REQUEST FOR QUALIFICATIONS

RFx Number: RFQ 3120003211

<u>To Provide</u>: Pre-Employment Transition Services

Program – Workforce Innovation & Opportunity Act

Issue Date: September 4, 2025

CLOSING LOCATION

Mississippi Department of Rehabilitation Services Office of Vocational Rehabilitation 1281 Highway 51 North Madison, Mississippi 39110

REQUEST FOR QUALIFICATIONS COORDINATOR

Lee Shirley, Director of Contracts

<u>Telephone</u>: (601) 853-5217

Email: lshirley@mdrs.ms.gov

CLOSING DATE AND TIME

Qualifications must be received by October 17, 2025, 10:30 AM CST.

SECTION 1. REQUEST FOR QUALIFICATIONS OVERVIEW

1.1 Proposal Acceptance Period

The original unredacted version of the proposal, as well as a version **REDACTED** for confidential commercial or financial information and/or trade secrets, 2 copies total, shall be signed and submitted in a sealed envelope or package to 1281 Highway 51 North, Madison, Mississippi 39110 no later than the time and date specified for receipt of qualifications. Please note that redacted bids are considered a public record. The envelope should also include 1 electronic copy of the original proposal and 1 copy of the redacted proposal on a USB Flash Drive in a searchable Adobe Acrobat (PDF) format. Timely submission is the responsibility of the respondent. Qualifications received after the specified time shall be rejected and shall remain unopened in the procurement file. The envelope or package shall be marked with the Request for Qualifications opening date and time, and the number of the Request for Qualifications. The time and date of receipt shall be indicated on the envelope or package by the Director of Policy and Contracts. Modifications or additions to any portion of the procurement document may be cause for rejection of the proposal. The Mississippi Department of Rehabilitation Services (MDRS) reserves the right to decide, on a case-by-case basis, whether to reject a proposal with modifications or additions as non-responsive. As a precondition to proposal acceptance, MDRS may request the respondent to withdraw or modify those portions of the proposal deemed non-responsive that do not affect quality, quantity, price, or delivery of the service. MDRS reserves the right to cancel this solicitation prior to the award of contracts.

1.1.1 Timeline

• Request for Qualifications (RFQ) Issue Date: September 4, 2025

• Deadline for Vendor Questions to MDRS: September 19, 2025, 5:00 PM CST

• Anticipated Posting of Answers to Questions: October 3, 2025

• Proposal Submission Deadline: October 17, 2025, 10:30 AM CST

• Selection Completed: Prior to October 31, 2025

1.1.2 Rejection of Qualifications

Qualifications which do not conform to the requirements set forth in this Request for Qualifications may be rejected by MDRS. Qualifications may be rejected for reasons which include, but are not limited to, the following:

- 1) The statement of qualifications contains unauthorized amendments to the requirements of the Request for Qualifications.
- 2) The statement of qualifications is conditional.
- 3) The statement of qualifications is incomplete or contains irregularities which make the proposal indefinite or ambiguous.
- 4) The statement of qualifications is received late.
- 5) The statement of qualifications is not signed by an authorized representative of the party.
- 6) The statement of qualifications contains false or misleading statements or references.
- 7) The statement of qualifications does not offer to provide all services required by the Request for Qualifications.

1.2 Expenses Incurred in Qualifications

MDRS accepts no responsibility for any expense incurred by the respondent in the preparation and presentation of a statement of qualifications. Such expenses shall be borne exclusively by the respondent.

1.3 Proprietary Information

The respondent should mark any and all pages of the proposal considered to be proprietary information which may remain confidential in accordance with Mississippi Code Annotated §§ 25- 61-9 and 79-23-1 (1972, as amended). Any pages not marked accordingly will be subject to review by the general public after award of the contract. Requests to review the proprietary information will be handled in accordance with applicable legal procedures.

1.4 Registration with Mississippi Secretary of State

By submitting a proposal, the respondent certifies that it is registered to do business in the State of Mississippi as prescribed by the Mississippi Secretary of State or, if not already registered, that it will do so within seven (7) business days of being offered an award. Sole proprietors are not required to register with the Mississippi Secretary of State.

1.5 Debarment

By submitting a proposal, the respondent certifies that it is not currently debarred from submitting qualifications for contracts issued by any political subdivision or agency of the State of Mississippi or Federal government, and that it is not an agent of a person or entity that is currently debarred from submitting qualifications for contracts issued by any political subdivision or agency of the State of Mississippi.

1.6 Competitive Qualifications

Discussions may be conducted with respondents who submit qualifications determined to be reasonably susceptible of being selected for award. Likewise, MDRS also reserves the right to accept any qualifications as submitted for contract award, without substantive negotiation of proposed terms, services, or prices. For these reasons, all parties are advised to propose their most favorable terms initially.

1.7 Additional Information

Questions about the award agreement or technical portions of the procurement document must be submitted in writing to Lee Shirley, Director of Contracts, at Post Office Box 1698, Jackson, Mississippi 39215-1698 or lshirley@mdrs.ms.gov. Respondents are cautioned that any statements made by contact persons that cause a material change to any portion of the procurement document shall not be relied upon unless subsequently ratified by a formal written amendment to the procurement document. All questions and requests for clarification must be submitted by the deadline specified in Section 1.1.1 and made in writing. The person submitting the question or request for clarification is responsible for its timely delivery. All questions, request for clarifications, and answers received by the deadline shall be published as an amendment on the agency website and onto the Mississippi Contract/Procurement Opportunity Search Portal in a manner that all will be able to view by the deadline specified in Section 1.1.1.

1.8 Acknowledgement of Amendment

Should an amendment to the RFQ be issued, it will be posted on the MDRS website (http://www.mdrs.ms.gov) in a manner that all respondents will be able to view. Further, respondents must acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the bid package, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. The acknowledgment should be received by MDRS by the time and at the place specified for receipt of bids as reflected in Section 1.1.1 and Attachment A. It is the respondent's sole responsibility to monitor the website for amendments to the RFO.

1.9 Type of Contract

Compensation for services will be in the form of a firm fixed-price agreement.

1.10 Written Qualifications

All Qualifications shall be in writing.

1.11 Self-Identifying Information

The respondent is responsible for ensuring that the **Unmarked** Proposal and Management Summary, found in Section 5.1 Proposal Requirements, shall have no identifying information, logos, watermarks, etc. If this is not followed, then that respondent may be rejected as non-responsive. The term "**Unmarked**" as used herein shall mean the listed documents shall have no self-identifying information about the respondent.

SECTION 2. DESCRIPTION AND PURPOSE OF PROCUREMENT

2.1 Compensation for Services (Rate is all inclusive):

Pre-Employment	Group Rate	Individual Rate
Transition Services		
Workplace Readiness	\$75.00 per	\$85.00 per
Training	unit/per	unit/per student
	student	
Work Based Learning	\$100.00 per	\$110.00 per
Experience	unit/per	unit/per student
	student	
Job Exploration Counseling	\$75.00 per	\$85.00 per
	unit/per	unit/per student
	student	
Counseling on Post	\$75.00 per	\$85.00 per
Secondary Education and	unit/per	unit/per student
Training Opportunities	student	

Instruction in Self-	\$75.00 per	\$85.00 per
Advocacy Training	unit/per	unit/per student
	student	

^{*}For the purposes of this event, a group is defined as three or more students, while an individual refers to one or two students.

2.2 Agency Introduction The Mississippi Department of Rehabilitation Services (hereinafter "MDRS," "Agency" or "State") is a state agency that provides resources to help Mississippians with disabilities find new careers, live more independently, overcome obstacles, and face new challenges. It is the mission of the Mississippi Department of Rehabilitation Services (MDRS), to provide appropriate and comprehensive services to Mississippians with disabilities in a timely and effective manner. Programs and services assist individuals with disabilities to gain competitive integrated employment, advance in and retain employment, and to live more independently.

Within MDRS, the Office of Vocational Rehabilitation (OVR) and the Office of Vocational Rehabilitation for the Blind (OVRB) are committed to helping people with disabilities achieve independence through employment. Services may include vocational evaluation, counseling and guidance, educational assistance, job training, job placement, and assistive technology. OVRB has rehabilitation counselors who specialize in providing services to individuals who are blind or visually impaired.

The Transition Services Program works with eligible and potentially eligible secondary and post-secondary students with disabilities to enable them to transition from school to subsequent work environments. OVR and OVRB work cooperatively with the Mississippi Department of Education and local school districts in planning and implementing a variety of programs designed to provide training and assistance for students with disabilities to support them in making the difficult transition from school to work.

The Mississippi Department of Rehabilitation Services is an equal opportunity employer. As such, MDRS will select contractors pursuant to this Request for Qualifications without regard to political affiliation, race, color, handicap, genetic information, religion, national origin, sex, religious creed, age, or disability.

2.3 Purpose of Procurement

The Mississippi Department of Rehabilitation Services is seeking statements of qualifications from qualified contractors to provide individualized pre-employment transition services throughout the State of Mississippi for students with disabilities who are served by MDRS.

This procurement is designed to meet the demands of the Workforce Innovation and Opportunities Act (WIOA), which requires that each state's public Vocational Rehabilitation (VR) system play a much larger role in addressing the transition from school to adult life. Under WIOA, MDRS, through its Office of Vocational Rehabilitation (OVR) and Office of Vocational Rehabilitation for the Blind (OVRB), is required to provide extensive Pre-Employment Transition Services (Pre-ETS) for students with disabilities. In order to meet these requirements, MDRS will be committing additional resources towards serving students with disabilities.

The purpose of this procurement is to provide MDRS with an additional mechanism to provide comprehensive and coordinated pre-employment transition services to assist students with disabilities with successful transitions from high school to post-secondary education and competitive integrated employment. MDRS is seeking

contractors with experience providing transition services to students with disabilities to provide pre-employment transition services to consumers who are students within the guidelines of this procurement.

The proposed services must consist of five separate categories. Descriptions of these services are listed below. All pre-employment services under this procurement must be provided in an integrated setting.

MDRS anticipates making multiple awards under this procurement. The initial contract will be renewable annually through December 9, 2030, pending need. All awards are subject to the availability of federal funding. Applicants will be qualified based on the scoring process and criteria described in this RFQ. Awards will be made on the basis of qualifications scores, priorities identified in submitted statements of qualifications relating to the RFQ priorities and requirements, and consumer needs and availability of funds as determined by MDRS.

The contractor must demonstrate the ability to provide these services in a specified geographical area in the State of Mississippi and to closely coordinate with MDRS staff throughout all phases of program administration and evaluation. The contractor must be able to provide a monthly statistical and narrative progress report and participate in quarterly site visit meetings with MDRS staff.

2.4 Term

The anticipated term of the contract is tentatively December 10, 2025, through December 9, 2026. Upon written agreement of both parties at least fifteen (15) days prior to each contract anniversary date, the contract may be renewed by MDRS for a period of four (4) successive one-year period(s) under the same prices, terms, and conditions as in the original contract subject to approval by the PPRB. The total number of renewal years permitted shall not exceed four (4).

2.5 Description of Services

In fulfillment of the purposes of this Agreement, services shall be provided in accordance with the terms set forth in this Contract Agreement and OVR/OVRB Business Practices.

The purpose of this Contract Agreement is to engage Providers to deliver Pre-Employment Transition Services (Pre-ETS) to students with disabilities on behalf of the Mississippi Department of Rehabilitation Services (MDRS). Pre-ETS are designed to help students begin exploring career interests and developing skills necessary for future employment and/or post-secondary education or training. These services serve as the foundation for a successful transition to competitive integrated employment.

Pre-ETS support the development of self-awareness, self-esteem, self-advocacy, and self-empowerment skills while promoting exploration of individual career pathways. All Pre-ETS must be delivered in integrated settings to students with disabilities who are either potentially eligible (PE) or have an active case with Vocational Rehabilitation (VR) or Vocational Rehabilitation for the Blind (VRB).

The Provider will work in coordination with MDRS VR/VRB Counselors and local school districts to conduct outreach regarding the availability of Pre-ETS. MDRS VR/VRB Counselors will furnish the Provider with the

MDRS-VR-100 Referral for Contracted Pre-ETS Services Form for each student determined eligible and in need of services. Only students for whom the Provider has received a completed MDRS-VR-100 may participate in Pre-ETS under this agreement.

A student with a disability is an individual who meets the following criteria:

- Not younger than 14 years of age and is not older than 21 years of age;
- Is in a secondary or post-secondary education program or other recognized education program and needs assistance to be successful in order to enter competitive employment;
- Has received special education services or related services under IDEA or is an individual with a disability for the purpose of section 504 of the Rehabilitation Act; and
- Is eligible for VR/VRB services or is enrolled as a potentially eligible student who meets the definition of a student with a disability, has not been determined eligible or ineligible for VR services, and is not required to apply for or be determined eligible for VR to receive Pre-ETS. They will, however, have an open PE case and will interact with a OVR/OVRB Counselor.

The five categories include: Job Exploration counseling, Workplace Readiness Training, Work-Based Learning Experiences, Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs, and Instruction in Self-Advocacy.

Pre-Employment Transition Services (Pre-ETS) consist of five separate categories:

Job Exploration Counseling. Support students to learn about career pathways, in-demand industries and occupations, the labor market and explore their career interests that fit within the interests, skills and abilities and must include, but is not limited to, the following and at a minimum, services must include:

- Sharing and exploring labor market information and in-demand industries/occupations;
- Defining career pathways;
- Exploration of career pathways of interest;
- Exploration of student skills and support in identifying how these skills translate to careers;
- Exploration of work environment preferences; and
- Increasing awareness of nontraditional career opportunities.

Work-Based Learning Experiences. Support students to further explore the world of work and various occupations and career pathways and provide students with opportunities to practice and improve their workplace skills. Work-Based Learning Experiences may include opportunities that are after school or outside the traditional school setting. These experiences must be provided in an integrated setting to the maximum extent possible. At a minimum, services must include:

Meeting with an employer at their place of work to learn about the world of work and understand
work duties associated with a job/career of interest (this can be done through a workplace tour,
informational interview, volunteer/internship/paid/unpaid work experience, etc.);

- Learning about, and as appropriate, practicing following common workplace rules;
- Identifying an area for students to grow their work skills;
- Coordinating a school-based or community-based program of job training and informational interviews to research employers;
- Job shadowing;
- Mentoring opportunities in the community;
- Apprenticeships;
- Short-term employment;
- On-the-Job trainings; and
- Evaluating and monitoring the students' performance on the job.

Counseling on Post Secondary Education and Training Opportunities. Support students to develop awareness of the range of postsecondary educational and occupational training opportunities and emphasize a career pathways approach. At a minimum, services must include:

- Understanding the difference between high school and postsecondary education/training;
- Exploring different types of postsecondary academic and occupational training options and how these will support high-quality careers;
- Student identification of at least one postsecondary academic or occupational training of interest;
- Providing information about the college application and admission process;
- Learning about Federal Financial Aid options and providing information on access and applications for grants /scholarships and assistance completing applications, if needed [i.e., Free Application for Federal Student Aid (FAFSA)];
- Learning the process for requesting and accessing accommodations for postsecondary
 education/training programs in addition to providing information on career options, course offerings,
 type of academic and occupational training needed to succeed in the workplace, and postsecondary
 opportunities associated with career fields or pathways; and
- Providing information on career options, course offerings, type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways.

Workplace Readiness Training. Help students prepare for adult life and develop commonly expected skills employers seek from most employees. Develop independent living and work readiness skills in consideration of the unique needs of each student. Provider may provide training in using transportation as a stand-alone workplace readiness training service. All other workplace readiness training services must include at a minimum, but is not limited to, the following:

- Learning where and how to search for work (including the importance of networking);
- Learning and practicing how to effectively complete a job application;

- Learning what a behavioral interview question is and practicing how to effectively answer these questions;
- Learning and practicing how to professionally ask for help on the job;
- Financial literacy and financial empowerment;
- Resume writing;
- Understanding workplace expectations/relationships;
- Communication and interpersonal skills;
- Identifying transportation resources; and
- Provide connections and support to peer counseling and resources, to assist with self-sufficiency such as housing, personal finance, budgeting, etc.

Instruction in Self-Advocacy. Support students' development of effective communication and decision-making skills and emphasize self-determination. Provide self-advocacy instruction based on the unique needs of the student(s) and services must include at a minimum, but is not limited to, the following:

- Identify strengths;
- Identify support needs;
- Understand what it means to disclose one's disability and who is responsible for doing this;
- Understand how to effectively request and utilize accommodations;
- Identify ways to be a self-advocate;
- Identify/develop positive strategies to support effective problem solving;
- Understand what an informed decision is and how to engage in informed decision making;
- Use of assistive technology;
- Understanding Supplemental Security Income (SSI) and other Financial assistance; and
- Understanding the Individualized Education Plan (IEP) and Personal as well as Educational rights regarding the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA).

The OVR/OVRB Counselor is responsible for communicating the student's Pre-ETS needs, goals, and the intended purpose of participation by completing the Referral for Contracted Pre-ETS Services Form (MDRS-VR-100). If additional goals are identified as a result of service planning, the MDRS-VR-100 must be updated to reflect those changes prior to the initiation of services.

The Provider must specify the geographic area(s) in which services can be provided, as well as how the services will be delivered.

The Provider shall work in collaboration with the MDRS Office of Communications to coordinate all publicity efforts, including those on social media, print, television, and other media platforms. All promotional materials

must include co-branding that accurately represents both MDRS and the Provider. Furthermore, all media and promotional content must receive prior approval from the Director of the Office of Communications and the Director of the Office of Vocational Rehabilitation before distribution or publication.

The Provider shall be responsible for covering all travel-related expenses (e.g., lodging, mileage) incurred by providing the services.

