<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Supervisor/Contact</th>
<th>Student Population</th>
<th>Age Range</th>
<th># of Students</th>
<th># of Teachers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duncan Lake Transition Program</td>
<td>Caledonia (Admin Building)</td>
<td>Mindy Duba 891-0219</td>
<td>ASD, CI</td>
<td>18-21</td>
<td>10-15</td>
<td>1</td>
<td>Two year program to prepare students for the next educational program, placement within the community or completion of postsecondary goals.</td>
</tr>
<tr>
<td>Grandville Transition Program</td>
<td>Grandville (High School)</td>
<td>Angie Thoburngh 254-6777</td>
<td>ASD, CI</td>
<td>18-21</td>
<td>10-15</td>
<td>1</td>
<td>Two year program to prepare students for the next educational program, placement within the community or completion of postsecondary goals.</td>
</tr>
<tr>
<td>Forest Hills Transition Center</td>
<td>Forest Hills (Northern)</td>
<td>Sarah Castro 493-8660</td>
<td>ASD, CI</td>
<td>18-26</td>
<td>20-25</td>
<td>2</td>
<td>The program is focused on life skills, work-based experiences and functional/social/affective skills working towards supported and independent vocational experiences within a functional curriculum.</td>
</tr>
<tr>
<td>Kentwood Transition</td>
<td>Kentwood (Alternative High School)</td>
<td>Sharon O'Donnoghue 554-3980</td>
<td>ASD, CI, EI, SLD, TBI</td>
<td>18-26</td>
<td>20-25</td>
<td>2</td>
<td>The program is focused on life skills, work-based experiences and functional/social/affective skills working towards supported and independent vocational experiences within a functional curriculum.</td>
</tr>
<tr>
<td>RITS Cedar Springs</td>
<td>Cedar Springs (High School)</td>
<td>Stacie Voskuti Kim Norman 361-3446</td>
<td>ASD, CI TBI</td>
<td>18-26</td>
<td>11-15</td>
<td>1</td>
<td>RITS #1 Integrates students in small groups into the community for functional academics and to learn communication, safety, and social skills in preparation for RITS #2 or adult agency supports and services.</td>
</tr>
<tr>
<td>RITS Rockford</td>
<td>Rockford (Admin Building)</td>
<td>Kirsten Myers Kim Norman 361-3446</td>
<td>ASD, CI, EI, OHI, SLD</td>
<td>18-26</td>
<td>50-60</td>
<td>3</td>
<td>RITS #1 is primarily for students ages 18-26 who are sole and independent in the community and need 1 to 2 more years of Transition programming. The main focus is work-based learning &amp; employment, and connecting to adult agency supports.</td>
</tr>
<tr>
<td>Project Search</td>
<td>GRPS Spectrum Health and Fifth Third</td>
<td>Sara Larkin 819-2366</td>
<td>ASD, CI, EI, OHI, SLD</td>
<td>16-26</td>
<td>15-25</td>
<td>2</td>
<td>Provides employment and education opportunities through workforce development in an employer supported experience with on-site job coaching in preparation for competitive employment.</td>
</tr>
</tbody>
</table>
## Center Based Transition Programs for Young Adult Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Supervisor/Contact</th>
<th>Student Population</th>
<th>Age Range</th>
<th># of Students</th>
<th># of Teachers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Transition Campus</td>
<td>GRPS - Main Sites: Mayfield and Straight Offsite: Cook Art Center, Mary Free Bed, First Place, Eberhard Center, North Kent</td>
<td>Laura Ochoa 819-2741</td>
<td>ASD, CI, OHI, PI, SXI, TBI, VI, HI</td>
<td>18-26</td>
<td>250</td>
<td>21</td>
<td>An &quot;Empowerment Model&quot; of transition services and support with &quot;intentional curriculum&quot; specific to individual visions. Young adults are active members in the development, implementation, and execution of an Individual Life Plan. The plan aligns with IEP Transition Goals and Activities as well as IEP Goals. The collaboration of plans allows them to develop, practice, and apply skills in the areas of daily living, community participation, employment, and education and training to become as independent as possible in order to build a productive future. Site placements are determined and adjusted by level of independence and support needed.</td>
</tr>
<tr>
<td>KEC Beltline</td>
<td>GRPS - KEC Beltline</td>
<td>Jim Polasek 819-1365</td>
<td>ASD, CI, EI, OHI, TBI</td>
<td>18-26</td>
<td>15</td>
<td>2</td>
<td>Provides services to students with severe emotional impairments.</td>
</tr>
<tr>
<td>Lincoln Development Center</td>
<td>GRPS - Lincoln Development Center</td>
<td>Steve Kadau 819-2750</td>
<td>SXI, TBI</td>
<td>18-26</td>
<td>18</td>
<td>2</td>
<td>Provides services to students aged 5 to 26 with severe multiple impairments. Transition instruction focuses on skills that encourage the highest level of independence for each individual student.</td>
</tr>
<tr>
<td>Lincoln School</td>
<td>GRPS - Lincoln School</td>
<td>819-2762</td>
<td>ASD, CI, OHI, SXI</td>
<td>18-26</td>
<td>75</td>
<td>10</td>
<td>Provides services to students aged 5 to 26 with moderate to severe cognitive impairments and autism spectrum disorder. Transition instruction focuses on skills that encourage the highest level of independence for each individual student. Community Based Instruction is conducted for students on an individual basis according to family and student need. Regions 1, 2, 4</td>
</tr>
<tr>
<td>Pine Grove Learning Center</td>
<td>GRPS - Pine Grove Learning Center</td>
<td>Keith Hutchins 819-6466</td>
<td>ASD, CI, OHI, SXI</td>
<td>18-26</td>
<td>26</td>
<td>5</td>
<td>Provides services to students aged 5 to 26 with moderate to severe cognitive impairments and autism spectrum disorder. Transition instruction focuses on skills that encourage the highest level of independence for each individual student. Community Based Instruction is conducted for students on an individual basis according to family and student need. Region 3</td>
</tr>
</tbody>
</table>


