibility with DARS for each student to allow career counseling, job coaching and job development.

2.1.3.4. Participate in regular meetings to discuss and evaluate program progress with Joint Base Langley-Eustis liaison and Project SEARCH staff.

2.1.3.5. Participate on the Advisory Committee, which includes establishing student participation criteria guidelines and selecting students for the program.

2.1.4. VCU-RRTC will:

2.1.4.1. Assist the Project SEARCH team in the development of intern work sites, coordinate and monitor intern activities.

2.1.4.2. Coordinate program organization, planning, travel training, and internship site planning.

2.1.4.3. Provide expertise in adaptations and accommodations, and implement as necessary.

2.1.4.4. Provide education and training to JBLE employees regarding supporting people with disabilities in the workplace as necessary.

2.1.4.5. Facilitate meetings with team members from the Parties to this Agreement to discuss and evaluate program progress.

2.1.4.6. Assist with public relation activities to promote the Project SEARCH program.

2.1.4.7. Work with participating organizations to make available the managers of the departments that are being used as work sites to provide direction, feedback and evaluation during their internship rotations.

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2.1.4.8. Work as a team with other partners to identify intern work sites and perform internship analyses.

2.1.4.9. Provide job coach services to Project SEARCH students.

2.1.4.10. Provide consistent job coaching staff from initial internships through successful community employment.

2.1.4.11. In coordination with DARS, provide expertise and assistance in adaptations and job accommodations.

2.1.4.12. In coordination with DARS, assist with the identification of potential funding support for follow along services for students who secure employment, to include Social Security Administration Ticket to Work using Employment Network Partnerships Plus or other models.

2.1.4.13. Participate in the student selection process as a participating partner of the advisory committee.

2.1.4.14. Attend regular meetings to discuss and evaluate program progress.

2.1.4.15. Assist with public relation activities to promote the Project SEARCH program.

3. PERSONNEL:

3.1. Each Party is responsible for all costs of its personnel, including pay and benefits, support, and travel. Each Party is responsible for supervision and management of its personnel.

4. GENERAL PROVISIONS:

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

4.1. POINTS OF CONTACT:

4.1.1 The following points of contact will be used by the Parties to communicate in the implementation of this MOU. Each Party may change its point of contact upon reasonable notice to the other Party.

4.1.2. For 733 MSG-JBLE

4.1.2.1. Primary: David Harvey, (757) 878-3847, david.b.harvey14.civ@mail.mil

4.1.2.2. Secondary: Lorenzo Riddick, (757) 878-2200, lorenzo.riddick.civ@mail.mil

4.1.3. For VCU-RRTC

4.1.3.1. Primary: Carol Schall, Ph.D., (804) 828-6979 / (804) 380-0337,
cmschall@vcu.edu

4.1.3.2. Secondary: Paul Wehman, Ph.D., (804) 827-0581,
pwehman@vcu.edu

4.1.4. For NNPS

4.1.4.1. Primary: Michele Mitchell, Ed.D., (757) 283-7850 x10405,
Michele.mitchell@nn.k12.va.us

4.1.4.2. Secondary: Richard Durmeyer, (757) 283-7850 x10528,
Richard.Durmeyer@nn.k12.va.us

4.1.5. For HCS

4.1.5.1. Primary: Debra Butler, (757) 727-2419, dbutler@hampton.k12.va.us

4.1.5.2. Secondary: Melody Harris, (757) 727-2421, mharris2@hampton.k12.va.us

4.1.6. For YCSD

4.1.6.1. Primary: Chiquita Seaborne, (757) 833-2147, cseaborne@ycsd.york.va.us

4.1.6.2. Secondary: Elaine Gould, Ph.D., (757) 898-0455, egould@ycsd.york.va.us

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

4.2. FUNDS AND MANPOWER:

4.2.1. This MOU does not document nor provide for the exchange of funds or manpower between the Parties nor does it make any commitment of funds or resources.

4.3. MODIFICATION OF MOU:

4.3.1. This MOU may only be modified by the written agreement of the Parties, duly signed by their authorized representatives. This MOU will be reviewed annually on or around the anniversary of its effective date, and triennially in its entirety.

4.4. DISPUTES:

4.4.1. Any disputes relating to this MOU will, subject to any applicable law, be resolved by consultation between parties.

4.5. TERMINATION OF UNDERSTANDING:

4.5.1. This MOU may be terminated in writing at will by either Party within 14 days of written notice.

4.6. TRANSFERABILITY:

4.6.1. This MOU is not transferable except with the written consent of the Parties.

4.7. ENTIRE UNDERSTANDING:

4.7.1. It is expressly understood and agreed that this MOU embodies the entire understanding between the Parties regarding the MOU's subject matter.

4.8. EFFECTIVE DATE:

4.8.1. This MOU will take effect beginning on the day after the last Party signs.

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

4.9. EXPIRATION DATE:

4.9.1. This MOU expires three years from the date of final MOU approval unless sooner terminated in accordance with paragraph 4.5 above.

5. AGREEMENT AND ADMINISTRATION:

5.1. All provisions contained herein are intended to coordinate the above mentioned procedures ensuring the safety of all students and staff of Project SEARCH, while also adhering to safety and security measures of the installation.

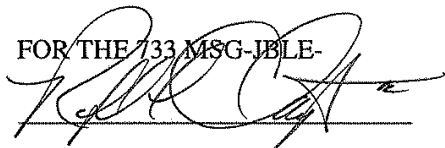
6. INDEMNIFICATION CLAUSE:

6.1. The VCU-RRTC, the NNPS, the HCS, and the YCSD agree to the extent allowed pursuant to the Virginia Tort Claims Act, VA Code section 8.01-195 et seq. and all other applicable Virginia law, to be responsible for the negligent acts or omissions of their officers, employees or agents, arising out of their obligations under this agreement.

6.2. Claims against the 733 MSG-JBLE for the negligent acts or omissions of their officers, employees or agents, arising out of their obligations under this agreement shall be, to the extent permitted by law, adjudicated under the Federal Tort Claims Act (FTCA), 28 U.S. Code 1346(b).

APPROVED this 11 day of SEPTEMBER, 2017.

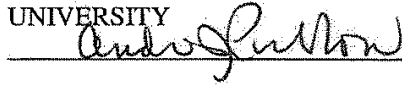
FOR THE 733 MSG-JBLE-



RALPH L. CLAYTON III
COL, U.S. ARMY
Commanding

11 SEP 2017
Date

FOR VIRGINIA COMMONWEALTH UNIVERSITY



Andrea J. Publow, CRA, MFA
VCU Director of Sponsored Programs
Government/NonProfit Support

8/31/2017
Date

THE PROJECT SEARCH PROGRAM AT JOINT BASE LANGLEY EUSTIS

FOR THE NNPS-

Michele Mitchell

Michele Mitchell, Ed.D.
Executive Director
Student Advancement

August 31, 2017
Date

FOR THE YCSD-

Victor Shandor *JS*

VICTOR SHANDOR, Ed.D.
Superintendent

September 5, 2017
Date

FOR THE HCS-

Margaret Mathews

MARGARET MATHEWS
Director of Special Education

September 1, 2017
Date