The Provider is required to submit the participant's monthly Pre-ETS Provision Form (MDRS-VR-61) to the assigned OVR/OVRB Counselor no later than the seventh business day of the month following the delivery of services.

All services *must be authorized* by MDRS-OVR/OVRB prior to the start date, in accordance with the established Fee Schedule.

Report Requirements:

A separate Pre-ETS Provision Form (monthly report) must be submitted for each participant for every month in which the student receives Pre-Employment Transition Services. The Pre-ETS Provision Form shall include:

I. Provision of Services:

- a. Dates the student participated in the services.
- b. Number of hours or days the services was provided.
- c. Specific Pre-ETS category provided.
- d. Where the services were provided.
- e. How the services were provided.

II. Student-Specific Observations:

- a. Level of participation observed.
- b. Interest in activities and information presented.
- c. Progress demonstrated, including any skill improvements.
- d. Challenges or concerns noted during participation.

III. Accommodations & Support:

a. Any accommodations, compensatory techniques, or specialized training required.

IV. Provider Signatures & Approval:

- a. Signature of the provider and date.
- b. Signature of the director and date.
- c. Signature of the client and date.

Surveys:

Pre- and post-service surveys must be administered to all participants and submitted to OVR/OVRB. The preservice survey must accompany the initial monthly report and invoice, while the post-service survey must be submitted with the final monthly report and invoice.

All documentation must be accurate and submitted on time to ensure proper reporting and evaluation of the provision of services impact.

Invoice Requirements:

The Provider must submit a monthly Pre-ETS invoice to the participant's assigned OVR/OVRB Counselor for the authorized Pre-ETS services delivered. The invoice must include an itemized list of services and be signed by the Provider, certifying that the participant received the authorized services as billed. MDRS-OVR/OVRB reserves the right to withhold payment to the Provider if the services rendered fall outside the scope of Pre-Employment Transition Services (Pre-ETS), and specifically, outside the scope of the authorized services identified on the Pre-ETS Services Form (MDRS-VR-100).

I. Invoices must include:

- **a.** Provider's # and address
- **b.** Invoice number
- **c.** Participants' name;
- **d.** The amount of time/units billed for the participant's involvement in **each** Pre-ETS activity;
- **e.** Service date(s); and the
- **f.** Appropriate service fee.
- II. Services provided without a completed Referral for Contracted Pre-ETS Services Form (MDRS-VR-100) and authorization will not be paid by MDRS-OVR/OVRB. Payment may be delayed or denied if the invoice is not submitted correctly and/or the required reports are not submitted. Providers will not receive payment for claims submitted after 90 days from the date of the service.
- III. MDRS-OVR/OVRB will not reimburse Providers for travel-related expenses.
- IV. The Provider is required to participate in quarterly site visit meetings with MDRS-OVR/OVRB staff.

Evaluation Criteria:

Services provided under this section will be evaluated in accordance with the Roles and Responsibilities (Scope of Services) outlined in this document. Program reviews will focus on, but are not limited to, the following areas:

- 1. The degree to which the Provider effectively addresses students' Pre-ETS needs, as demonstrated through student progress reports and post-service survey results.
- 2. The submission of a comprehensive summary report upon completion of services, which includes: an overview of the student's participation and experience; observations regarding the student's progress in

making informed decisions related to careers and adult life; and recommendations for meaningful transition goals, additional Pre-ETS needs, and, where applicable, suggested educational, vocational rehabilitation, or community resources that may enhance transition planning and support the student's preparation for employment and independent adult living.

- **3.** The Provider must submit to the OVR/OVRB Counselor a copy of all materials developed by the student or products resulting from the service (e.g., résumé, completed sample job application, disability disclosure script, personal budget, elevator pitch, etc.).
- **4.** The prompt and timely submission of all required invoices and reports.
- 5. Maintaining and adhering to the terms of a current and valid Provider Agreement.

SECTION 3. INSURANCE

3.1 Insurance

The successful vendor shall maintain workers' compensation insurance as required by the State of Mississippi which shall inure to the benefit of all the Contractor's personnel provided hereunder. The Mississippi Department of Rehabilitation Services reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance.

SECTION 4. PROCURMENT EVALUATION AND AWARD

4.1 Written Qualifications Shall Contain the Following Minimum Information

- 1) The name of the respondent, the location of the respondent's principal place of business and, if different, the place of performance of the proposed contract;
- 2) The age of the respondent's business and average number of employees over a previous period of time, as specified in the Request for Qualifications;
- 3) The qualifications, including licenses, certifications, education, skills, and experience of all persons who would be assigned to provide the required services; and,
- 4) A listing of other contracts under which services similar in scope, size, or discipline to the required services were performed or undertaken within a previous period of time, as specified in the Request for Qualifications; and,
- 5) A plan giving as many details as is practical explaining how the services will be performed.

4.2 Minimum Qualifications

<u>Licensure and Credentials:</u> Providers doing business in the state of Mississippi must have a registered business with the Mississippi Secretary of State's Office. The State of Mississippi will not utilize the services of any provider that does not have the applicable and current licensure, registration, or certification to do business and render services. Providers will not be added to the approved provider list without a fully executed Provider Agreement. All providers, whether independent contractors, subcontractors, or employees of an independent contractor, are required to:

- A. Complete fingerprints and National Criminal background checks on every employee who will be working with the students, at the cost of the provider. These are to be kept on file and made available to school districts at their request.
- B. Adhere to the MDRS Client Services Policy and Procedures Manual.
- C. Providers are expected to become familiar with and follow the general ideas in the Commission on Rehabilitation Counselor Certification (CCRC) Code of Ethics as they relate to confidentiality, relationships with participants, and record keeping.

Providers must be qualified to provide the services. Providers must submit their resumes with the scope of work for MDRS' review and approval. Resumes must include detailed information with time frames regarding training and experience.

Providers of these services must meet the following training and experience:

Bachelor's Degree, and one year of relevant program experience which includes: working with individuals with disabilities, coordinating training and/or orientation activities, developing curriculums and providing outreach activities to businesses and/or schools, or working knowledge of assisting youth with workplace readiness training to develop social skills and independent living skills and/or instruction in self-advocacy, which may include peer mentoring.

4.3 Separation of Information

It is the responsibility of the respondent to separate the information marked as Marked and Unmarked for submission to MDRS. Non-separation or co-mingling of Marked and Unmarked information may subject the respondent's proposal to immediate rejection. The term "Unmarked" as used herein shall mean the requested documents shall have no self-identifying information about the respondent. See 1.11 Self-Identifying Information and 5.1 Proposal Requirements.

4.4 Nonconforming Terms and Conditions

A proposal that includes terms and conditions that do not conform to the terms and conditions in the Request for Qualifications is subject to rejection as non-responsive. The Mississippi Department of Rehabilitation Services reserves the right to permit the respondent to withdraw nonconforming terms and conditions from its proposal response prior to a determination by the Mississippi Department of Rehabilitation Services of non-responsiveness based on the submission of nonconforming terms and conditions.

4.5 Conditioning Qualifications Upon Other Awards

Any Proposal which is conditioned upon receiving award of both the particular contract being solicited and another Mississippi contract shall be deemed non-responsive and not acceptable.

4.6 Evaluation Procedure

4.6.1 Step One:

Qualifications will be reviewed to assure compliance with the minimum specifications. Qualifications that do not comply with the minimum specifications will be rejected immediately, receiving no further consideration.

(1) Responsive Respondent

Respondent must submit a proposal which conforms in all material respects to this Request for Qualifications, [RFQ 3120003211], as determined by MDRS.

(2) Responsible Respondent

Respondent must have capability in all respects to perform fully the contract requirements and the integrity and reliability which will assure good faith performance, as determined by MDRS.

4.6.2 Step Two:

Qualifications that satisfactorily complete Step One will be reviewed and analyzed to determine if the proposal adequately meets the needs of MDRS. Factors to be considered are as follows:

Price – 35 points (35%) * Each Vendor will receive a 35/35

Technical factors (Proposed methodology) – 30 points (30%)

• Plan for performing the required services- 30 points (30%)

<u>Management factors</u> (Factors that will require the identity of the offeror to be revealed must be submitted separately from other factors) -35 points $(35\%)^*$

Ability to perform the services as reflected by technical training and education, general experience, specific experience in providing the required services, and the qualifications and abilities of personnel proposed to be assigned to perform the services 15 points (15%)

- Personnel, equipment, and facilities to perform the services currently available or demonstrated to be made available at the time of contracting 10 points (10%)
- Record of past performance of similar work 10 points (10%)

Total Score = 100 points (100%)

4.6.3 Step Three:

The MDRS Executive Director or his/her designee will contact the respondent with the qualifications which best meets MDRS needs (based on factors evaluated in Step Two) and attempt to negotiate an agreement that is deemed acceptable to both parties.

4.7 Award

The contract will be awarded by written notice, within fifteen days, to the highest ranked respondent whose qualifications meets the requirements and criteria set forth in this Request for Qualifications.

4.7.1 Notification

All participating vendors will be notified of the Mississippi Department of Rehabilitation Services intent to award a contract. In addition, the Mississippi Department of Rehabilitation Services will identify the selected vendors. Notice of award is also made available to the public.

SECTION 5. PROPOSAL SPECIFICATIONS

5.1 Proposal Requirements

The following response format shall be used for all submitted proposal. Please note that Unmarked proposals are no longer required. You must still submit a version that has been redacted for any trade secrets or proprietary information, or allow the unredacted version of your proposal to be posted to the public (See Attachment H):

- 1) Proposal Cover Sheet (Attachment A) (Marked)
- 2) Authorization and Acknowledgements Form (Attachment B): Failure to complete and/or sign this form may result in the proposal being determined nonresponsive. (Marked)
- 3) Certifications and Assurances Form (Attachment C): Failure to complete and/or sign this form may result in the proposal being determined nonresponsive. (Marked)
- 4) Company Questionnaire (Attachment D) (Marked)
- 5) *Areas of Coverage* (Attachment F): List the areas you can provide these services and the estimated number of students that can be served. (Marked)
- 6) *Management Summary*: Provide a cover letter indicating the underlying philosophy of the firm in providing the service. (Marked)
- 7) *Proposal*: Describe in detail how the service will be provided; (Marked)
- 8) Acceptance of conditions: Indicate any exceptions to the general terms and conditions of the Request for Qualifications document and to insurance, bonding, and any other requirements listed. (Marked)

- 9) Additional data: Provide any additional information that will aid in evaluation of the response. Qualifier should disclose all funding from any Federal, State, and/or local governments entity, any public or private foundations or other organizations to provide these services. Disclosures should include all funds allocated under the Workforce Innovations and Opportunities Act (WIOA). See Attachment G. (Marked)
- 10) Redaction Notice (Attachment H) (Marked) Failure to complete and/or sign this form may result in the proposal being determined unresponsive or if redactions are made in bad faith.
- 11) *Insurance*: Attach a copy of applicable insurance certificate. (Marked)

5.2 Proposal Submission

The original and 1 copy of the proposal, 2 copies total with an electronic version, shall be signed, placed in a sealed envelope or package, and submitted as listed below, on or before 10:30 AM CST, Friday, October 17, 2025.

Mississippi Department of Rehabilitation Services

Attention: Lee Shirley, Director of Contracts

1281 Highway 51 North Madison, Mississippi 39110

Request for Qualifications for Comprehensive Training Events for MDRS Clients

RFQ No. 3120003211

Opening Date: 10:30 AM CST, Friday, October 17, 2025

SEALED STATEMENT OF QUALIFICATIONS PACKAGE – DO NOT OPEN

SECTION 6. POST-AWARD PROCEDURES AND INFORMATION

6.1 Request for Reconsideration

Any actual or prospective respondent or contractor who is aggrieved in connection with this solicitation or the outcome of the Request for Qualifications may file a request for reconsideration with the Request for Qualifications Coordinator, Lee Shirley, Director of Contracts. The request for reconsideration shall be submitted on or before November 12, 2025, 12:00 PM CST, in writing after such aggrieved person or entity knows or should have known of the facts giving rise thereto. All requests for reconsideration must be in writing, dated, signed by the respondent or an individual authorized to sign contracts on behalf of the respondent, and contain a statement of the reason(s) for the request, citing the law(s), rule(s) or regulation(s), and/or procedure(s) on which the request is based. The written request for reconsideration letter shall contain an explanation of the specific basis for the request. The requesting respondent must provide facts and evidence to support the request. A request for reconsideration is considered filed when received by the Request for Qualifications Coordinator, Lee Shirley, Director of Contracts, via either U.S. mail, postage prepaid, or personal delivery. Requests filed after November 12, 2025, 12:00 PM CST will not be considered.

6.2 Required Contract Terms and Conditions

Any contract entered into between a Contracting Agency and a vendor/respondent shall include the required clauses found in **Attachment E, Exhibit A,** and those required by the *Office of Personal Service Contract Review Rules and Regulations* as updated.

6.3 Optional Contract Terms and Conditions

Any contract entered into between a Contracting Agency and a vendor/respondent may have, at the discretion of the Contracting Agency, the optional clauses found within the *Office of Personal Service Contract Review Rules and Regulations* as updated.

6.4 Mississippi Contract/Procurement Opportunity Search Portal

This Request for Qualifications, and the questions and answers concerning this Request for Qualifications, are posted on the Contract/Procurement Opportunity Search Portal.

6.5 Attachments

The attachments to this Request for Qualifications are made a part of this Request for Qualifications as if copied herein in words and figures.

6.6 The Request for Qualifications, its amendments, and the offeror's statement of qualifications shall constitute the contract.

ATTACHMENT A Proposal Cover Sheet

The Mississippi Department of Rehabilitation Services is seeking qualifications from qualified contractors to provide Pre-Employment Transition Services for MDRS clients.

Qualifications are to be submitted as listed below, on or before 10:30 AM CST, Friday, October 17, 2025.

PLEASE MARK YOUR ENVELOPE:

Mississippi Department of Rehabilitation Services
Attention: Lee Shirley, Director of Contracts
1281 Highway 51 North
Madison, Mississippi 39110
Request for Qualifications for Pre-Employment Transition Services
No. 3120003211
Opening Date: 10:30 AM CST, Friday, October 17, 2025
SEALED PROPOSAL PACKAGE – DO NOT OPEN

Company Name:	Mississippi State University/Mississippi Institute on Disabilities
Address:3	01 Research Blvd.
City/State/Zip:	Starkville, MS 39759
Telephone: 662	
	62-325-3803
	aor@osp.msstate.edu
Printed Name of A	Authorized Signer: Kacey Strickland
	Kacu Striklund Kacey Strickland (Oct 15, 2025 09:03:35 CDT)
Signature and Da	Kacey Str 0 ckland (Oct 15, 2025 09:03:35 CDT)

ATTACHMENT B

Authorization and Acknowledgements

By signing below, the Company Representative certifies that he/she has authority to bind the company, and further acknowledges on behalf of the company:

- 1. That he/she has thoroughly read and understands this Request for Qualifications, RFQ 3120003211 and the attachments herein:
- 2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003211, and the attachments herein;
- 3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003211, and the attachments herein;
- 4. That the company can and will meet all required laws, regulations, and/or procedures related to confidentiality and represents that its workers are licensed, certified, and possess the requisite credentials to perform the transition services; and
- 5. That the company has, or will secure, at its own expense, applicable personnel who shall be qualified to perform the duties required to be performed under this Request for Qualifications.
- 6. That the company understands that should an amendment to this RFQ be issued, it will be posted on the MDRS website (www.mdrs.ms.gov) in a manner that all proposers will be able to view. Proposers shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal, by identifying the amendment number and date in the space provided for this purpose on this form. The acknowledgment must be received by MDRS by the time and at the place specified for receipt of proposal. It is the company's sole responsibility to monitor the website for amendments to the RFQ.

Company Name:	Mississippi State University/Mississippi Institute on Disabilities
Signature and Dat	Kacey Strickland (Oct 15, 2025 09:03:35 CDT) e:
Name and Title: _	Kacey Strickland, Assistant VP and Executive Director

ATTACHMENT C

Certifications and Assurances

I/We make the following certifications and assurances as a required element of the offer to which it is attached, of the understanding that the truthfulness of the facts affirmed here and the continued compliance with these requirements are conditions precedent to the award or continuation of the related contract(s) by <u>circling</u> the applicable word or words in each paragraph below:

1. Representation Regarding Contingent Fees.

Contractor represents that it [HAS or HAS NOT] retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's proposal.

2. Representation Regarding Gratuities.

The Respondent or Contractor represents that it [HAS or HAS NOT] violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 6-204 (Gratuities) of the Mississippi Public Procurement Review Board Office of Personal service Contract Review Rules and Regulations.

3. Certification of Independent Price Determination.

The Respondent certifies that the prices submitted in response to the solicitation [HAVE or HAVE NOT] been arrived at independently and without, for the purpose of restricting competition, any consultation, communication, or agreement with any other respondent or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate price.

4. Prospective Contractor's Representation Regarding Contingent Fees.

The Prospective Contractor represents as a part of such Contractor's proposal that such Contractor [HAS or HAS NOT] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: _	Mississippi State University/Mississippi Institute on Disabilities	
Signature and Date:	Kacey Strickland (Oct 15, 2025 09:03:35 CDT)	
,	Kacey Strickland, Assistant VP & Executive Director	
Name and Title:	Racey Strickland, Assistant VI & Dacedtive Director	

Note: Please be sure to circle the applicable word or words provided above. Failure to circle the applicable word or words and/or to sign the proposal form may result in the proposal being rejected as nonresponsive. Modifications or additions to any portion of this proposal document may be cause for rejection of the proposal.