EVIDENCE BASED PREDICTORS IN SECONDARY TRANSITION

There are many transition services that are reported to have a likelihood of positive post-school outcomes. Even though there is not sufficient research yet to indicate the effect size of each service, through research and experience we can determine the essential transition system services/student skills.

Based on your experience, what are top 5 predictors of post-school success?

What are the article's conclusions?

Vocational Rehabilitation Outcomes for Students Participating in a Model Transition Program

Richard Luecking, Ed.D. & Ellen Fabian, Ph.D.

This study examined vocational rehabilitation service and outcome differences between youth with disabilities who participated in a model transition intervention and youth with disabilities who did not (Luecking, Fabian, Contryear, Honeycutt, & Luecking, 2017). The transition model featured research supported components integrated into a single service model and implemented across eleven Maryland school districts from 2007 - 2013. Using administrative data extracted from the Maryland Division of Rehabilitation Services (DORS), we compared service and outcome data for participants with that of non-participants.
Several major findings emerged. Model participants: 1) experienced a shorter time from eligibility to development of the Individual Plan for Employment (IPE), but longer open cases; 2) received more job related services and less assessment and diagnostic services; cost less to serve; 3) achieved significantly higher employment rates at case closure; and 4) worked slightly fewer hours and earned less per week at closure. These results have implications for vocational rehabilitation (VR) practice with students and youth with disabilities, especially in the context of transition service requirements of the Workforce Innovation and Opportunity Act (WIOA).

**Research Methods**

Through a competitive process, DORS selected 11 of the 24 county-wide school districts in Maryland to pilot and implement a model intervention called the Maryland Seamless Transition Collaborative (MSTC). Each participating school district received a small sub-grant to plan and implement the model over 2 years between 2007 – 2013. The model was intended to be applicable to any high school student with a disability potentially eligible for DORS services, regardless of disability category (Luecking & Luecking, 2015).