ATTACHMENT D

Company Questionnaire

If additional space is needed, please attach supplemental pages as necessary to completely answer all questions.

1. Corporate Experience and Capacity

=	Provide the age of your business. □
	Describe the experience of the firm in providing the service, give number of years that the service has been delivered,
and p	provide a statement on the extent of any corporate expansion required to handle the service. □
Mis	sissippi State University was founded in 1878, with a rich history of serving the state of Mississippi. In 1996,
the	T.K. Martin Center for Technology and Disability (TKMC) open its doors rooted in our deep history with the
Mis	sissippi Department of Rehabilitation Services as a one of a kind assistive technology center. For over 29
yea	rs, the TKMC has served individuals with disabilities of all ages, across our great state of Mississippi, and
for a	a wide variety of needs (educational, vocational, recreational, etc.). In 2023, the Mississippi Institute on

Disabilities (MIoD) was formed bringing together under one Institute, the TKMC, the Autism and Developmental Disabilities Clinic, the Career Horizons Center, and the ACCESS program at Mississippi State University—serving persons with disabilities from birth through the end of life with a wide variety of services, resources, and needs.

MIoD entities have a long history of providing services that are part of what is included in the Pre-Employment Transition Services (Pre-ETS), including job exploration counseling, work-based learning experiences, counseling on post-secondary education opportunities, workplace readiness training, and instruction in self-advocacy. We also have provided for over 20 years services that support employment for individuals with disabilities including assistive technology evaluations and trainings, an assistive technology lending library,

seating and mobility evaluations, and adaptive driving evaluations and training.

special education, and employment outcomes, and successful planning of past JE events.

In the past, the TKMC has held a Pre-ETS contract with MDRS for approximately 3-5 years under the current executive director. Additionally, we held a contract with MDRS to provide the pilot "Jobapalozza" that ended in June 2024 (per contract). Since that time, we have held a contract with MDRS for Job Extravaganza (JE) and were recently reawarded this contract. Our team has held (3) three Job Extravaganza events in Starkville and Lowndes County, and one small-scale Job Extravaganza on the campus of Mississippi State University in June 2025. We have hired a Project Coordinator who specifically plans and directs each JE and who would play a key role in providing pre-ETS services if awarded this opportunity. She brings expertise in transition age,

Further, the executive director and our team at the ADDC have led many events for MDRS related to training counselors on autism spectrum disorder and individual pre-ETS services to persons with developmental disabilities. We have the capacity, planning power, skill, knowledge, and community relationships to support this call. Our agency currently employs approximately 45 full time/part-time employees (not including student workers or graduate assistants). If granted the contract, MIoD plans to retain our current project coordinator who has led our Job Extravaganza events. The current coordinator has built a strong community across our school districts and brings a wealth of knowledge to led our Pre-ETS services if awarded the contract.

Company Name: _	MSU/MIoD

ATTACHMENT D

Company Questionnaire (Page 2 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

2. Service Location

If services are to be provided at a site other than firm's principal place of business (the address given in Attachment
A), please specify the place of performance.□
Services may be provided at any of the MIoD locations including the TK Martin Center for Technology and
Disability, The Autism and Developmental Disabilities Clinic (physical location: The Jim and Thomas Duff
Center at MSU). Services may also be provided at the site of employment/internship/or training location, as
individualized to the client. Additionally, services also may be provided within the client's high school setting
to reduce transportation burden. Post secondary clients will be served at the clinical locations above. All
venues will be selected with an emphasis on accessibility, safety, and alignment with the instructional goals
of each client. Each MIoD location on the campus of MSU provides ADA accessibilty.

3. Personnel

Attach resumes' of all those who will be involved in the delivery of service (from principals to field technicians) that include their experience in this area of service delivery as well as a list of all principals, parent organizations, and subsidiaries. Additionally, please provide copies of all applicable permits, professional certifications and/or licenses from the applicable certifying authority, and a list of all principals. A principal of an offeror is defined as a person or entity who has a 5% or greater ownership interest in the offeror and all individuals in senior-level management positions, regardless of whether those individuals have an ownership interest in the offeror

See next page for attached bios; resumes at the end of the document.

Additional staff within the Mississippi Institute on Disabilities may be hired to support this project and will be required to meet the minimum criteria outlined above, have a history working with persons with disabilities, and have training in vocational supports required to complete the duties of the contract.

	MSU/MIoD		
Company Name: _			

Bios:

Kasee Stratton-Gadke, Ph.D.

Executive Director, Mississippi Institute on Disabilities. Dr. Stratton-Gadke is a licensed psychologist, licensed school psychologist, and nationally certified school psychologist. She has over 15 years of experience serving individuals with disabilities, including individuals with comorbid complex behavioral concerns that may impact daily living and employment. She has expertise in a wide variety of disabilities. As a school psychologist, she has knowledge in the transitional services needed to meet the goals and aims of persons with disabilities at this particularly important period of their lives and works alongside MDRS counselors to ensure transitional goals are met, including employment goals.

Stacy Jackson, M.S.

Ms. Stacy Jackson serves as the Project Coordinator for the T.K. Martin Center for Technology and Disability under the Mississippi Institute on Disabilities (MIoD) at Mississippi State University. She brings a diverse background in special education, instructional design, and transition planning. A certified special education teacher with extensive experience supporting individuals with disabilities, Ms. Jackson has earned her Master of Science in Instructional Technology with a concentration in Instructional Design. She previously served as an online instructor for life skills and job readiness courses for adults with intellectual and developmental disabilities. Her strong organizational skills, history of coordinating large-scale training events, and deep understanding of disability services position her to lead the project's planning and execution successfully for Pre-ETS services and Job Extravaganzas.

Zack Ahonle, Ph.D.

Dr. Ahonle is an associate professor of Rehabilitation Counseling at Mississippi State University. He brings to the project a partnership with the graduate programs in rehabilitation counseling, as well as expertise in Pre-ETS requirements. Dr. Ahonle brings a strong knowledge in the Workforce Innovation and Opportunity Act (WIOA) that requires vocational rehabilitation agencies to set aside funds for pre-employment transition services. Dr. Ahonle also currently holds the Career Horizons Project grant, a nearly \$10 million grant over 5 years to support inclusive employment for persons impacted by long-COVID in Mississippi. Further, his rehabilitation counseling background, active partnerships with MDRS VR counselors and with the community will bring active participation and support to this project.

ATTACHMENT D

Company Questionnaire (Page 3 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

4. References

□ Give at least three (3) references for contracts of similar size and scope, including at least two (2) references for current contracts or those awarded during the past three (3) years. Include the name of the organization, the length of the contract, a brief summary of the work, and the name and telephone number of a responsible contact person. □

Reference 1: Mississippi Department of Rehabilitation Services -Assistive Technology Length of Contract: 10+ years

Brief Summary of Work:

Provide assistive technology evaluations, training, and equipment set-up for clients of MDRS, including augmentative and alternative communication devices, computer access, seating and mobility, and adaptive driving. Contract is billable up to \$360,000 each year and includes monthly reporting and invoicing. Contact Information (Name/Phone): Kris Geroux 662-418-1328

Reference 2:

Name of Organization: Mississippi Department of Rehabilitation Services- Bioptic Driving Length of

Contract: estimated 10+ years

Brief Summary of Work:

Provide car/van bioptic driving evaluations and training for visually impaired clients of MDRS; provide car/van evaluations and functional van inspections; and provide the amount of driver's training required for clients to be qualified to take the Mississippi Driver's license test.

Contract is billable up to \$25,000 each year and includes monthly reporting and invoicing. Contact Information (Name/Phone): Dorothy Young

Reference 3:

Name of Organization: Mississippi Department of Rehabilitation Services- Psychological and Behavioral

Services for Autism

Length of Contract: 2022-present

Brief Summary of Work:

Providing psychological assessments and behavioral assessment services, as well as staff training on

autism spectrum disorder for referred MDRS clients in need of such services.

Contact Information (Name/Phone): Jennifer Jackson 601-502-5976

Company Name: MSU/MIoD	
------------------------	--

If additional space is no	eeded, please attach supplemental pages as necessary to completely answer
Company Name:	MSU/MIoD

ATTACHMENT E

Required Clauses for Service Contracts Resulting from this Request for Qualifications

- 1. <u>Applicable Law.</u> The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws, provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations.
- 2. <u>Availability of Funds.</u> It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
- 3. <u>Compliance with Equal Opportunity in Employment Policy.</u> Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services.
- 4. <u>Compliance with Laws.</u> Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.
- 5. <u>Contract Rights.</u> Contract rights do not vest in any party until a contract is legally executed. The MDRS is under no obligation to award a contract following issuance of this solicitation.
- 6. <u>E-Payment.</u> Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq.
- 7. <u>E-Verification.</u> If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of MDRS subject to

approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state.

- 8. <u>Expenses Incurred in the Procurement Process.</u> All parties participating in the procurement process with regard to this solicitation shall bear their own costs of participation, pursuant to Section 1.4.4 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations.
- 9. <u>Minor Informalities and Irregularities</u>. MDRS has the right to waive minor defects or variations of a qualification from the exact requirements of the specifications that do not affect the price, quality, quantity, delivery, or performance of the services being procured and if doing so does not create an unfair advantage for any offeror. If insufficient information is submitted by a offeror, for MDRS to properly evaluate the offer, MDRS has the right to require such additional information as it may deem necessary after the submission deadline, provided that the information requested does not change the price, quality, quantity, delivery, or performance time of the services being procured and such a request does not create an unfair advantage for any offeror. (Information requested may include, for example, a copy of business or professional licenses, or a work schedule.)
- 10. <u>Paymode.</u> Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency.
- 11. <u>Procurement Regulations.</u> This solicitation shall be governed by the applicable provisions of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein.
- 12. <u>Property Rights.</u> Property rights do not inure to any Offeror until such time as services have been provided under a legally executed contract. No party responding to this RFQ has a legitimate claim of entitlement to be awarded a contract or to the provision of work thereunder. MDRS is under no obligation to award a contract and may terminate a legally executed contract at any time.

- 13. Representation Regarding Gratuities. Offeror represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS, a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Offeror further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by offeror. Offeror further represents that it is in compliance with the Mississippi Ethics in Government laws, codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law.
- 14. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The offeror acknowledges and agrees that MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 79-23-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq.
- 15. Stop Work Order. MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless MDRS has terminated that part of the agreement or terminated the agreement in its entirety. MDRS is not liable for payment for services which were not rendered due to the stop work order.

16. Termination.

Termination for Convenience. MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

Termination for Default. If MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the

deficiency. If the Contractor fails to cure the deficiency, MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience.

- 17. <u>Trade Secrets, Commercial and Financial Information.</u> It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction.
- 18. <u>Approval Clause</u>. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder
- 19. <u>Acknowledgment of Amendments.</u> Offerors shall acknowledge receipt of any amendment to the RFQ in writing. The acknowledgement shall be submitted by signing and returning the amendment with the bid, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. Each offeror shall submit a written acknowledgement of every amendment to the Agency on or before the submission deadline.
- 20. <u>Certification of Independent Price Determination</u>. By submitting a qualification, the offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without any consultation, communication, or agreement with any other offeror or competitor for the purpose of restricting competition.
- 21. Offeror's Representation Regarding Contingent Fees. By [responding to the solicitation, the offeror represents that it has not retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract. If the offeror cannot make such a representation, a full and complete explanation shall be submitted in writing [with the offeror's response, to the Agency prior to contract execution].

ATTACHMENT F

Areas of Coverage

	ng to provide Pre-ETS services primarily in Oktibbeha County and its punties, including Lowndes and Clay. We would consider serving Choctaw,
Webster, and	Noxubee counties if the need exists. Additional counties may be included as on MDRS priorities and district interest.
anny Namaa	MSU/MIoD
oany Name:	_
ture and Date:	Kacey Strickland (Oct 15, 2025 09:03:35 CDT)

ATTACHMENT G

Additional Data

We do not have any funding to disclose from any Federal, State, and/or local governments entity, any public or private foundations, or other organizations to provide these services (Pre-ETS). No funding to disclose under Workforce Innovations and Opportunities Act (WIOA).

	MSU/MIoD
Company Name:	
Signature and Da	Kacey Strickland (Oct 15, 2025 09:03:35 CDT) Kacey Strickland (Oct 15, 2025 09:03:35 CDT)
Name and Title:	Kacey Strickland, Assistant VP & Executive Director

ATTACHMENT H

Redaction Notice

Offerors shall acknowledge which of the following statements is applicable regarding release of its qualification as a public record. An offeror may be deemed non-responsive if the offeror does not acknowledge either statement, acknowledges both statements, or fails to comply with the requirements of the statement acknowledged. Choose one:

to comply with the requirements of the statement acknowledged. Choose one:				
Along with a complete copy of its qualification, offeror has submitted a second copy of the qualification in which all information offeror deems to be confidential commercial and financial information and/or trade secrets is redacted in black. Offeror acknowledges that it may be subject to exclusion pursuant to Chapter 15 of the PPRB OPSCR Rules and Regulations if the MDRS or the Public Procurement Review Board determine redactions were made in bad faith in order to prohibit public access to portions of the qualification which are not subject to Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Offeror acknowledges and agrees that MDRS may release the redacted copy of the qualification at any time as a public record without further notice to offeror. An offeror who selects this option but fails to submit a redacted copy of its qualification may be deemed non-responsive.				
XOfferor hereby certifies that the complete unredacted copy of its qualification may be released a public record by MDRS at any time without notice to offeror. The qualification contains no information off deems to be confidential commercial and financial information and/or trade secrets in accordance with Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Bidder explicitly waive any right to receive notice of a request to inspect, examine, copy, or reproduce its bid as provided in Missis Code Annotated § 25-61-9(1)(a). An offeror who selects this option but submits a redacted copy of its qualification may be deemed non-responsive.	es			
MSU/MIoD Company Name:				
Signature and Date: Kacey Struckland (Oct 15, 2025 09:03:35 CDT)				
Name and Title: Kacey Strickland, Assistant VP & Executive Director				

STATE OF MISSISSIPPI DEPARTMENT OF REHABILITATION SERVICES CONTRACT FOR PROFESSIONAL SERVICES

- 1. <u>Parties.</u> The parties to this contract are the Mississippi Department of Rehabilitation Services (hereinafter "MDRS") and [Contractor Name] (hereinafter "Contractor").
- 2. <u>Purpose.</u> The purpose of this contract is for MDRS to engage Contractor to provide certain professional services as set forth in RFQ 3120003211, issued by MDRS and incorporated herein by reference. Contractor is one of the vendors selected through the above referenced RFQ.
- 3. <u>General Terms and Conditions.</u> This contract is hereby made subject to the terms and conditions included in Exhibit "A", attached hereto and incorporated herein, captioned "General Terms and Conditions."
- 4. <u>Scope of Services.</u> Contractor will perform and complete in a timely and satisfactory manner the services described in Exhibit "B", attached hereto and incorporated herein, captioned "Scope of Services."
- 5. <u>Consideration.</u> As consideration for the performance of the services referenced in Exhibit "B", MDRS agrees to compensate Contractor as provided in Exhibit "B", attached hereto and incorporated herein, captioned "Compensation."
- 6. <u>Period of Performance.</u> This contract will become effective for the period beginning September 12, 2025 and ending on September 11, 2026, upon the approval and signature of the parties hereto. MDRS has the option to renew the contract for four (4) successive one-year period(s).
- 7. <u>Notices.</u> All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth Exhibit "C", attached hereto and incorporated herein, captioned "Notifications."
 - In witness whereof, the parties hereto have affixed, on duplicate originals, their signatures on the date indicated below, after first being authorized so to do.

DATE	By:	Samandra Murphy, Chief of Staff Mississippi Department of Rehabilitation Services
DATE	By:	

Contract #26-331-6000-XXX

EXHIBIT A

GENERAL TERMS AND CONDITIONS

- 1. <u>Anti-assignment/subcontracting.</u> Contractor acknowledges that it was selected by the State to perform the services required hereunder based, in part, upon Contractor's special skills and expertise. Contractor shall not assign, subcontract, or otherwise transfer this agreement, in whole or in part, without the prior written consent of the State, which the State may, in its sole discretion, approve or deny without reason. Any attempted assignment or transfer of its obligations without such consent shall be null and void. No such approval by the State of any subcontract shall be deemed in any way to provide for the incurrence of any obligation of the State in addition to the total fixed price agreed upon in this agreement. Subcontracts shall be subject to the terms and conditions of this agreement and to any conditions of approval that the State may deem necessary. Subject to the foregoing, this agreement shall be binding upon the respective successors and assigns of the parties.
- 2. <u>Applicable Law.</u> The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws provisions, and any litigation with respect thereto shall be brought in the courts of Mississippi.
- 3. <u>Attorneys' Fees and Expenses.</u> Subject to other terms and conditions of this agreement, in the event Contractor defaults in any obligations under this agreement, Contractor shall pay to the State all costs and expenses (including, without limitation, investigative fees, court costs, and attorney's fees) incurred by the State in enforcing this agreement or otherwise reasonably related thereto. Contractor agrees that under no circumstances shall the customer be obligated to pay any attorney's fees or costs of legal action to Contractor.
- 4. <u>Availability of Funds.</u> It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to the MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
- 5. <u>Compliance with Equal Opportunity in Employment Policy.</u> Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services.
- 6. <u>Compliance with Laws.</u> Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.
- 7. <u>Conflict of Interest.</u> Contractor represents, to the best of his or her knowledge and belief, that this contract does not present the Contractor with a conflict of interest with respect to any past, current, or potential contract or employment such that the Contractor would be unable to perform impartially and without bias. Contractor must also refrain from using confidential or protected personally identifiable information for any other purpose other than to perform the duties required by this contract.

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- 8. <u>Disputes.</u> Any dispute concerning a question of fact arising under this Contract shall be disposed of by good faith negotiation between duly authorized representative of MDRS and the Contractor. Disputes that cannot be resolved in this manner shall be determined by a court of competent jurisdiction in Hinds County, Mississippi. Pending final decision of a dispute, the Contractor shall proceed diligently with the performance of its obligation in this agreement.
- 9. <u>E-Payment.</u> Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq
- 10. <u>E-Verification</u>. If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of the MDRS subject to approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws.

The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state.

- 11. <u>Entire Agreement.</u> This Contract, RFQ 3120003211, it's amendments, and the Contractor's submitted Statement of Qualifications constitute the entire agreement of the parties with respect to the subject matter contained herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating thereto.
- 12. <u>Failure to Deliver.</u> In the event of failure of Contractor to deliver services in accordance with the contract terms and conditions, MDRS, after due oral or written notice, may procure the services from other sources and hold Contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies that MDRS may have.
- 13. <u>Failure to Enforce</u>. Failure by MDRS at any time to enforce the provisions of the contract shall not be construed as a waiver of any such provisions. Such failure to enforce shall not affect the validity of the contract or any part thereof or the right of MDRS to enforce any provision at any time in accordance with its terms.
- 14. <u>Force Majeure.</u> Each party shall be excused from performance for any period and to the extent that it is prevented from performing any obligation or service, in whole or in part, as a result of causes beyond the reasonable control and without the fault or negligence of such party and/or its subcontractors. Such acts shall include without limitation acts of God, strikes, lockouts, riots, acts of war, epidemics, governmental regulations superimposed after the fact, fire, earthquakes, floods, or other natural disasters ("force majeure events"). When such a cause arises, Contractor shall notify the State immediately in writing of the cause of its inability to perform, how it affects its performance, and the anticipated duration of the inability to perform. Delays in delivery or in meeting completion dates due to force majeure events shall automatically extend such dates for a period equal to the

- duration of the delay caused by such events, unless the State determines it to be in its best interest to terminate the agreement.
- 15. <u>HIPAA Compliance</u>. Contractor agrees to comply with the "Administrative Simplification" provisions of the Health Insurance Portability and Accountability Act of 1996, including electronic data interchange, code sets, identifiers, security, and privacy provisions, as may be applicable to the services under this contract.
- 16. <u>Indemnification.</u> To the fullest extent allowed by law, Contractor shall indemnify, defend, save and hold harmless, protect, and exonerate the agency, its commissioners, board members, officers, employees, agents, and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever including, without limitation, court costs, investigative fees and expenses, and attorney's fees, arising out of or caused by Contractor and/or its partners, principals, agents, employees and/or subcontractors in the performance of or failure to perform this agreement. In the State's sole discretion upon approval of the Office of the Mississippi Attorney General, Contractor may be allowed to control the defense of any such claim, suit, etc. In the event Contractor defends said claim, suit, etc., Contractor shall use legal counsel acceptable to the Office of the Mississippi Attorney General. Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in said defense. Contractor shall not settle any claim, suit, etc. without the concurrence of the Office of the Mississippi Attorney General, which shall not be unreasonably withheld.
- 17. Independent Contractor Status. Contractor shall, at all times, be regarded as and shall be legally considered an independent contractor and shall at no time act as an agent for the State. Nothing contained herein shall be deemed or construed by the State, Contractor, or any third party as creating the relationship of principal and agent, master and servant, partners, joint ventures, employer and employee, or any similar such relationship between the State and Contractor. Neither the method of computation of fees or other charges, nor any other provision contained herein, nor any acts of the State or Contractor hereunder creates, or shall be deemed to create a relationship other than the independent relationship of the State and Contractor. Contractor's personnel shall not be deemed in any way, directly or indirectly, expressly or by implication, to be employees of the State. Neither Contractor nor its employees shall, under any circumstances, be considered servants, agents, or employees of MDRS, and MDRS shall be at no time legally responsible for any negligence or other wrongdoing by Contractor, its servants, agents, or employees. MDRS shall not withhold from the contract payments to Contractor any federal or state unemployment taxes, federal or state income taxes, Social Security tax, or any other amounts for benefits to Contractor. Further, MDRS shall not provide to Contractor any insurance coverage or other benefits, including Worker's Compensation, normally provided by the State for its employees.
- 18. <u>Insurance.</u> The Contractor represents that it will maintain workers' compensation insurance as required by the State of Mississippi which shall inure to the benefit of all the Contractor's personnel provided hereunder. The Mississippi Department of Rehabilitation Services reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance.
- 19. <u>Modification or Renegotiation</u>. This agreement may be modified only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or state revisions of any applicable laws or regulations make changes in this agreement necessary.
- 20. <u>No Limitation of Liability.</u> Nothing in this agreement shall be interpreted as excluding or limiting any liability of the Contractor for harm arising out of the Contractor's or its subcontractors' performance under this

agreement.

- 21. <u>Non-solicitation of Employees.</u> Each party to this agreement agrees not to employ or to solicit for employment, directly or indirectly, any persons in the full-time or part-time employment of the other party until at least six (6) months after this agreement terminates unless mutually agreed to in writing by the State and Contractor.
- 22. Ownership of Documents and Work Papers. MDRS shall own all documents, files, reports, work papers and working documentation, electronic or otherwise, created in connection with the project which is the subject of this agreement, except for Contractor's internal administrative and quality assurance files and internal project correspondence. Contractor shall deliver such documents and work papers to MDRS upon termination or completion of the agreement. The foregoing notwithstanding, Contractor shall be entitled to retain a set of such work papers for its files. Contractor shall be entitled to use such work papers only after receiving written permission from MDRS and subject to any copyright protections. Notwithstanding anything to the contrary, the above information and/or materials do not include any Contractor Pre-existing Material, including but not limited to material that was developed prior to the Effective Date that is used, without modification, in the performance of the Agreement. "Contractor Pre-existing Material" means curriculum (including but not limited to the Next Up curriculum, its videos, and lesson plans), materials, code, methodology, concepts, process, systems, technique, trade or service marks, copyrights, or other intellectual property right developed, licensed or otherwise acquired by Contractor, independent of the services to be rendered under this agreement. To the extent the above described information and/or materials contain Contractor Pre-existing Material, Contractor hereby grants to MDRS an irrevocable, perpetual, nonexclusive, royalty-free, world-wide license to use, execute, reproduce, display, perform, and distribute copies of Contractor Pre-existing Material, but only as they are incorporated into and form a part of the works developed for MDRS pursuant to this agreement.

Additionally, Contractor assures that any and all information regarding clients of MDRS will be kept strictly confidential pursuant to 34 CFR 361.38 and will become the property of MDRS. Contractor assures that MDRS shall have full access to all information collected. The Contractor is prohibited from use of the above described information and/or materials without the express written approval of MDRS.

Paper documents containing Personally Identifiable Information must be destroyed by burning, pulping, shredding, macerating, or other similar means that ensures the information cannot be recovered. If there are electronic devices and media (for example, computers, disk drives, CD's, Jump/Flash drives, magnetic tape, etc.) that need to be disposed of, please contact MDRS for further guidance on approved methods on destroying electronic devices and related media.

- 23. <u>Paymode.</u> Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. The MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency.
- 24. <u>Personally Identifiable Information.</u> Contractor will not disclose or release any Personally Identifiable Information (PII) to which the Contractor has access except as required to do so to authorized employees and officials within the scope of the Contractor's duties under this contract. Furthermore, Contractor acknowledges that any unauthorized disclosure of the information provided under this contract may violate the terms of Section 1106 of the Social Security Act and the Privacy Act, 5 U.S.C. 552a and subject the Contractor to penalties.
- 25. Procurement Regulations. This contract shall be governed by the applicable provisions of the Public

Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein.

- 26. <u>Property Rights.</u> Property rights do not inure to Contractor until such time as services have been provided under a legally executed contract. Contractor has no legitimate claim of entitlement to the provision of work hereunder and acknowledges that the MDRS may terminate this contract at any time for its own convenience.
- 27. Record Retention and Access to Records. Provided Contractor is given reasonable advance written notice and such inspection is made during normal business hours of Contractor, the State or any duly authorized representatives shall have unimpeded, prompt access to any of Contractor's books, documents, papers, and/or records which are maintained or produced as a result of the project for the purpose of making audits, examinations, excerpts, and transcriptions. All records related to this agreement shall be retained by Contractor for three (3) years after final payment is made under this agreement and all pending matters are closed; however, if any audit, litigation or other action arising out of or related in any way to this project is commenced before the end of the three (3) year period, the records shall be retained for one (1) year after all issues arising out of the action are finally resolved or until the end of the three (3) year period, whichever is later.
- 28. Recovery of Money. Whenever, under the contract, any sum of money shall be recoverable from or payable by Contractor to MDRS, the same amount may be deducted from any sum due to Contractor under the contract or under any other contract between Contractor and MDRS. The rights of MDRS are in addition and without prejudice to any other right MDRS may have to claim the amount of any loss or damage suffered by MDRS on account of the acts or omissions of Contractor.
- 29. <u>Representation Regarding Contingent Fees.</u> Contractor represents that it has not retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's bid or proposal.
- 30. Representation Regarding Gratuities. Contractor represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Contractor further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by contractor. Contractor further represents that it is in compliance with the Mississippi Ethics in Government laws, codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law.
- 31. Requirements Contract. During the period of the contract, Contractor shall provide all the service described in the contract. Contractor understands and agrees that this is a requirements contract and that the Mississippi Department of Rehabilitation Services shall have no obligation to Contractor if no services are required. Any quantities that are included in the scope of work reflect the current expectations of the Mississippi Department of Rehabilitation Services for the period of the contract. The amount is only an estimate and Contractor understands and agrees that MDRS is under no obligation to Contractor to buy any amount of the services as a result of having provided this estimate or of having any typical or measurable requirement in the past. Contractor further understands and agrees that MDRS may require services in an amount less than or in excess of the

estimated annual contract amount and that the quantity actually used, whether in excess of the estimate or less than the estimate, shall not give rise to any claim for compensation other than the total of the unit prices in the contract for the quantity actually used.

- 32. Right to Audit. Contractor shall maintain such financial records and other records as may be prescribed by MDRS or by applicable federal and state laws, rules, and regulations. Contractor shall retain these records for a period of three years after final payment, or until they are audited by MDRS, whichever event occurs first. These records shall be made available during the term of the contract and the subsequent three-year period for examination, transcription, and audit by the Mississippi State Auditor's Office, its designees, or other authorized bodies.
- 33. <u>Severability</u>. If any part of this agreement is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the agreement that can be given effect without the invalid or unenforceable provision, and to this end the provisions hereof are severable. In such event, the parties shall amend the agreement as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.
- 34. Stop Work Order. The MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by the MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to the MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless the MDRS has terminated that part of the agreement or terminated the agreement in its entirety. The MDRS is not liable for payment for services which were not rendered due to the stop work order.

35. Termination.

Termination for Convenience. The MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. The MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

Termination for Default. If the MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the deficiency. If the Contractor fails to cure the deficiency, the MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to the MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience.

36. <u>Trade Secrets, Commercial and Financial Information.</u> It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or

reproduction.

- 37. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The contractor acknowledges and agrees that the MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 79-23-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq.
- 38. <u>Waiver.</u> No delay or omission by either party to this agreement in exercising any right, power, or remedy hereunder or otherwise afforded by contract, at law, or in equity shall constitute an acquiescence therein, impair any other right, power or remedy hereunder or otherwise afforded by any means, or operate as a waiver of such right, power, or remedy. No waiver by either party to this agreement shall be valid unless set forth in writing by the party making said waiver. No waiver of or modification to any term or condition of this agreement will void, waive, or change any other term or condition. No waiver by one party to this agreement of a default by the other party will imply, be construed as or require waiver of future or other defaults.
- 39. <u>Approval Clause</u>. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder.

EXHIBIT "B"

SERVICES AND COMPENSATION

SCOPE OF SERVICES

In fulfillment of the purposes of this Agreement, the Contractor shall provide MDRS with the professional services needed to create and host comprehensive training events for MDRS clients. Services shall be provided in accordance with the terms set forth in the Request for Qualifications RFQ 3120003211 issued by MDRS, and are further described in Exhibit "D", captioned "Statement of Qualifications", attached hereto and made a part hereof by reference.

COMPENSATION

In furtherance of the performance of the services referenced above, MDRS agrees to compensate the Contractor at the rates listed below. Purchases under this Agreement shall be subject to any limitations contained in Exhibit D. Contractor agrees to ensure the funds subject to this Agreement are used in accordance with conditions, requirements and restrictions of federal, state and local laws, as well as any terms and conditions set forth in the Request for Qualifications.

Pre-Employment	Group Rate	Individual Rate
Transition Services		
Workplace Readiness	\$75.00 per	\$85.00 per
Training	unit/per	unit/per student
	student	
Work Based Learning	\$100.00 per	\$110.00 per
Experience	unit/per	unit/per student
	student	
Job Exploration Counseling	\$75.00 per	\$85.00 per
	unit/per	unit/per student
	student	
Counseling on Post	\$75.00 per	\$85.00 per
Secondary Education and	unit/per	unit/per student
Training Opportunities	student	
Instruction in Self-	\$75.00 per	\$85.00 per
Advocacy Training	unit/per	unit/per student
	student	

The Contractor shall invoice MDRS monthly as needed. The final invoice to MDRS shall be sent within thirty (30) days after the Agreement ending date. The invoice should have appropriate documentation substantiating actual expenses.

It is expressly understood and agreed that in no event will the total compensation to be paid hereunder exceed the specified amount of XXXXXXX Dollars (\$XX,XXX.XX).

EXHIBIT "C"

NOTIFICATIONS

<u>Notices.</u> All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth below. Notice shall be deemed given when actually received or when refused. The parties agree to promptly notify each other in writing of any change of address.

For MDRS: Billy Taylor, Executive Director

Mississippi Department of Rehabilitation Services

Post Office Box 1698

Jackson, Mississippi 39215-1698

[with Copy to Contract Coordinator]

For the Contractor: [Contractor Name], [Title]

[Company Name] [Mailing Address]

[City], [State] [Zip Code]

EXHIBIT D

Statement of Qualifications

[Contractor's proposal shall be detailed within this Exhibit.]

Please see the following pages for Management Summary and EXHIBIT D: Proposal

Management Summary

October 14, 2025

To Whom It May Concern:

On behalf of the Mississippi Institute on Disabilities at Mississippi State University, we are submitting this cover letter to outline the core philosophy behind our agency's approach to fulfilling the service described in this RFP for Pre-Employment Transition Services (Pre-ETS) for MDRS Clients.

Our goal is to broaden access to meaningful job exploration experiences for clients eligible for Pre-ETS, helping students identify their interests, recognize their strengths, and clarify what they value in a future career. By providing Pre-ETS training services, we hope to offer participants the opportunity to explore further education or training that aligns with their goals for competitive integrated employment. We also seek to promote early skill development by immersing students/clients in real-world models, instruction, and pre-employment training as much as possible. We know that hands-on experiences help bridge the gap between instruction and application. We hope that through an engaged, interactive, and "real-world" design we are helping Pre-ETS trainees gain a broader understanding through job exploration counseling, workplace readiness, learning experiences, training in self-advocacy, and counseling on post-secondary opportunities. Additionally, our work is rooted in University Design for learning and behavioral principles that promote reinforcement, engagement, and strong rapport between the instructor and the student/client.

As the Mississippi Institute on Disabilities, we are driven by a mission to support individuals with disabilities in reaching their highest potential across employment, education, and daily living. As a longstanding and trusted service provider across Mississippi, our agency has built a reputation for delivering inclusive, high- quality programming tailored to the needs of individuals with disabilities. We ensure accessibility through the use of assistive technology, adaptive equipment, and individualized support. Our prior Pre-ETS experience reflects both integrity and meaningful outcomes for participants. We bring to this project a capable team, including a dedicated project coordinator, strong administrative backing, and staff with expertise in transition services, special education, applied psychology, and community engagement. Our established relationships with school districts, special education professionals, and a vast network of community and school-based partners position us to implement and expand Pre-ETS offerings in our area.

Thank you for your time and thoughtful consideration of our proposal.

Kasee Stratton-Gadke, Ph.D., NCSP, LP

Executive Director

EXHIBIT D: Pre-ETS Proposal

Mississippi Institute on Disabilities

Introduction

The Mississippi Institute on Disabilities (MIoD) at Mississippi State University proposes to deliver high-quality Pre-Employment Transition Services (Pre-ETS) that align with the goals and standards of the Mississippi Department of Rehabilitation Services (MDRS). Building on MIoD's established record of providing inclusive, community-based programming, this proposal outlines how MIoD will implement and manage services designed to prepare students with disabilities for meaningful post-secondary education, employment, and independence. The following sections describe the proposed service locations and plan for performing services, highlighting MIoD's capacity, collaborative approach, and alignment with MDRS priorities.

Service Population and Delivery Settings

Although MIoD is a university-based provider, the students served through this contract will represent a diverse group of youth with disabilities referred by the Mississippi Department of Rehabilitation Services (MDRS) from schools and communities across our contracted region. Services will be concentrated primarily in Oktibbeha County and its surrounding counties, including Lowndes and Clay Counties. Additional counties may be included as needed based on MDRS priorities and individual and district interests.

Each participant will meet the eligibility criteria outlined by MDRS, which include students aged 14 to 21 enrolled in a secondary, postsecondary, or other recognized education program who need assistance preparing for competitive, integrated employment. MIoD will work in direct coordination with MDRS Vocational Rehabilitation (VR) and Vocational Rehabilitation for the Blind (VRB) Counselors, as well as local school districts, to conduct outreach regarding the availability of Pre-Employment Transition Services (Pre-ETS). Only students for whom MIoD has received a completed MDRS-VR-100 Referral for Contracted Pre-ETS Services Form will participate in services under this agreement.