**Intervention**

The intervention components were derived from the Guideposts for Success (NCWD-Y, 2005), with additional features related to VR case initiation, and included: discovery, emphasizing self-determined planning the development of work experience and jobs; individualized work experiences; individualized paid integrated employment; family supports; early VR case initiation that occurred no later than the second school year prior to projected school exit; systems linkages and collaboration represented by an interagency, cross functional team of professionals in each participating community. The collaborators included secondary education personnel, VR counselors, community rehabilitation providers (CRPs), intellectual/developmental disabilities and mental health agencies, and other community program representatives as relevant to the projected support needs of individual students. Figure 1 illustrates the model's flow of services. Each site received planning and implementation technical assistance from DORS partner, TransCen, Inc., an organization experienced in transition service implementation and evaluation.

**Sample**

DORS provided the administrative data for analysis. The files they provided included (1) all MSTC youth and (2) all non-MSTC youth under the age of 22 at application and determined eligible between July 1, 2007 and June 30, 2013. The treatment group consisted of VR applicants who were identified as participants in the model program. The comparison group consisted of VR applicants who resided in the 11 participating counties, but who did not themselves participate in the model intervention. The final sample included 377 MSTC youth and 6,111 non-MSTC youth.
Figure 1

MSTC Services Flow Chart

Analytical Approach
The data allowed for a non-experimental impact analysis of the MSTC program. To reduce dissimilarities on observable characteristics between MSTC participants and non-participants, we employed an inverse probability of treatment (IPT) weighting approach. We tested the hypothesis that MSTC participants differed from non-participants in selected key VR application, service, and outcome measures.

Results
MSTC participants experienced a shorter time for eligibility determination by an average of a little over five (5) days and experienced a much shorter average time between eligibility determination and Individual Plan for Employment (IPE) (132 days vs. 238 days).

A higher percentage of MSTC participants received job search assistance (37.1% vs. 30.2%), and on-the-job supports (45.9% vs. 21.4%). Non-MSTC participants received more rehabilitation technology (20.7% vs. 10.9%), assessment (66.9% vs 52.0%), diagnosis and treatment (15.5% vs. 7.4%), college training (9.0% vs. 3.2%), and other services (23.2% vs. 14.1%). The average cost of purchased services was almost $1,200 higher for non-MSTC participants compared to MSTC participants. Table 1 presents a comparison of service receipt by the two groups.
### Table 1

<table>
<thead>
<tr>
<th>Service Receipt Comparison</th>
<th>MSTC</th>
<th>MSTC County Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time between application and eligibility (days)</strong></td>
<td>26.97</td>
<td>31.92</td>
</tr>
<tr>
<td>N=344</td>
<td>N=4,312</td>
<td></td>
</tr>
<tr>
<td><strong>Time between eligibility &amp; IPE (days)</strong></td>
<td>131.77</td>
<td>237.71</td>
</tr>
<tr>
<td>Obtained IPE (%)</td>
<td>91.2</td>
<td>73.7</td>
</tr>
<tr>
<td>Any Service Received (%)</td>
<td>80.6</td>
<td>81.2</td>
</tr>
<tr>
<td>Job training</td>
<td>17.5</td>
<td>13.5</td>
</tr>
<tr>
<td>Job search assistance</td>
<td>37.1</td>
<td>30.2</td>
</tr>
<tr>
<td>On the job supports</td>
<td>45.9</td>
<td>21.4</td>
</tr>
<tr>
<td>Rehabilitation technology</td>
<td>10.9</td>
<td>20.7</td>
</tr>
<tr>
<td>Assessment</td>
<td>52.0</td>
<td>66.9</td>
</tr>
<tr>
<td>Diagnosis and treatment</td>
<td>7.4</td>
<td>15.5</td>
</tr>
<tr>
<td>College training</td>
<td>3.2</td>
<td>9.0</td>
</tr>
<tr>
<td>Other training</td>
<td>15.1</td>
<td>19.5</td>
</tr>
<tr>
<td>Other services</td>
<td>14.1</td>
<td>23.2</td>
</tr>
<tr>
<td><strong>Average total cost of purchased services</strong></td>
<td><strong>$2,728.78</strong></td>
<td><strong>$3,924.88</strong></td>
</tr>
</tbody>
</table>

Almost 42% of MSTC participants were employed at closure compared to less than 24% of non-MSTC participants. Conversely, fewer MSTC participants (34.5%) experienced case closure without employment than non-MSTC participants (48.6%).

Of those employed at closure, MSTC participants earned an average of $8.02 per hour, compared to an average of $8.54 per hour earned by non-MSTC participants. MSTC participants worked slightly fewer hours per week (22.1) than non-MSTC participants (24.8). The resultant weekly earnings at closure yielded a difference of almost $36 between the two groups ($218.92 vs. $182.86). Table 2 presents a comparison of the case and employment outcomes of the two groups.
Table 2
Closure Outcomes Comparison

<table>
<thead>
<tr>
<th></th>
<th>MSTC Mean (standard error)</th>
<th>MSTC County Comparison Mean (standard error)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 377</td>
<td>N = 6,111</td>
</tr>
<tr>
<td><strong>Closure Outcome (%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed with employment</td>
<td>41.9</td>
<td>23.4</td>
</tr>
<tr>
<td>Closed without employment</td>
<td>34.5</td>
<td>48.6</td>
</tr>
<tr>
<td>Still receiving services at time of data extract</td>
<td>23.6</td>
<td>28.0</td>
</tr>
<tr>
<td><strong>Of those employed at closure</strong></td>
<td>N=158</td>
<td>N = 1,622</td>
</tr>
<tr>
<td>Wages at closure</td>
<td>$8.02</td>
<td>$8.54</td>
</tr>
<tr>
<td>Weekly hours worked at closure</td>
<td>22.11</td>
<td>24.76</td>
</tr>
<tr>
<td>Weekly earnings at closure</td>
<td>$182.86</td>
<td>$218.92</td>
</tr>
</tbody>
</table>

Conclusions
Implications for Practice
The results of this evaluation of a comprehensive multi-site transition intervention offer several implications and recommendations for rehabilitation practice. First, it appears that early case initiation may have a positive impact on service outcomes for transitioning youth, a finding consistent with the new WIOA regulations requiring more active outreach and case referral by VR counselors of youth with disabilities eligible or potentially eligible for VR services while still enrolled in school.

Second, VR counselors might want to increase procurement and/or use of vocationally-oriented services (such as job search assistance and on-the-job supports), as these employment-related services appear to lead to more successful case closures for youth, and these services are included in the description of Pre-employment Transition Services in WIOA. It further suggests that of the five categories of Pre-employment Transition Services allowed under WIOA, work-based experience should be a priority as VR counselors authorize these services for students and youth on their caseloads.

A final and critical implication for rehabilitation practice is the value of inter-agency collaboration, also a requirement of WIOA, as these results suggest that VR service costs can be reduced when braided with school and other community resources. We anticipate an expanded role for VR counselors in active participation on inter-agency teams as they move forward to implement WIOA regulations, and improve employment outcomes for students and youth with disabilities.
Application for
2018-2019
School Year

GRPS
my choice
Grand Rapids Public Schools

Fifth Third Bank

SPECTRUM HEALTH

HOPE NETWORK
NEURO REHABILITATION

MRS PROMOTING ABILITIES
Michigan Rehabilitation Services
Application Timeline
2018-19

11/03/17

• Deadline to sign up for 11/08/17 Group Tours **

11/24/17

• Deadline to sign up for 11/29/17 Group Tours **

** Options:

• Sign up for a group tour on 11/08 or 11/29/17

• Sign up for an individual tour by contacting:
  
  o Fifth Third Bank Project SEARCH: Norma Golden, Teacher
    616-653-2042 (classroom) / goldenn@grps.org
  
  o Spectrum Health Project SEARCH: Araldo Melendez, Teacher
    616-391-9731 (voice mail for information requests and tours) / melendaza@grps.org

1/31/18

• Project SEARCH Application Deadline – Application includes:
  
  o School staff referral form, school records, and student application

3/27 & 3/28/18

• Fifth Third Project SEARCH Interviews

3/28 & 3/29/18

• Spectrum Health Project SEARCH Interviews

First week of June

• Transition IEPs for accepted applicants

8/27/18 (Tentative)

• School begins. Student reports to hospital or bank at 8:00am.
Project SEARCH
High School Transition Program
CANDIDATE PROFILE

A Project SEARCH Candidate must:

1. Have the desire and plan to work competitively in the community at the conclusion of the Project SEARCH program (at least 20 hours/week at minimum wage or more).