This model allows MIoD to deliver Pre-ETS to eligible students from a wide range of educational settings and communities, not only those located near the university. While the program's administrative home is on the Mississippi State University campus, MIoD's reach extends well beyond the university, ensuring equitable access for students regardless of where they live or attend school. Services may be delivered on campus, within school district classrooms, through community-based programs, or virtually, depending on the needs, preferences, and logistics of each referral. This flexibility allows

MIoD to provide individualized and group-based instruction using a combination of classroom, clinical, and practical environments.

Through its university-based infrastructure, MIoD can draw on the expertise of faculty, clinicians, and professional staff across disciplines such as education, vocational rehabilitation, psychology, and workforce development. This collaboration enhances the quality and depth of Pre-ETS instruction by integrating real-world skill application, evidence-based teaching methods, and access to campus facilities and technology resources. Regardless of setting, MIoD's approach emphasizes accessibility, inclusion, and alignment with MDRS's mission of preparing students for meaningful participation in postsecondary education, employment, and adult life.

Services may be provided within school district settings and across Mississippi State University's campus facilities operated by MIoD, allowing for both community-based outreach and on-campus delivery of Pre-ETS. This multi-site structure enables MIoD to meet students where they are, whether through direct collaboration with local schools, partnerships with community-based programs, or instruction within university-based learning environments that promote inclusion, skill development, and hands-on practice. Please note that although services may be performed on the campus of Mississippi State University, this will include Pre-ETS eligible clients ages 14-21 from the community.

Plan for Performing Services

The Mississippi Institute on Disabilities (MIoD) proposes a comprehensive, student-centered approach to deliver any number of the categories of Pre-Employment Transition Services (Pre-ETS) as outlined by the Mississippi Department of Rehabilitation Services (MDRS). Services will be designed to help students explore career interests, develop foundational employability and self-advocacy skills, and transition successfully toward competitive, integrated employment or post-secondary education. MIoD's approach blends structured instruction with experiential, applied, or hands-on learning and individualized guidance, ensuring that each student participates in meaningful, measurable experiences aligned with their goals and abilities. This model is intentionally designed to be scalable and flexible across MIoD programs, permitting customization of service length, format, and instructional methods while maintaining fidelity to MDRS standards.

MIoD will collaborate with MDRS counselors and local school districts to review documentation such as MDRS-VR-100 referrals and supporting materials, including IEP or 504 Plans when applicable. This collaborative approach will help provide wraparound support and identify each student's starting point, set individualized goals, and determine

the sequence of services most appropriate to their readiness, interests, and transition priorities.

MIoD's instructional sequence will typically begin with Job Exploration and Self-Advocacy modules to establish foundational understanding and confidence, followed by Workplace Readiness and Counseling on Postsecondary Education to deepen applied skills and decision-making. Services will often culminate in Work-Based Learning Experiences that allow students to apply what they have learned in real or simulated workplace environments. This progressive, scaffolded approach aligns with national Pre-ETS best practices and allows MIoD to adapt services to meet the unique learning styles, support needs, and timelines of each participant.

Each service delivered through MIoD will be guided by a structured yet flexible instructional framework that emphasizes quality, consistency, and responsiveness to student needs. Activities will be intentionally designed to promote engagement, skill development, and reflection while allowing instructors to adapt delivery methods and pacing to fit the learning objectives, environment, and/or group composition. Instruction may include a combination of direct teaching, peer and group interaction, experiential learning, community engagement, and the use of technology or adaptive materials to ensure accessibility. MIoD staff will incorporate best practices in inclusive instruction, data tracking, and progress monitoring to ensure services remain both individualized and outcome-driven. Documentation of participation and progress will be maintained for each student, and staff will communicate regularly with MDRS counselors to support continuity and accountability across all service areas.

Job Exploration Counseling will introduce students to a range of career options and help them identify interests, strengths, and values related to the world of work. Students will participate in guided career assessments, labor-market exploration, and exposure to professionals representing high-demand industries in Mississippi. Lessons will connect academic and personal skills to potential career pathways and emphasize transferable skills that support long-term employability.

Work-Based Learning Experiences (WBLE) will provide students with opportunities to gain practical insight into workplace expectations and strengthen skills in authentic settings. Experiences may include job shadowing, volunteer projects, short-term work rotations, or other community-based learning aligned with each student's goals. When direct community placement is not feasible, MIoD may use structured, simulated, or project-based experiences that replicate workplace responsibilities while maintaining instructional relevance. Staff will prepare students prior to each experience, facilitate learning on site, and conduct post-activity reflections to reinforce progress and skill development.

Counseling on Postsecondary Education and Training Opportunities will help students understand the range of academic and technical training options available after high school. Instruction will include exploration of college and career pathways, guidance on admission and financial-aid processes, and education on requesting and utilizing accommodations in higher education. Students will engage with postsecondary staff, training providers, and peers to gain firsthand perspectives and build confidence in navigating these systems.

Workplace Readiness Training will address core employability and independent-living skills essential for adult success. Lessons will include communication and teamwork ("soft skills"), professionalism, time management, problem solving, and financial literacy. Students will participate in activities that allow them to practice interviewing, completing applications, managing money, and planning transportation. Instructional content will remain adaptable to various settings and student needs, ensuring that both individual and group sessions foster meaningful participation and measurable skill development. Workplace Readiness Training may also include behavioral supports and training for clients who have behaviors that may not be conducive to the employment setting, such as making inappropriate comments to co-workers or engaging in meltdowns when multiple tasks are provided. Our team has a long history of providing support for clients with Autism Spectrum Disorder who may require additional workplace readiness training for soft skills that are critical to the employment setting.

Instruction in Self-Advocacy will teach students to recognize their strengths, communicate their needs, and take an active role in their own transition planning. Students will learn about their rights under the ADA and IDEA, practice requesting accommodations, and explore strategies for disclosure in educational or employment environments. Opportunities for peer mentoring, leadership, and guided decision-making will encourage students to apply self-advocacy skills across multiple settings.

Throughout implementation, MIoD staff will maintain regular communication with MDRS counselors and partner educators to ensure that services remain coordinated and responsive. Each provider will receive training on inclusive practices, data reporting, and individualized instruction to ensure consistent quality across all MIoD programs and locations. Pre- and post-service surveys will be administered to capture changes in confidence, readiness, and skill application, and all student outcomes will be documented in alignment with MDRS reporting requirements.

This flexible and collaborative model allows MIoD to deliver high-quality Pre-ETS services across multiple settings, tailoring instruction to local needs while maintaining consistency

with MDRS expectations and national best practices. Through this approach, MIoD will ensure that every student served has the opportunity to explore, practice, and refine the skills necessary to achieve meaningful post-secondary and employment success.

Our team would also like the opportunity to host small "camps" or week-long training opportunities across the targeted areas above during summer session. MIoD structure has a history of providing very similar camp-like experiences targeting functional living skills, transition preparation to a college-campus, employment readiness skills, and communication models for required "soft skills." This is noted by our ACE Summer Camp, Social-Behavioral Summer Clinic, and related services with the Autism and Developmental Disabilities Clinic.

Supporting Materials and Appendices

MIoD has developed a suite of adaptable instructional materials and resources that support delivery across all five Pre-ETS categories. These include lesson plans, activity guides, and assessment templates informed by evidence-based transition practices and prior MDRS-aligned initiatives. Representative examples are provided in Appendix A – Sample Instructional Materials for Pre-ETS Implementation, illustrating MIoD's student-centered, accessible, and outcome-based approach.

Implementation and Evaluation

The Mississippi Institute on Disabilities (MIoD) will implement Pre-Employment Transition Services (Pre-ETS) through a coordinated system that ensures consistent quality, accurate documentation, and timely communication with the Mississippi Department of Rehabilitation Services (MDRS). Implementation will be guided by clear internal procedures, designated staff roles, and a continuous improvement process focused on student outcomes and program effectiveness. While maintaining full compliance with MDRS expectations, MIoD will retain the flexibility to modify schedules, instructional approaches, or delivery formats as needed to best meet student and district priorities. All student information and documentation will be maintained in secure storage consistent with MSU and MDRS confidentiality requirements and the requirements outlined in the contract.

Program Coordination and Staffing

A designated Program Coordinator will oversee service delivery, scheduling, communication with MDRS counselors, and quality assurance across all MIoD centers. Each Pre-ETS instructor or facilitator will be trained in transition-focused instructional

practices, inclusive education, and MDRS reporting requirements. Staff will meet regularly to review service progress, share feedback, and ensure that activities remain aligned with student goals, MDRS guidance, and WIOA standards. MIoD's leadership team will provide ongoing supervision, including periodic observations of instruction and review of documentation to maintain compliance and instructional fidelity.

If needed, our staff will also consult with MDRS counselors and the MSU Vocational Rehabilitation faculty to ensure we are utilizing the most current and effective training opportunities possible.

Collaboration and Communication

MIoD will maintain ongoing collaboration with MDRS counselors, local schools, and community partners to ensure smooth coordination of referrals, scheduling, and reporting. Counselors will receive regular updates on student participation and progress, and MIoD staff will promptly communicate any changes in service needs or student engagement. Collaboration will extend to planning integrated activities, identifying community employers, and coordinating logistics for events such as workplace visits or training sessions.

Monitoring and Reporting

MIoD will utilize standardized reporting tools to ensure accuracy and consistency in documentation. For each participant, staff will complete the Pre-ETS Provision Form (MDRS-VR-61) and maintain detailed logs capturing attendance, session content, and observed progress. Documentation will also include student artifacts such as completed resumés, reflection forms, and project materials. Monthly reports will be submitted to MDRS no later than the seventh business day following the end of each service month, in accordance with MDRS guidelines.

Pre- and post-service surveys will be administered to measure changes in self-confidence, knowledge of career pathways, workplace readiness, and self-advocacy. These survey results, along with instructor observations and student reflections, will form the basis of a comprehensive summary report provided to MDRS counselors at the conclusion of each service cycle. Each report will include an overview of participation, identified strengths and growth areas, and recommendations for next steps in transition planning or additional Pre-ETS support. Such artifacts will also guide our team when evaluating our outcomes, curricular plans, and programming.

Evaluation of Program Effectiveness

To ensure program quality, MIoD will employ both formative and summative evaluation methods. Formative evaluation will occur throughout the service cycle through staff debriefs, student feedback, and observation checklists, allowing for timely adjustments in instruction and supports. Summative evaluation will analyze pre- and post-survey data, completion rates, and qualitative feedback from students, families, and MDRS counselors to assess overall impact and identify areas for improvement.

Findings from each evaluation cycle will be used to refine materials, adjust instructional approaches, and strengthen coordination with community and educational partners. Trends will be shared with MDRS as part of annual performance reviews or upon request, demonstrating MIoD's commitment to transparency, accountability, and continuous improvement.

Compliance and Timeliness

All reporting, invoicing, and documentation will be completed promptly and in accordance with MDRS timelines. Staff will use internal checklists to track deadlines and ensure that every report includes required signatures and attachments. MIoD will maintain current provider agreements, adhere to all state and federal regulations, and ensure that all publicity and communication materials are co-branded with MDRS in compliance with the agency's media and communications policy.

Through this structured yet adaptable implementation plan, MIoD will deliver Pre-ETS that are coordinated, data-driven, and student-focused. Continuous evaluation and collaboration will ensure that every service contributes meaningfully to MDRS's mission of helping students with disabilities achieve competitive, integrated employment and successful adult outcomes.

MIoD has a history of ensuring compliance and timeliness across our various MDRS contracts and service provision, including assistive technology, psychological assessments, and job extravaganzas.

Closing Summary

MIoD's integrated, adaptive framework ensures that Pre-ETS delivery remains responsive to the diverse needs of students, schools, and communities across the region. By combining evidence-based instruction, community partnerships, and individualized planning, MIoD will provide MDRS with a reliable, scalable model for high-quality Pre-Employment Transition Services. It will help ensure that Mississippi's students with disabilities are equipped to make informed career and educational decisions and achieve competitive, integrated employment.

CERTIFICATE OF COVERAGE

Issued to:

Mississippi State University

The State Institutions of Higher Learning, as a participant of the Mississippi Tort Claims Fund as set forth in Chapter 46, Title 11, Mississippi Code 1972, as amended, certifies coverage of the above-named institution under its self-insured IHL Tort Claims Plan. The IHL Tort Claims Plan provides protection for tort claims against the named institution as well as its employees subject to terms and limitations established by law. This Certificate shall continue in full force and effect until such time as it may be canceled or rescinded.

Issued this the 21st day of July, 2016.

State Institutions of Higher Learning IHL Tort Claims Plan

David S. Buford, Administrator

AMENDMENT #1 TO THE REQUEST FOR QUALIFICATIONS FOR PRE-EMPLOYMENT TRANSITION SERVICES RFQ #3120003211

- Q1: Do I put the counties I was approved for when I first applied, or the counties I'll be working this school year? Also, with the increased school, will my budget change?
- A1: In your proposal, you must complete Attachment F Areas of Coverage, which specifically requires you to list the counties where you can perform Pre-ETS services. The RFQ also states that providers must "specify the geographic area(s) in which services can be provided, as well as how the services will be delivered." This means you should report the counties you will actually cover during the upcoming school year —not just those from your original approval. The coverage section is about current capacity and service delivery, not historical approval. Budgets will be based on coverages areas and the staff's review of the proposals.
- Q2: Page 13, Section 4.3 discusses Marked and Unmarked documents. Page 15, Section 5.1 in bold states Unmarked documents are no longer required. Could you please clarify this information on what is needed for submittal?
- A2: Please disregard Section 4.3. Proposals are no longer required to be submitted as "unmarked". You are only required to submit a REDACTED version if you include proprietary information in your proposal that you do not wish to be posted to the public. Further details on redactions can be found in Attachment H "Redaction Notice", on page 31 of the RFQ.
- Q3: I am a Louisiana-based sole proprietor. The RFQ notes that "sole proprietors are not required to register with the Mississippi Secretary of State." Can you confirm if any additional steps (e.g., business license or local registration) are required for a Louisiana sole proprietor to qualify prior to contract award?
- A3: MDRS only requires that the business be registered with the Mississippi Secretary of State if necessary, and have any license or certification required to do business in the State. For more information on what is required for your specific business to operate in the state, you may contact the Business Services & Regulation department of the Mississippi Secretary of State's office at 601-359-1633.

- Q4: Since the rate sheet is provided in the RFQ, should I simply confirm acceptance of the published group/individual rates, or do I need to calculate an estimated number of students and present a total cost based on that estimate?
- A4: MDRS will set the totals for these contracts. You are not required to submit a total cost estimate.
- Q5: The RFQ requests an insurance certificate. Should proof of insurance be submitted with the proposal or only upon award? As a sole proprietor, is there a waiver process or flexibility until staff or subcontractors are added?
- A5: If available, you should submit the insurance certificate with your proposal. DFA may withhold the final approval of your contract if it's not submitted.

Please note that businesses that have less than 5 full-time employees are not required to carry workers compensation insurance per Mississippi law. If you are not required to have workers compensation insurance, please make a note of this in Attachment G "Additional Data" of your proposal.

Q6: Section 5.2 states:

"The original and 1 copy of the proposal, 2 copies total with an electronic version, shall be signed, placed in a sealed envelope or package, and submitted..."

Could you confirm if this means:

- I should submit one signed paper original, one signed paper copy, **and** a USB flash drive with the electronic version (PDF)?
- Or is a single printed version plus the electronic copy sufficient?
- A6: You may submit a single printed version plus the electronic copy.
- Q7: Is there a specific type or size of envelope/package required for submission (e.g., manila envelope, sealed box), or simply any sealed envelope clearly labeled with the RFQ number and opening date?
- A7: There is no specific type of box or envelope that is required.
- Q8: Are payments issued on net 45 terms from receipt of invoice, or is there a different payment schedule that MDRS follows for Pre-ETS providers?
- A8: All MDRS invoices use the net 45 payment terms per state law.

Q9: Section 1.11 references an "Unmarked Proposal" with no self-identifying information, while Section 5.1 notes that unmarked proposals are no longer required and instead all sections should be marked. Could you clarify what is currently required:

Do I need to prepare a separate "unmarked" version of my proposal with no logos or identifiers?

Should I simply submit one version with all sections "marked" as indicated (Attachments A–H and proposal narrative), plus a redacted copy if I have trade secrets?

- A9: Section 5.1 is correct. You are no longer required to submit an "unmarked" proposal. Your proposal may have identifying information (logos, staff names, etc..). However, you do have the option of submitting a "Redacted" version if there is proprietary information in your submission that you do not wish to be made public knowledge. (see attachment H of the RFQ for more information).
- Q10: Does this RFQ include post secondary institutions?
- A10: Pre-Employment Transition Services can be provided to students enrolled in post-secondary institutions. Also, if a Post-Secondary Institution provides Pre-Employment Transition Services, they can submit a RFQ.
- Q11: Will Entrepreneurship classes be considered a Pre Employment Transition service?
- A11: Self-employment/entrepreneurship would fall under Job Exploration Counseling.
- Q12: The RFQ states that services must be delivered in an integrated setting? What is the definition of an integrated setting? Can Pre Employment Transition services be delivered in a virtual setting?
- A12: The RFQ specifies that "all pre-employment services under this procurement must be provided in an integrated setting" In this context, an integrated setting means students with disabilities participate in services alongside peers without disabilities to the maximum extent possible, consistent with WIOA's definition of integrated employment and training environments. It emphasizes inclusion in typical school, workplace, or community environments—not segregated or disability-only settings.
- The RFQ also requires providers to specify both the geographic area(s) in which services will be provided and how services will be delivered. This language allows for flexibility in delivery methods, including virtual instruction, as long as:
 - The service is pre-approved by MDRS,

- It aligns with one of the five required Pre-ETS categories, and
- It is designed to maintain the integrated setting requirement.