2. Be 18-26 years of age.

3. Be referred by a school staff from his or her IEP team.

4. Have toured a Project SEARCH site or attended information session & expressed the desire to participate.

5. Be eligible for Special Education Services. This means you are:
   - Enrolled in a public school or have made contact and have agreement with resident district about a plan to enroll
   - Have an up-to-date IEP and REED or arrangements made with resident district to have an updated IEP / REED completed
   - If student attends a private school and has a Non-Public Service Plan in place, a plan for enrollment, IEP, & REED should be made with the resident district / public school.

6. Agree that this will be the last year of student services, and student will accept certificate of completion or diploma at the end of the Project SEARCH school year.

7. If on a diploma track, have approval from the resident district and Project SEARCH school staff to complete remaining academic credits while at Project SEARCH during the time allowed for classroom (8-10:00am Mon-Fri). Diploma bound students will be evaluated/accepted case by case.

8. Be able to benefit from and in need of vocational training before competitive employment

9. Have reliable attendance.

10. Have independent daily living, personal hygiene and grooming skills.

11. Maintain appropriate behavior and social skills in the workplace.

12. Take direction from supervisors and change behavior.

13. Be able to communicate effectively.

14. Have interest training in a healthcare or business setting.

15. Understand that Project SEARCH is an unpaid internship.

16. Have a plan to utilize independent transportation options, and be trained to travel independently.

17. Have previous experience in a work environment (school, volunteer, and/or paid work).

18. Demonstrate or show clear potential for working independently in the Project SEARCH setting for up to 4 hours at a time.

19. Meet eligibility requirements for Michigan Rehabilitation Services.

20. Pass drug screen and criminal background check, and have up-to-date immunizations.

21. Meet host business usual employee requirements.

22. Complete application and interview process.

Goal: 12 interns and 3 alternates at each site

Revised 10/24/17 – Referral & Application Packet p. 3
Referral / Application Packet Checklist

☐ Project SEARCH Referral Form (school staff completes)
☐ Current IEP .................................................................
☐ Most recent MET (including scores or psychology report)
☐ Attendance Record ........................................................
☐ Project SEARCH Application .........................................
☐ Copy of State ID ...........................................................
☐ Copy of Social Security Card .........................................
☐ Guardianship Papers (if applicable)* ..............................

*This is for students who are over 18 and have a guardian established by court order. If this is the case, please provide a copy of guardianship/legal papers with your application

Date received by Project SEARCH

Return completed packet to:
Cathy Piechocki
1250 Sigsbee St SE Grand Rapids, MI 49506
Office: 616-819-2759
Fax: 616-819-2200
E: piechockic@grps.org

Application and Selection Guidelines

The purpose of the application packet is to outline the skill set of the Project SEARCH student candidate and to enable the Selection Committee* to assess each student candidate’s skills, abilities and background. A parent, student, counselor, teacher or employer may be contacted by the Selection Committee to gather additional information. Our goal is to select students who will be successful at a host business site and who have the desire and plan to be competitively employed after the program.

- If accepted, an IEP will be developed with the IEP team for the 2018-19 school year.
- If accepted, student must be able to pass a criminal background check and drug screen.

* Please note: The Project SEARCH Selection Committee will include a GRPS Project SEARCH administrator, representatives from the host business, a Michigan Rehabilitation Services Counselor, Hope Network staff and other agency/school representatives.

Revised 10/24/17 - Referral & Application Packet p. 4
REFERRAL FORM
Project SEARCH of Kent County
Post Secondary Transition Program

In which Project SEARCH site is the student interested?
☐ Fifth Third  ☐ Spectrum Health

Today's Date: _____________________________

Student's Full Name: _____________________________

Resident District: _____________________________

Date of Birth: _____________________________

School Staff Referring Student: _____________________________

Job Title: _____________________________

School: _____________________________

School Staff Phone: _____________________________

School Staff E-mail: _____________________________

Office Hours/Good time to reach me: _____________________________

Parental rights and age of majority (check the box next to the statement that applies):

☐ The student is age 17 and will be 18 by August 27, 2018 or by (Date of Birth): ____________

☐ The student has turned 18 and the student and parent were informed of parental rights that were transferred to the student at age 18, including the right/responsibility to sign paperwork such as release of information forms.

☐ The student has turned 18 and there is a guardian established by court order. If this is the case, please provide a copy of guardianship papers with this form.

Please read Candidate Profile / Participation Criteria on p. 3 of application packet & check one:

☐ I have seen the Project SEARCH participation criteria and the student meets criteria 1-18

* The Project SEARCH Selection Committee will determine if the candidate meets criteria 19-22

☐ I have concerns about the following criteria:

Please list 3 job-related strengths the student has:

1. __________________________________________

2. __________________________________________

3. __________________________________________

Please list 3 job-related skill areas that need improving during the time at Project Search:

1. __________________________________________

2. __________________________________________

3. __________________________________________

Revised 10/24/17 – Referral & Application Packet p. 5
REFERENCES (From school and any prior work experience):

Recommended people to list as references: Kent Transition Center (KTC) staff, Your Michigan Rehabilitation Services (MRS) Counselor if applicable, agency Supports Coordinator or Community Living Supports (CLS worker), or supervisor employed by business where you worked, volunteered, or did work based learning

<table>
<thead>
<tr>
<th>Name</th>
<th>School or work?</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return completed packet* to:

Cathy Piechocki  
1250 Sigsbee St SE Grand Rapids, MI 49506  
Office: 616-819-2759  
Fax: 616-819-2200  
E: piechockic@grps.org

* Complete packet includes:

Project SEARCH referral form, IEP and MET, attendance record, Project SEARCH application, Copy of State ID, Copy of Social Security Card, Guardianship Papers (If applicable)
Grand Rapids Public Schools  
Project SEARCH  
APPLICATION FOR 2018-19 ADMISSION

Student is applying for (check one):  □ Fifth Third Bank  □ Spectrum Health  □ Both

Student is living with (check one):  □ Parent  □ Independently  □ Other  

<table>
<thead>
<tr>
<th>Applicant's Personal Data:</th>
</tr>
</thead>
</table>
| Name:  
| Last  | First  | Middle  |
| Address:  
| Street  | City  | Zip Code  |
| Student Home Phone:  | Student Cell Phone:  |
| Student E-mail:  |
| Last 6 digits of student's social security number:  |

| Parent Name:  |
| Parent Home Phone:  | Parent Cell Phone:  |
| Parent Work Phone:  |
| Parent E-mail:  |

| Doctor's Name:  
| Last  | First  | Phone number  |

Are you over 18 and your own legal guardian?  □ Yes  □ No  □  

If you are 18 or older, has someone **been to court** to become your legal guardian? If yes, please include a copy of the guardianship papers from the court with this application and provide legal guardian's name/number below.  □ Yes  □ No  □

Legal Guardian's Name:  
Phone:  

Is there someone other than a legal guardian who helps you make decisions (i.e. parent, family member, or caregiver)? If yes, who?  

Are the people who help you make decisions in support of you working?  □ Yes  □ No  □

Men's shirt size (Spectrum Health applicants only)  
Sm  □  Med  □  L  □  XL  □  XXL  □
EMPLOYMENT BACKGROUND:

If accepted, do you plan to work **during** the Project SEARCH Program? [Yes □ No □]

If you are not selected for Project SEARCH, or if you opt not to participate, what other options have you discussed with your school staff or MRS counselor?

CRIMINAL BACKGROUND:

*Please Note:* Criminal background screens will be conducted on individuals prior to placement in a Project SEARCH internship. These screens include felonies/misdemeanor convictions. We will not automatically exclude applicants with criminal records from consideration but will consider the nature of the offense, the time that has passed, and whether it is relevant to the internship duties.

Have you ever been convicted of a felony or misdemeanor? [Yes □ No □]

If yes, what was the offense and when did it happen?