Therefore, Pre-ETS may be delivered virtually if MDRS authorizes (it and if the virtual format still supports interaction consistent with an integrated learning environment.

- An integrated setting means providing Pre-ETS in environments where students with disabilities are included alongside peers without disabilities, not in segregated programs. Virtual services are permissible under the RFQ, provided they are authorized by MDRS and delivered in a way that supports inclusion and meets the five Pre-ETS service categories.
- Q13: This RFQ states that providers must have a bachelor's degree and one year of relevant program experience. In the Job Extravaganza RFQ, providers were allowed to have an associates degree or a high school diploma with Work Keys which basically meet the Mississippi Department of Education requirements for an assistant teacher. Does this still apply for this RFQ
- A13: Yes. While this RFQ outlines the standard minimum qualification of a bachelor's degree with one year of relevant program experience, the same flexibility that was applied in the Job Extravaganza RFQ continues here. That means providers may also qualify with an associate's degree or a high school diploma with WorkKeys, which aligns with the Mississippi Department of Education's requirements for an assistant teacher.
 - In short, both the bachelor's degree track and the alternative associate's degree/high school diploma with WorkKeys track are acceptable for this RFQ.
- Q14: On page 11, the RFQ states: "the pre-service survey must accompany the initial monthly report and invoice while the post-service survey must be submitted with the final monthly report and invoice."

Could you clarify whether this requirement refers to the pre- and post-tests administered by instructors for each individual class, or whether it is intended as a program-wide pre-survey at the beginning of services and a program-wide post-survey at the conclusion of services?

Currently, we have been submitting pre- and post-tests each month with our billing paperwork. We want to confirm whether this is the correct process, or if MDRS expects a single pre-survey submitted with the first month's report/invoice and a single post-survey submitted with the final report/invoice for the year.

A14: The language on page 11 of the RFQ refers to the program-wide requirement rather than to every individual class. Specifically, the pre-service survey must be administered

to participants at the start of services and submitted with the initial monthly report and invoice, and the post-service survey must be administered at the end of services and submitted with the final monthly report and invoice

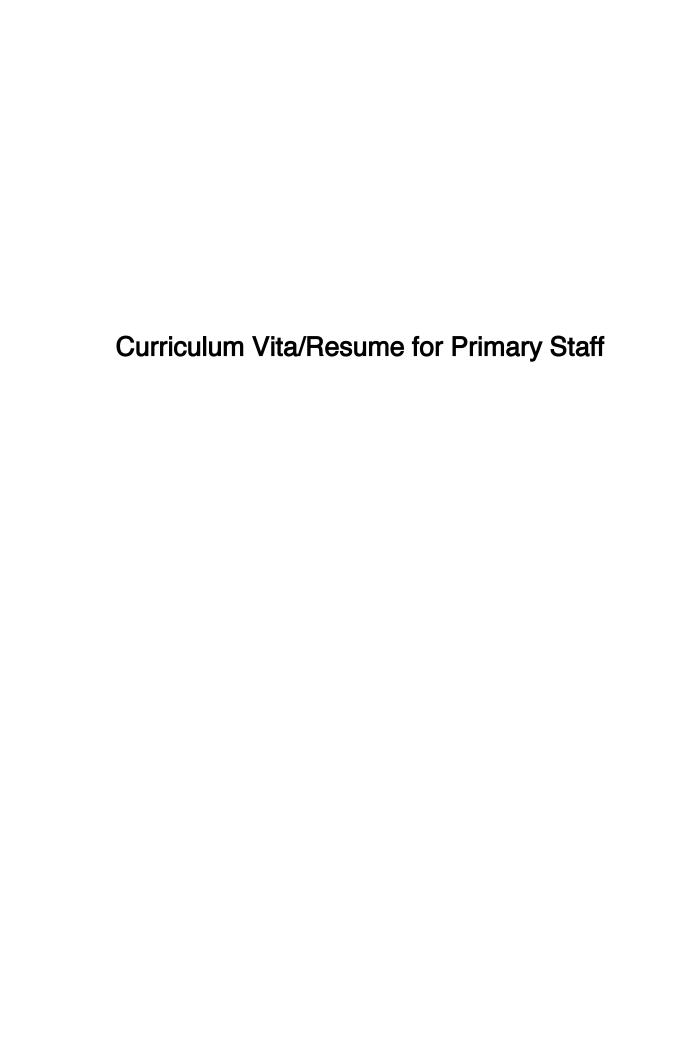
This means MDRS does not expect providers to submit pre- and post-tests for each class every month with billing paperwork. Instead, it is intended as a beginning-of-services pre-survey and an end-of-services post-survey tied to the overall service period for each student.

Q15: Page 32 says the period of performance dates are Sept 12, 2025, ending Sept 11, 2026. Page 6 says the dates are Dec 10, 2025, ending Dec 9, 2026.

A15: The correct period of performance dates are December 10, 2025 to December 9, 2026.

Respondents shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the response. The acknowledgment must be received by MDRS by the submission deadline.

Company Name:	Mississippi State University
Signature and Da	te: Kace Stickland (Oct 15, 2025 09:03:35 CDT)
Name and Title:	Kacey Strickland, Assistant VP & Executive Director



CURRICULUM VITAE Kasee Stratton-Gadke, Ph.D., LP, NCSP

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EDUCATION

Johns Hopkins University School of Medicine/Kennedy Krieger Institute, Baltimore, Maryland Program: Post-doctoral Fellowship in Behavioral Psychology/Behavior Analysis Focus (August 2013)

Central Michigan University, Mt. Pleasant, Michigan

Program: School Psychology

APA Accredited; NASP Approved; Michigan State Board of Education Approved Dissertation: The Initial Validation of a Non-Vocal, Multi-dimensional Pain Assessment

Instrument for Individuals with CHARGE Syndrome

<u>Degree:</u> Doctorate of Philosophy (June 2012)

Central Michigan University, Mt. Pleasant, Michigan

Program: School Psychology

Thesis: Identifying Pain in CHARGE Syndrome

Degree: Master of Arts (December 2010)

Central Michigan University, Mt. Pleasant, Michigan

Major: Graduate Prep Psychology

Minor: Youth Studies

Degree: Bachelor of Science (December 2006)

PROFESSIONAL CREDENTIALS

Licensed Psychologist, State of Mississippi License No. 53936
Nationally Certified School Psychologist Certification #44216
AAAA Licensed School Psychologist, State of Mississippi License No. 258015

PROFESSIONAL POSITIONS

2023-current Executive Director, Mississippi Institute on Disability, Mississippi State

University, Mississippi State, MS.

2019-current Director; T.K. Martin Center for Technology and Disability, *Mississippi State*

University, Mississippi State, MS.

2025-present Professor; Mississippi State University, Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations, School Psychology Graduate Program. Mississippi State, MS 2019-2025 Associate Professor; Mississippi State University, Department of Counseling, Educational Psychology, & Foundations, School Psychology Graduate Program. Mississippi State, MS 2014-2019 Assistant Professor; Mississippi State University, Department of Counseling, Educational Psychology, & Foundations, School Psychology Graduate Program. Mississippi State, MS 2014-2023* Co-Director, School Psychology Services Center (MIoD), Mississippi State University, Mississippi State, MS. Clinical Co-Director, Autism and Developmental Disabilities Clinic, Mississippi State, MS. *Folded into Executive Director Position in 2023. 2013-2014 Licensed Psychologist, Research Associate III; T.K. Martin Center for Technology and Disability, Mississippi State University. Mississippi State, MS. 2013-2014 Adjunct Faculty; Mississippi State University, Department of Counseling & Educational Psychology's School Psychology Graduate Program. Mississippi State, MS Instructor; Central Michigan University Off-Campus Programs and Online 2012-2014 Programs. Mt. Pleasant, MI. 2012-2013 Post-doctoral Fellowship; Kennedy Krieger Institute & Johns Hopkins University School of Medicine, Pediatric Developmental Disorders Clinic. Baltimore, MD.

PUBLICATIONS (Italics indicates student)

2011-2012

Sorrell, J., Stratton, K.K., Bates-Brantley, K., Wildmon, M., & Borgen, J. (2025). Training Future Teachers to Conduct Trial-Based Functional Analyses Using Virtual Video Modeling and Video Feedback. *Behavioral Interventions*, 40(1). https://doi.org/10.1002/bin.70000

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National Association of School Psychologists. (2021). *Comprehensive and inclusive sexuality education* [Position Statement]. Writing Group: P. Fenning, A. Cannava, T. Chenneville, G. Coffee, and **K. Stratton-Gadke.**

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Patents

U.S. Patent Application #18/902,505. Driving Simulator. Inventors: J. Adam Jones, **Kasee Stratton-Gadke**, Zacheus Ahonle, Lalitha Dabbiru, Kris Geroux, Woody Neil Watson II, Timothy George Stewart. Filed: September 27, 2024.

Test Reviews

Gadke, D. L., Stratton, K.K., & Justice, C. (2017). Review of the McGhee-Mangrum

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- **Stratton, K.K.** (2017). Review of the Substance Abuse Screener in American Sign Language. In In J. F. Carlson, K. F. Geisinger, & J.L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 704-708). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.
- Stratton, K.K. & Gadke, D.L. (2017). Review of the Motor-Free Visual Perception Test-Fourth Edition. In J. F. Carlson, K. F. Geisinger, & J.L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 512-516). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska Press.

PUBLICATIONS IN REVIEW

- Blake, K. & Stratton, K. (under review). CHARGE syndrome: a review and update on diagnosis, assessment and management. *Journal of Paediatrics and Child Health*
- Fairchild, L., Gadke, D., & Stratton, K. (under review). Exploring the Use of Virtual Reality to Train Pre-Service Teachers to Implement a Trial-Based Functional Analysis. *Behavior Analysis in Practice*.
- Staggers, M., Ripple, H., Smith, H., Bates-Brantley, K. & **Stratton, K.K.** (under review). Evaluating the Utility of Trial-Based Functional Analyses of Inappropriate Mealtime Behavior: Comparing Identified Functions Across Functional Analysis Methods. *Behavioral Analysis in Practice*.
- Wildmon, M.E., Williams, M., Moss, J., Herbstrith, J.C., Sidwell, M.D., & **Stratton, K.K.** (under review). Exploring AAC device use in special education: Insights from teachers' perspectives. *Disability and Rehabilitation: Assistive Technology*.

PUBLICATIONS IN PROCESS

- Staggers, M. H., Ripple, H., Smith, H. M., **Stratton-Gadke, K.,** & Bates-Brantley, K. (In Preparation). Evaluating the utility of trial-based functional analyses of inappropriate mealtime behavior: Comparing identified functions across functional analysis methods.
- Ripple, H, **Stratton, K.K.** & Gadke, D. (preparing for submission). Exploring the utility of brief functional analyses procedures for individuals with CHARGE syndrome.
- Meyers, L., Stratton, K.K., Gadke, D., Mazareh, L., & McCleon, T. (preparing for submission). Evaluating the Effectiveness of Behavioral Skills Training to Increase Stranger Safety Skills in Adults with Intellectual Disabilities

- Powell, M., Gadke, D.L., & **Stratton, K.K.** (in prep). Using Animated Video Modeling Interventions with Individuals on the Autism Spectrum: A Systematic Review. Journal of Applied School Psychology.
- **Stratton, K.K.**, & Hartshorne, T.S. (in prep). Identifying pain non-vocally using a multidimensional pain assessment for individuals with CHARGE syndrome.
- Fairchild, L., Stratton, K.K. & Ripple, H. (in prep). Parental perceptions and involvement of the IEP process for students with CHARGE syndrome/Deafblind.
- Fairchild, L., Quintero, L., Sorrell, J, & Stratton, K.K. (in prep.) Self-injurious behavior in CHARGE syndrome.

GRANTS

Research Grants

- Administration on Community Living, \$883,000 (2025; awarded). Investigator: Stratton, K.K. (PI), *ACCESS*
- Mississippi Department of Rehabilitation Services, \$360,000 (2025; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology Evaluations and Training.
- Mississippi Department of Rehabilitation Services, \$25,000 (2025; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.
- Mississippi Council on Developmental Disabilities (MSCDD) \$67,876. (2025; not awarded). Investigator: **Stratton, K.** (PI) & Lipscomb, Anne Hollis (Co-PI). RISE (Respite, Inclusion, Support, and Education).
- Mississippi Council on Developmental Disabilities (MSCDD) \$73,879. (2025; awarded). Investigator: Wildmon, M (PI) & **Stratton, K.** (Co-PI). Bridges to Speak: Communication Training Continuation.
- U.S. Department of Education: Rehabilitation Services Administration, \$ 9,995,345.00 (2024; awarded). Investigator: Ahonle, Z., Stratton, K.K., Castle, M., & Gadke, D. The Career Horizons Project (CHP): A 21st Century Workforce Initiative for Mississippians with Disabilities Accompanied by or Resulting from Long COVID Syndrome
- Mississippi Department of Education, \$100,000 (2024; awarded). Investigator: **Stratton, K.K.** (PI). Legislative Funds for Special Education School Programming- Early Intervention and Elementary.
- Mississippi State Legislative Office, \$600,000 (2024; awarded). Investigator: **Stratton, K.K.** (PI). *Pilot Project for the Early Intervention Program, First Steps.*

- Mississippi Department of Rehabilitation Services (MDRS) \$500,000. (2024; awarded). Investigator: **Stratton, K.** (PI). *Job Extravaganza*.
- Mississippi Department of Rehabilitation Services, \$360,000 (2024; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology Evaluations and Training.
- Mississippi Department of Rehabilitation Services, \$25,000 (2024; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.
- Mississippi Council on Developmental Disabilities (MSCDD) \$69,938. (2024; awarded). Investigator: Wildmon, M (PI) & **Stratton**, **K.** (Co-PI). Bridges to Speak.
- Substance Abuse and Mental Health Services Administration (SAMHSA) \$3,750,000. (2023; awarded). Investigator: Nadorff, M. (PI), **Stratton, K.,** (Co-PI) & Robertson, M. (Co-PI) *Healthy Transitions Mississippi*.
- Mississippi Council on Developmental Disabilities \$79,028. (2023; awarded). Investigator: Spinks, H. & **Stratton, K.K.** (Co-PI). *LEAPS Behavior Program: Lending Expert Assistance to Partnership Schools*.
- National Science Foundation, \$4,999,999. (2023; *not awarded*). Investigator: **Stratton, K.K.** (PI) Jones, A., Ahonle, Z., Dabbiru, L., & Geroux, K. *DriVR*
- Mississippi Department of Education, \$75,000 (2023; awarded). Investigator: **Stratton, K.K.** (PI). Legislative Funds for Special Education School Programming- Early Intervention and Elementary.
- Mississippi State Legislative Office, \$600,000 (2023; awarded). Investigator: **Stratton, K.K.** (PI). Evaluation and Model for the State's Early Intervention Program.
- Mississippi Department of Rehabilitation Services, \$25,000 (2023; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.
- Mississippi Department of Education, \$338,795 (2023; awarded). Investigator: **Stratton, K.K.** (PI). *University Based Teacher Units*.
- Mississippi Department of Rehabilitation Services, \$360,000 (2023; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology Evaluations and Training.
- Administration on Community Living, \$500,000 (2023; awarded). Investigator: **Stratton, K.K.** and Gadke, D.L. (PI). *Mississippi Institute on Disabilities*.
- Department of Education, \$354,000 (2022; awarded). Investigator: **Stratton, K.K.** (PI). Special Education Demonstration Classrooms.

- Administration for Community Living, \$646,000; awarded). Investigators: Gadke, D.L. (PI) & **Stratton, K.K.** (Co-PI). Network of Disability Services.
- Mississippi Department of Rehabilitation Services, \$360,000 (2022; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology Evaluations and Training.
- Mississippi Department of Rehabilitation Services, \$25,000 (2022; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.
- Mississippi Department of Rehabilitation Services, \$75,000 (2022; awarded). Investigator: **Stratton, K.K.** (PI). Project START, Assistive Technology Demonstration & Lending Site.
- Mississippi Department of Education, \$75,000 (2022; awarded). Investigator: **Stratton, K.K.** (PI). Legislative Funds for Special Education School Programming- Early Intervention and Elementary.
- Mississippi Council on Developmental Disabilities, \$79,028 (2022, awarded). Spinks, H. & **Stratton, K.K.** LEAPS Behavior Program: Lending Expert Assistance to Partnership Schools.
- National Science Foundation, \$750,000. (2022; awarded). **Stratton, K.K.** (PI), Jones, A., Ahonle, Z., Dabbiru, L., & Geroux, K. Advancement of Driving Technology for Vocational Enablement.
- Mississippi Department of Education, \$248,499 (2022; awarded). Investigator: **Stratton, K.K.** (PI). *University Based Teacher Units*.
- Mississippi Department of Education, \$26,481.06 (2022; awarded). Investigator: **Stratton, K.K.** (PI). *Pupil Transportation*.
- Department of Labor, \$2,793.361 (2021; applied for). Investigator: Ma, J., Wang, H., Pervez, A., Young, C., Washburn, S., Qu, Y., Bray, M., **Stratton, K.,** & Wang, Y. Leveraging Immersive Virtual Reality and Artificial Intelligence Technologies to Perform Nurse Training in Rural Areas.
- Mississippi Department of Health & Human Services, \$155,398 (2021; awarded). Investigator: **Stratton, K.** *Project IMPACT Early Intervention Assessment Team.*
- Mississippi Department of Rehabilitation Services, \$75,000 (2021; awarded). Investigator: **Stratton, K.K.** (PI). Project START, Assistive Technology Demonstration & Lending Site.
- National Institutes of Health, \$63,000 (2021; not awarded). Investigator: Grice, S. (PI), **Stratton, K.K.** (Co-PI). Leveraging state longitudinal data systems to understand service delivery and outcomes for persons with autism spectrum disorders.