<table>
<thead>
<tr>
<th>Student/Parent/Guardian Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Since the goal of Project SEARCH is competitive employment, parent/student agrees that upon successful completion of this transition program, the expectation is that student will accept their Certificate of Completion or Diploma and maintain focus on employment.</td>
</tr>
<tr>
<td>2. Certificates of Completion or Diplomas are awarded to students from their district of residency after the successful completion of a Project Search internship.</td>
</tr>
<tr>
<td>3. Student cannot accept Certificate of Completion or Diploma from high school unless all requirements are met.</td>
</tr>
<tr>
<td>4. Equal Opportunity: Placement will be made without regard to race, color, national origin, sex, age, religion or presence of a disability.</td>
</tr>
<tr>
<td>5. An application is not a guarantee of placement in Project SEARCH.</td>
</tr>
</tbody>
</table>

Return completed packet* to:

Cathy Piechocki  
1250 Sigsbee St SE Grand Rapids, MI 49506  
Office: 616-819-2759  
Fax: 616-819-2200  
E: piechockic@grps.org

*Complete packet includes:

Project SEARCH referral form, IEP and MET, attendance record, Project SEARCH application, Copy of State ID, Copy of Social Security Card, Guardianship Papers (if applicable)
Grand Rapids, MI 49503
300 E Ishiwat Ave SW
screen@ridetherapid.org
616-456-714
Please call or e-mail
Travel Training Program.
For more information on The Rapid

Trainees can meet with you
going through business our travel.
If you are a person with a disability
or school program to participate
have to be involved with any agency
This is a free service; you do not

Scan this QR code with your smartphone to visit our website.
One-on-One Travel

This individualized travel training instruction program offers a personalized plan and assistance. One of The Rapid's Travel Trainers will accompany you on the bus until you feel confident traveling on your own. The Travel Trainer will meet with you at your home and ride with you gradually fading assistance as you learn how to use the fixed route bus. You will soon be able to travel independently while saving money and the planet!

Our One-on-One Travel Training Program includes the following:

- Schedule reading, fare information and transfer guidance
- Route planning
- Trip planning suggestions
- Ongoing training for new routes
- Pedestrian safety and awareness

Group Familiarization

This program includes tours of our LEED-certified Rapid Central Station or Operation Center for an overview of The Rapid's services. Group familiarization can be arranged for groups under 25.

Vehicle Familiarization

The Rapid provides information and practical experience for boarding fixed route buses. All of our stops have cement pads and our fixed route buses are wheelchair accessible with low-floor ramped boarding. Contact us if you use a mobility device and would like personalized familiarization to our fixed route bus service.

Get The Word On Travel Training:

- I referred my 17-year-old student who needed assistance in learning to ride. This great program gives students with special needs the opportunity to be more independent.
  
  **Jim DeBruyn** — teacher at Godwin High School

- It was exciting to have an out of service bus pull right up to our building. It made many seniors feel more comfortable using the city bus in order to practice boarding using the ramp with their mobility devices or walkers!
  
  **Erin Wieczorek, LMSW** — Mt. Mercy Apartments, Grand Rapids Housing Commission

- Our program serves young adults (18-21) and our focus is on functional life skills training.
  
  **The Travel Trainers at The Rapid have offered community-based safety training with students. We have been able to take this information and implement a solid, effective public transportation component to our program.**

  **Bryant Doming — Grandville Public Schools Region III Transition program**
Explore Project SEARCH.
Make a difference in your future.
Start now.

School-to-Work Program
Training & Review
Internship Assignment
Training
(Fill in required)

Your Future

It's Your Future

Fifth Third Bank
(616) 653-2042
Spectrum Health

Train to be a Project SEARCH Teacher

To set up a tour today:
Teacher or call a Project SEARCH Teacher

We want to meet you and share
Why Grand Rapids Project SEARCH

IS YOUR NEXT STEP
Project SEARCH

At Grand Rapids
Begin
DON’T CALL IT A DREAM, CALL IT A PLAN.

YOUR PLAN STARTS HERE

CONSIDER GRAND RAPIDS PROJECT SEARCH

- Learn about the world of work.
- Intern at a high profile company in Kent County.
- Develop job skills to gain a future pay check and increase your independence.
- Apply knowledge learned in the class-room.

WHO CAN BECOME A PROJECT SEARCH INTERN?

A student who:
- Is between 18 and 26 years of age
- Understands and demonstrates excellent attendance
- Is determined to find work when the internship ends
- Is interested in valuable life skills in an authentic environment

Application process will be shared.