- Mississippi Department of Rehabilitation Services, \$360,000 (2021; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology Evaluations and Training.
- Mississippi Department of Rehabilitation Services, \$25,000 (2021; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.
- Mississippi Department of Rehabilitation Services, \$150,000 (2021; awarded). Investigator: **Stratton, K.K.** (PI). *Pre-ETS: Pre-Employment Transitional Services*.
- Mississippi Department of Employment Security. \$250,000. (2021; awarded). Investigator: Ma, J., Chen, C.C., Wang, J., **Stratton-Gadke, K.K.,** Pan, Z. (Co-PIs). Using Smart Immersive Virtual Reality Technology To Train Nurses in the Senior Care Facilities.
- Mississippi Department of Education. \$186,677. (2021; awarded). Investigator: **Stratton, K.K.** (PI). *University-Based Teacher Units FY20*.
- Mississippi Department of Employment Security, \$156,195 (2020; awarded). Investigator: Ma, J., Wang, H., Young, C. Qu, Y., Pervez, A., **Stratton, K.K.** (PIs). Leveraging Immersive Virtual Reality Technology to Perform Nurse Training in the State of Mississippi.
- Governor's Emergency Educational Response-COVID Essential Emergency Educational Services, \$242,204.95 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Individualized Reading Treatment to Support Academic Success*.
- Governor's Emergency Educational Response-COVID Essential Emergency Educational Services, \$316,540.72. (2020; awarded). Investigator: Gadke, D., **Stratton, K.K.,** & Spencer J. (PI). *Individualized mental health support through behavioral programming*.
- Governor's Emergency Educational Response-COVID Essential Emergency Educational Services, \$259,625.84. (2020; awarded). Investigator: Spencer, B., Spencer, J., Gadke, D., **Stratton, K.K.** (PIs). Distance Education Support for Individuals with Intellectual Disabilities
- Max and Victoria Dreyfus Foundation, \$19,706 (2020; not awarded) Investigator: **Stratton, K.K.** (PI). *Express Yourself! Art Ceramics Programming*.
- Mississippi Department of Education, \$20,974.00 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Pupil Transportation*.
- Mississippi Department of Rehabilitation Services, \$19,200 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Project START, Assistive Technology Demonstration Site.*
- Mississippi Department of Rehabilitation Services, \$25,000 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.

- Mississippi Department of Health & Human Services, \$142,085 (2020; awarded). Investigator: **Stratton, K.** *Project IMPACT Early Intervention Assessment Team.*
- Mississippi Department of Rehabilitation Services, \$360,000 (2020; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology: MDRS Staffing.
- Mississippi Department of Rehabilitation Services, \$150,000 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Pre-ETS: Pre-Employment Transitional Services*.
- Mississippi Department of Rehabilitation Services, \$150,000 (2020; awarded). Investigator: Baham, J., Spencer, J, **Stratton, K.K.**, Gadke, D. (Co-PIs). *Pre-ETS: Pre-Employment Transitional Services*.
- Christopher Reeves Foundation, \$17,773 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Pressure Mapping for Quality of Life Improvement.*
- Mississippi Department of Rehabilitation Services, \$19,200.00 (2020; awarded). Investigator: **Stratton, K.K.** (PI). *Project START: Assistive Rehabilitative Technology*.
- Mississippi Council on Developmental Disabilities, \$231,681.00. (2020; *Not awarded*). Investigators: Gadke, D. L. (PI), **Stratton, K. K**. (Co-PI), McCleon, T. E. (Co-PI). "It Takes a Village": Tiered, Long-term Parent and Caregiver Training
- Mississippi Department of Human Services, \$1,136,307. (2019; awarded). Investigators: Capella, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). Mississippi State University ACCESS.
- Mississippi Department of Rehabilitation Services, \$360,000 (2019; awarded). Investigator: **Stratton, K.K.** (PI). Assistive Technology: MDRS Staffing.
- Mississippi Department of Rehabilitation Services, \$150,000 (2019; awarded). Investigator: **Stratton, K.K.** (PI). *Pre-ETS: Pre-Employment Transitional Services*.
- Mississippi Council on Developmental Disabilities, \$24,994. (2019; awarded). Investigator: **Stratton, K.** Expanding Educational Outcomes in the Early Years.
- Mississippi Department of Health & Human Services, \$147,159. (2019; awarded). Investigator: **Stratton, K.** *Project IMPACT Early Intervention Assessment Team.*
- Mississippi Department of Education, \$183,590.74 (2019; awarded). Investigator: **Stratton, K.**Special Education University Based Teacher Units for TK Martin Center Preschool Programming.
- Mississippi Department of Rehabilitation Services, \$19,200.00 (2019; awarded). Investigator: **Stratton, K.K.** (PI). *Project START: Assistive Rehabilitative Technology*.

- Mississippi Department of Education, \$16,479. (2019; awarded). Investigator: **Stratton, K.** *IDEA Special Education Funding for TK Martin Center Preschool Programming.*
- Mississippi Department of Rehabilitation Services, \$50,000 (2019; awarded). Investigator: **Stratton, K.K.** (PI). *Bioptic Driving*.
- Mississippi Department of Health & Human Services, \$149,978 (2019; awarded). Investigator: **Stratton, K.K.** (PI). Serving Children with Dyslexia and Related Reading Difficulties at *Mississippi State University*.
- Mississippi Council on Developmental Disabilities New Innovative Projects Continuation, \$226,802. (2019; awarded). Investigators: Gadke, D. L. (PI), **Stratton, K. K**. (Co-PI), McCleon, T. E. (Co-PI). Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.
- Mississippi Department of Human Services, \$910,103. (2018; awarded). Investigators: Capella, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). Mississippi State University ACCESS.
- Mississippi Council on Developmental Disabilities New Innovative Projects Continuation, \$209,367. (2018; awarded). Investigators: Gadke, D. L. (PI), **Stratton, K. K**. (Co-PI), McCleon, T. E. (Co-PI). Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.
- Mississippi Department of Human Services, \$1,000,173. (2017; awarded). Investigators: Cappela, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). Mississippi State University ACCESS
- Mississippi Department of Human Services, \$200,000. (2017; awarded). Investigators: Cappela, J. (PI), Gadke, D. L. (Co-PI), & **Stratton, K. K.** (Co-PI). Mississippi State University ACCESS
- Mississippi Council on Developmental Disabilities New Innovative Projects Continuation, \$209,367. (2017; awarded). Investigators: Gadke, D. L. (PI), **Stratton, K. K**. (Co-PI), McCleon, T. E. (Co-PI). Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities
- Mississippi State University College of Education Undergraduate Research Project, \$2,000.00 (2016; awarded). **Stratton, K.K.** (PI). Investigating Educational Accommodations and Family Outcomes for Individuals with CHARGE Syndrome.
- Mississippi State University College of Education Undergraduate Research Project, \$2,000.00 (2016; awarded). Gadke, D.L. (PI) & **Stratton, K.K.** (Co-PI). Using Applied Behavioral Analysis to improve behavioral and academic functioning in children with autism and related disabilities.

- Mississippi Council on Developmental Disabilities New Innovative Projects, \$209,367. (2016; awarded). Gadke, D. L. (PI), **Stratton, K.K.** (Co-PI), McCleon, T. E. (Co-PI). Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.
- U.S. Department of Education Student Support Services, \$246,050 yearly (2015; 5 years; \$1,230,250 total). Capella, J. (PI). Research Consultants: Gadke, D.L. & **Stratton, K.K.**
- Mississippi Council on Developmental Disabilities, \$151,343.00 (2015; awarded). Gadke, D. & **Stratton, K.K.** Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities.
- Mississippi Council on Developmental Disabilities \$110,727.00 (2015; not awarded). **Stratton, K.K.**, Gadke, D. & Capella, J. *PAID: Promoting Access to Income and Dreams*.
- Mississippi Council on Developmental Disabilities. \$131,188.00. (2015, not awarded). Gadke, D., **Stratton, K.K.** & Capella, J. Autism Liaisons Project: Helping Emerging Adults with ASD Succeed in High Education.
- Mississippi State University, Office of Research and Economic Development. \$2,000.00. (2014; not awarded). Farmer, A., Blendinger, J., Derby, C., Javorsky, K., Parker, J., & Stratton, K.K. Big Bird Goes Digital: Evaluation of Technological Reading Support with Early Intervention Services.
- National Institute of Justice. \$2,996,416.00 [MSU \$815,070.00]. (2014; not awarded). **Stratton, K.K.**, West Point School District, Gadke, D.L., McKinney, C., & Oliveros, A. *PAUSE: PBIS for Alternative-school Upstanders who are Safe and Engaged.*
- Society for the Study of School Psychology. \$16,973.00. (2014; not awarded). Gadke, D.L., & Stratton, K.K. (2014). The Impact of Animated Video Modeling for Individual and Small Group Social Skill Intervention.
- Mississippi State University, Office of Research and Economic Development Cross College. \$2,000.00. (2013; awarded). Cirlot-New, J., Gadke, D.L., **Stratton, K.K**. & McKinney, C. Social Skills Acquisition for Children with Autism Spectrum Disorders Using Animated Video Modeling.
- Mississippi State University, Office of Research and Economic Development Cross College. \$2,000.00. (2013; awarded). Justice, C., Gadke, D.L., **Stratton, K.K.,** Cirlot-New, J., & McKinney, C. Applied Behavioral Analysis in the Classroom Setting.
- CHARGE Syndrome Foundation. \$3,000. (2011; awarded). **Stratton, K.K.** Initial Validation of Non-Vocal Multidimensional Pain Assessment Instrument for Individuals with CHARGE.
- Central Michigan University, Anne Miller Quimper Award for School Psychology. \$1,300. (2009; awarded). **Stratton, K.K.** *Identifying Pain in CHARGE Syndrome*.

- Central Michigan University, Summer Research and Creative Endeavors Scholar. \$3,000. (2006; awarded). *Stratton*, K.K. *Sources of Stress in CHARGE Syndrome*.
- CHARGE Syndrome Foundation. \$1,500. (2006; awarded). **Stratton, K.K**. Sources of Stress in CHARGE Syndrome.
- Central Michigan University, Johanna Russ Memorial Research Grant. \$600. (2005; awarded). **Stratton, K.K.** *Investigation of Stress for Individuals with CHARGE Syndrome*.

Training Grants

- School psychology training grant to fund school psychology graduate assistantships. Submitted to Starkville Oktibbeha Public Schools, Starkville, MS. Awarded \$140,078.00 (2024, *awarded*. Investigators: Bates-Brantley, K.(PI), Gadke, D., Sidwell, M., Ripple, H., Wildmon, M., Herbstrith, J., & **Stratton-Gadke, K.**
- Starkville-Oktibbeha County School Remedial Reading Camp. Submitted to Starkville Oktibbeha School District, Starkville, MS \$9,000. (2023; *awarded*). Investigators: **Stratton K.K.**, Bates-Brantley, K., Sidwell, M., & Gadke, D.
- School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$20,168.00. (2020; *awarded*). Investigators: McCleon, T.E., Gadke, D., **Stratton, K.K.**
- School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$22,135. (2020; *awarded*). Investigators: McCleon, T.E., Gadke, D., **Stratton, K.K.**
- School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$20,494. (2019; *awarded*). Investigators: McCleon, T.E., **Stratton, K.K.,** Gadke, D.
- School psychology training grant to fund two assessment specialists positions. Submitted to Choctaw County School District, Ackerman, MS. Awarded. \$40,448 (2019; awarded). Investigators: McCleon, T.E., **Stratton, K.K.**, Gadke, D.
- School psychology training grant to fund behavior and assessment specialists positions. Submitted to Columbus Municipal Schools, Columbus, MS. \$38,644 (2019; awarded). Investigators: McCleon, T.E., **Stratton, K.K.**, Gadke, D.
- School psychology training grant to fund behavior specialist position. Submitted to Calhoun County School District, Pittsboro, MS. \$22,930 (2019; *awarded*). Investigators: McCleon, T.E., **Stratton, K.K.,** Gadke, D.

- School psychology training grant to fund academic specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$19,871.92 (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Community Development Institute Headstart, Winona, MS. \$25,866.97. (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund two assessment and behavior specialist positions. Submitted to Columbus Municipal School District, Columbus, MS. \$39,039.68 (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Lowndes County School District, Columbus, MS. \$19,519.84 (2018; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund academic specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$19,136. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund school psychology internship position. Submitted to West Point School District, West Point, MS. \$17,683. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Lowndes County School District, Columbus, MS. \$40,646. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$21,140. (2016; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$21,140. (2016; awarded). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund academic and behavior specialist position. Submitted to Webster County Public Schools, MS. \$18,538.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Aberdeen School District, Aberdeen, MS. \$18,538.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$17,820.00. (2015; awarded). Investigators:

- McCleon, T.E., Stratton, K., Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to Columbus Municipal School District, Columbus, MS. \$17,820.00. (2015; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund behavior specialist position. Submitted to West Point School District, West Point, MS. \$17,064.00. (2015; awarded). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.
- School psychology training grant to fund academic specialist position. Submitted to Aberdeen School District, Aberdeen, MS. Awarded \$18,176.00 (2014; *awarded*). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund school psychology internship. Submitted to West Point School District, West Point, MS. Awarded \$25,957.00 (2014; awarded). Investigators: McCleon, T.E., **Stratton, K.,** Gadke, D., & Henington, C.
- School psychology training grant to fund assessment specialist position. Submitted to West Point School District, West Point, MS. Awarded \$16,701.00 (2014; awarded). Investigators: McCleon, T.E., **Stratton, K.**, Gadke, D., & Henington, C.

Foundation Grants & Other Monetary Awards

- Chick-fil-A Foundation. \$200,018 (2024; not awarded). **Stratton K.K.** True Inspiration Award Project IMPACT: Expand and Connect.
- Mississippi Council on Developmental Disabilities, \$5,000. (2024; awarded). **Stratton K.K.** *Preschool Readiness Camp for Children with Special Needs*.
- Dollar General Literacy Foundation. \$3,000 (2024; awarded). **Stratton, K.K**. *Ignite Summer Reading Program*.
- Pinebelt Foundation. \$50,000 (2024; not awarded). **Stratton, K.K.** Assistive Technology in the *Pinebelt Region*.
- Feild Cooperative. \$17,500. (2023; awarded). **Stratton, K.K.** Special education and behavioral supports.
- Mississippi Council on Developmental Disabilities \$5,000. (2023; awarded). **Stratton, K.K.** *Express Yourself Art Summer Programming*.
- Feild Cooperative. \$10,000 (2022; awarded). **Stratton, K.K.** Special education assistant support for supporting individualized instruction.

- CHARGE Syndrome Foundation. \$3,500 (2022; awarded). **Stratton, K.K.** CHARGE Adult Networking via Tele-Meeting with Bulldog CHARGE Syndrome Research Lab.
- Mississippi Council on Developmental Disabilities, \$5,000 (2022; awarded). **Stratton, K.K**. *Express Yourself! Art Exhibition and Scholarships for Students with Disabilities.*
- Feild Cooperative. \$10,000 (2021; awarded). **Stratton, K.K**. *Individualized special education instruction*.
- Faith, Fight, Finish Foundation. \$40,000 (2021; awarded). **Stratton, K.K**. Express Yourself! Art Coordinator Position.
- The Hearin Foundation. \$1,000,000 (2021; awarded). Gadke, D.L. & **Stratton, K.K**. Applied Behavior Analysis Program Development.
- Brannan Family Gift. \$400,000 (2021; awarded). **Stratton, K.K**. TK Martin Center Therapy Renovations and Services.
- CHARGE Syndrome Foundation. \$5,100 (2021; awarded). **Stratton, K.K**. CHARGE Adult Networking via Tele-Meeting with Bulldog CHARGE Syndrome Research Lab.
- Faith, Fight, Finish Foundation. \$43,133 (2019, awarded). **Stratton, K.K.** Express Yourself! Art Coordination and Travel Funds.
- Mississippi Council on Developmental Disabilities, \$1,500 (2018, awarded). **Stratton, K.K.** Fund for Bulldog CHARGE Syndrome Research Lab
- C. J. Foundation, \$100,000 (2017; awarded). Gadke, D. L., **Stratton, K. K.,** & Capella, J., C & J Fund for Autism, ADHD, and Other Disabilities.
- Gertrude Ford Foundation, \$125,000 (2017; awarded). Gadke, D. L., **Stratton, K. K.**, & Capella, J. J. Autism and Developmental Disabilities Clinic Support Funds.

INVITED PRESENTATIONS

International Conferences

- **Stratton, K.K.** (2024, August). *Supporting Mental Health in CHARGE Syndrome*. Presentation at the CHARGE Syndrome Symposium. Sydney Children's Hospital Randwick, NSW, Australia.
- **Stratton, K.K.** (2024, August). *Identifying Pain in CHARGE Syndrome*. Presentation at the CHARGE Syndrome Symposium. Sydney Children's Hospital Randwick, NSW, Australia.

- **Stratton, K.K.** (2024, August). *Supporting Adolescent Mental Health*. Presentation at the Australasian CHARGE Syndrome Conference. Olympic Park, NSW, Australia.
- Stratton, K.K., Moss, J., Powell, C., Parlow, M., & Gadke, D. (2024, August). Adult CHARGE Track: Supporting mental health, online safety, vocational goals, and more! Full Day presentation at the Australasian CHARGE Syndrome Conference. Olympic Park, NSW, Australia.
- **Stratton, K.K.** (2022, September). *Understanding CHARGE Syndrome*. Distinguished lecture at the Scarlett's Park Conference for Deaf+. Fresno State University. Fresno, CA.
- **Stratton, K.K.** (2018, May). *Pain and Non-vocal Pain Assessment in CHARGE*. Presentation at the Multisensory Impairment Symposium for Monash Children's Hospital-Hudson Institute of Medical Research. Melbourne, Australia.
- **Stratton, K.K.** & Gadke, D.L. (2018, May). *Pain and Stress on Challenging Behaviors for Individuals with CHARGE Syndrome*. Platform at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- **Stratton, K. K.** (2018, May). Preparing for Puberty and Sexuality in CHARGE: Important Considerations! Platform at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- Stratton, K. K., & Gadke, D. L. (2018, May). *Dating, drinking, and social media: Safety for adults with CHARGE*. Workshop at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- **Stratton, K.K.** (2018, May). Sexuality and well-being for individuals with multi-sensory impairments. Presentation at the Multisensory Impairments Seminar for Educators at the Victorian Deaf Education Institute. Melbourne, Australia.
- **Stratton, K.K.** & Gadke, D.L. (2014, October). *Adolescent & Young Adult Workshop*. Full-day workshop at the 11th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Auckland, New Zealand.
- **Stratton, K.K.** (2014, October). "But it hurts and stresses me out." Platform at the 11th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Auckland, New Zealand.
- **Stratton, K.K.** (2012, September) *Sexuality Issues and CHARGE Syndrome*. Platform at the 10th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Sydney, Australia.
- Stratton, K.K. (2012, September) Identifying Pain for Individuals with CHARGE and

- *Challenging Behavior*. Platform at the 10th Biannual CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Sydney, Australia.
- **Stratton, K.K.** (2012, September) *Pain identification and challenging behaviors in CHARGE Syndrome.* Platform presentation at the CHARGE Syndrome Association of Australasia Professionals Day. North Rocks, New South Wales, Australia.
- **Stratton, K.K.** (2010, October) *Identifying Pain and Behavioral Challenges in CHARGE Syndrome*. Platform presentation at the CHARGE Syndrome Association of Australasia Conference, Perth, Australia.
- **Stratton, K.K.** (2010, October) *Identifying Pain in CHARGE Syndrome: Implications of Pain on Behavior*. Presentation at the CHARGE Syndrome Association of Australasia Conference for Professionals, Perth, Australia.
- **Stratton, K.K.** (2009, October) *Identification of Pain in CHARGE Syndrome: Preliminary Results.* Platform presentation at the Nordic Symposium on Pain and CHARGE Syndrome, Middelfart, Denmark.

National Conferences

- **Stratton, K.K.** (2020, November). *CHARGE Research: Where are we now?* Presentation for the Texas CHARGERs Organization, TX.
- **Stratton, K.K.** (2020, September). What do we know about CHARGE Syndrome Today?. Keynote Address at the Northeastern CHARGE Syndrome Conference, Virtual.
- **Stratton, K.K.** (2020, September). *Sexuality and Development in CHARGE*. Invited presentation at the Northeastern CHARGE Syndrome Conference, Virtual.
- Fairchild, L., Quintero, L., & Stratton, K.K. (2020, September). Updates on Self-Injurious Behavior in CHARGE. Invited presentation at the Northeastern CHARGE Syndrome Conference, Virtual.
- Ferrigno, M. & Stratton, K.K. (2020, September). Investigating PTSD Symptomology in Parents of individuals with CHARGE. Invited presentation at the Northeastern CHARGE Syndrome Conference, Virtual.
- **Stratton, K.K.** (2018, May). Puberty and Development in Adolescents with CHARGE Syndrome. Presentation at the Northeastern CHARGE Syndrome Conference, Plainsboro, NJ.
- **Stratton, K.K.** & Gadke, D.L. (2018, February). *Research Networking Session-Facilitated Discussion*. Invited presentation at the Trainers of School Psychologists Conference, Chicago, IL.

- **Stratton, K.K.** (2017, March). Reading Interventions for the Classroom Teacher. Invited presentation at the LiftEd Innovation in Literacy Conference for National Board for Professional Teaching Standards, Jackson. MS.
- Gadke, D.L. & **Stratton, K.K.** (2017, February). *Behavior interventions for severe behavioral problems*. Invited Mini-Skills Session at the Annual Convention for the National Association of School Psychologists, San Antonio, TX.
- **Stratton, K.K.** (2016, November). *CHARGE Syndrome 101*. Two-Day Workshop for the Iowa Deafblind Project, Des Moines, IA.
- **Stratton, K.K.** (2016, March). *Children with CHARGE Syndrome and Challenging Behaviors*. Two-Day Workshop for the Iowa Deafblind Project, Des Moines, IA.
- **Stratton, K.K.** (2014, March) *Behavior, Pain, or Both: Relationship of Pain and Challenging Behavior.* Platform presentation at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Professionals Conference, Oconomowoe, WI.
- **Stratton, K.K.** (2014, March) "But the Doctor Doesn't Believe it is Pain." Opening Keynote at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Family Conference, Oconomowoe, WI.
- **Stratton, K.K.** (2014, March) *Creating Your Behavioral Toolbox*. Platform presentation at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Professionals Conference, Oconomowoe, WI.
- **Stratton, K.K.** (2014, March) *Taking Care of Self for Caregivers*. Platform presentation at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach Professionals Conference, Oconomowoe, WI.
- **Stratton, K.K.** (2013, February) *How to Identify Pain and the Relationship of Pain to Challenging Behavior for Individuals who are Deaf-Blind*. Platform Presentation at the 2013 Texas Symposium on Deafblindness, Austin, TX.
- **Stratton, K.K.**, & Hartshorne, T.S. (2007, April) *What's there to stress about? The case of CHARGE*, Platform presentation at Upper Midwest CHARGE Syndrome Conference, Minneapolis, MN.

Webinars/Other

Stratton, K.K. (2022, March). "Understanding Behavior as Communication in Students with Hearing and Vision Loss" New York Deaf-Blind Collaborative. Queens, NY.

- **Stratton, K.K.** (2021, December). *Behavioral Challenges among Deafblind Adults*. Family-to-Family Community.
- **Stratton, K.K.** (2021, May). Behaviors vs. tendencies in children and adolescents with CHARGE syndrome. New York Deaf-Blind Collaborative. Queens, NY.
- **Stratton, K.K.** (2016, November). *Preparing the work environment for success*. Webinar presented to the New York Deaf-Blind Collaborative: Transition Webinar Series, Queens, NY.
- **Stratton, K.K.** (2016, January). *Challenging vs. Distressed Behaviors*. Webinar presented to the New York Deaf-Blind Collaborative: Interdisciplinary Transition Team Initiative (ITTI), Queens, NY.
- **Stratton, K.K.** (2013, November) Sexuality Topics and Intervention Strategies: Taking care of personal needs for individuals who are visually impaired. Webinar presented by the Perkins School for the Blind, Training & Educational Resources Program, Watertown, MA.
- **Stratton, K.K.** (2013, February) *CHARGE Syndrome 101*. Training presentation for Deaf and Hard of Hearing Neuropsychology assessment team at Kennedy Krieger Institute and Johns Hopkins University School of Medicine. Baltimore, MD.
- **Stratton, K.K.**, & Hartshorne, T.S. (2012, February) *Pain Issues in CHARGE*. Webinar presented by the CHARGE Syndrome Foundation, Sands Point, NY.

Local

- **Stratton, K.K.** (2024, September). *Mississippi's Early Intervention Task Force Updates and Needs in our State*. Mississippi Speech Language Hearing Association Conference. Flowood, MS.
- **Stratton, K.K.** (2024, June). Assisting Persons with Disabilities to Drive. Assistive Technology Conference presented by the Arc of Mississippi and Project START. Flowood, MS.
- **Stratton, K.K.** (2024, June). *MIoD Resources for New Principals*. EMCED Principals Bootcamp. Meridian, MS.
- **Stratton, K.K.** (2023, February). *Serving Students with Complex Needs*. EMCED Special Education Conference. Meridian, MS.
- **Stratton, K.K.** & Gadke., D.L. (2019, September). *Autism in the Workplace*. Rehabilitation Association of Mississippi Conference. Tupelo, MS.

- **Stratton, K.K.** (2018, December). *Behavior Management: Autism and Early Childhood.*Training presentation for Excel by 5: Early Childhood Community- Oktibbeha County. Starkville, MS.
- **Stratton, K.K.** (2018, November). *Understanding Autism in Early Childhood*. Training presentation for Excel by 5: Early Childhood Community- Oktibbeha County. Starkville, MS.
- **Stratton, K.K.** (2018, August). *Demystifying Problem Behavior*. Training presentation for the Starkville-Oktibbeha Consolidated School District Sparking Excellence Summit. Starkville, MS.
- **Stratton, K.K.** (2018, July). *Preparing your Classroom for Success*. Training presentation for the Starkville-Oktibbeha Consolidated School District New Teacher Orientation. Starkville, MS.
- **Stratton, K.K.** (2018, July). *Autism: Separating the Facts from Fiction*. Training presentation for the Child and Family Studies Center. Mississippi State, MS.
- **Stratton, K.K.** (2018, January). *Autism & Preparing for Adulthood*. Training presentation for the Mississippi Autism Resource Conference. Tupelo, MS.
- **Stratton, K.K.** (2017, April). *Comps, Proposals, and Writing Dissertations-Doctoral Panel.* Facilitated panel at the 10th Annual Faculty & Student Research Forum for the College of Education. Mississippi State University. Mississippi State, MS.
- **Stratton, K.K.** (2016, October). *Managing Classroom Behavior*. Training presentation for Teacher Intern Conference. Mississippi State University. Meridian, MS.
- **Stratton, K.K.** & Gadke, D.L. (2016, May). *Autism Spectrum Disorder*. Training presentation for the Mississippi Excellence in Teaching Program (METP) Residential Institute. Mississippi State University. Mississippi State, MS.
- **Stratton, K.K.** (2015, June). Classroom Management Workshop: Building your Behavioral Toolbox. Presenter for a half-day workshop for the East Mississippi Center for Educational Development and Mississippi State University Meridian, MS.
- **Stratton, K.K.** (2014, January) Evaluating your treatment options: Avoiding the potential dangers associated with complementary and alternative treatment methods, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.
- **Stratton, K.K.** (2014, January) *Use of Visuals: The Do's and Don'ts*, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.
- **Stratton, K.K.** (2014, January) Preference Assessments: Determining what your child/student

- *likes*, Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.
- **Stratton, K.K.** (2014, January) *Sleep Hygiene: Preparing for child/student for a good night's sleep,* Presenter for the T.K. Martin Center for Technology and Disability Educational Forum, Starkville, MS.

PROFESSIONAL PRESENTATIONS (Students in Italics)

International Conferences

- **Stratton, K.K.** (2025). Research Updates from the Bulldog CHARGE Syndrome Research Lab. Plaform presentation at the 16th International CHARGE Syndrome Professionals Day, Phoenix, AZ.
- **Stratton, K.K.,** *Powell, C.,* Morrow, S. (2025). *Importance of Finding your Social Network: CHARGE Adult Socials.* Plaform presentation at the 16th International CHARGE Syndrome Professionals Day and Conference, Phoenix, AZ.
- Hartshorne, T., **Stratton, K.K**., Brown, D., Slavin, L., & Mossberger, S. (2025). *Panel on Behavior in CHARGE*. Plaform presentation at the 16th International CHARGE Syndrome Conference, Phoenix, AZ.
- **Stratton, K.K.,** *Powell, C., Moss, J., Parlow, M., Shoemaker, M., Lewis, A.R., & Jones, M.* (2025). *Supporting Your Journey: A Q&A Panel for Adults with CHARGE Syndrome*. Plaform presentation at the 16th International CHARGE Syndrome Conference, Phoenix, AZ.
- **Stratton, K.K.,** Powell, C., & Moss, J. (2025). Guiding the Path: Trnsitions and Post-School Options for Individuals with CHARGE Syndrome. Plaform presentation at the 16th International CHARGE Syndrome Conference, Phoenix, AZ.
- Moss, J. & Stratton, K.K. (2025). Expanding the Reliability and Validity of the CNVPA: Psychometric Validation Across Age Groups. Poster presentation at the 16th International CHARGE Syndrome Conference, Phoenix, AZ.
- Powell, C. & Stratton, K.K. (2025). Understanding the Mental Health Needs of Adolescents and Adults with CHARGE Syndrome. Poster presentation at the 16th International CHARGE Syndrome Conference, Phoenix, AZ.
- **Stratton, K.K.,** *Powell, C., Moss, J., Parlow, M., Shoemaker, M., Lewis, A.R., & Jones, M.* (2025). *What's going on at the Bulldog CHARGE Syndrome Research Lab.* Poster presentation at the 16th International CHARGE Syndrome Conference, Phoenix, AZ.

- Huff, M., Ripple, H., **Stratton, K.,** Smith, H., Bates-Brantley, K. (2024). *Evaluating Trial-Based Functional Analyses of Inappropriate Mealtime Behavior: Comparing Identified Functions Across Functional Analysis Methods*. Poster presentation at the 18th Annual ABAI Autism Conference, Las Vegas, NV.
- **Stratton, K.K.** (2023). *Bulldog CHARGE syndrome research lab updates*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- **Stratton, K.K.,** Ressler, J., & McHenry, R. (2023). Adults in CHARGE syndrome. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- **Stratton, K.K.,** Ressler, J., & Moss, J. (2023). Picking your priorities: Walking, talking, what should you pick first? Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- **Stratton, K.K.,** & Anderson, M. (2023). *IEP Pro: The ins and outs of an IEP*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- **Stratton, K.K.,** *Powell, C., & McHenry. R.* (2023). *Behavior challenges: What is the behavior communicating and how do you respond?* Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- **Stratton, K.K.** (2023). *The how and when: Telling your child they have CHARGE syndrome*. Platform presentation at the 15th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- Anderson, M.A., Bonner, L., & **Stratton, K.K.** (2023). Transitioning out of high school: Where do we go from here? Poster presented at the 15th International CHARGE Syndrome Conference, Orlando, FL.
- Powell, C., Bonner, L., Williams, A., Ressler, J., Moss, J., McHenry, R., & Stratton, K.K. (2023). What do we need to know? Survey outcomes for supporting adults with CHARGE. Poster presented at the 15th International CHARGE Syndrome Conference, Orlando, FL.
- Weldon, M.A, Huff, M., & Bobak. H, Stratton, K., & Bates-Brantley, K. (March, 2021). Using the picture exchange communication system in the school setting for a child with autism spectrum disorder and deafness. Poster presented at the Applied Behavior Analysis International Autism Conference, Virtual Format.
- Givens, A., Quintero, L., Ferrigno, M., Fairchild, L., White, A., Gadke, D., & Stratton-Gadke, K., (2020, February). A comparison of math interventions to improve math calculation skills of adolescents with Autism Spectrum Disorder. Poster presentation accepted at the

- 2020 Annual Conference of the Association for Behavior Analysis International Autism, Miami, FL.
- Ripple, H. & Stratton, K.K. (2019, July). Linking assessment to intervention: Functional analyses and CHARGE. Platform presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Quintero, L., Fairchild, L, & Stratton, K.K. (2019, July). ABA, Cognitive-behavior therapy, or word of mouth: What treatment is right? Platform presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Johnson, K., Mathis, E., & **Stratton, K.K.** (2019, July). Looking and feeling like a pro: Preparations for walking into the IEP meeting. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- **Stratton, K.K.** & Kirk, J. (2019, July). *Sex hormones, puberty, and teaching safe sexuality*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- **Stratton, K.K.** (2019, July). *CHARGE Adult Workshop*. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Grant, H., Hurley, M.A., & Stratton, K.K. (2019, July). "CHARGE syndrome is only a part of you!": How and when to tell your child they have CHARGE syndrome. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- **Stratton, K.K.** & McKee, A. (2019, July). "I wish they could tell me what they need:" Increasing communication through behavior. Platform presentation at the 14th International CHARGE Syndrome Conference, Dallas, TX.
- Fairchild, L., Sorrell, J., & Stratton, K.K. (2019, July). Are parents satisfied? The ins and outs of IEP goals. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Mathis, E. & Stratton, K.K. (2019, July). Assessing the quality of behavior services for students with CHARGE syndrome. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Mathis, E. & Stratton, K.K. (2019, July). Examining attitudes toward sexuality in CHARGE syndrome. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- Sorrell, J. & Stratton, K.K. (2019, July). *Physical education accommodations: Is your child receiving assistance?* Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.

- Sorrell, J. & Stratton, K.K. (2019, July). The Bulldog CHARGE Syndrome Research Lab at Mississippi State University. Poster presentation at the 14th International CHARGE Syndrome Professionals Day Conference, Dallas, TX.
- White, A., Ferrigno, M., Lipscomb, A. H., **Stratton, K.K.**, Gadke, D., & (2019, January). Targeting sight word acquisition through use of evidence-based interventions for a child with autism. Poster presented at the 2019 annual Applied Behavioral Analysis International Autism Conference, San Francisco, CA.
- White, A., Ferrigno, M., Lipscomb, A. H., Gadke, D., & Stratton K.K. (2019, January). Using number cards with manipulatives to increase quantity discrimination identification for a child with autism. Poster presented at the 2019 annual Applied Behavioral Analysis International Autism Conference, San Francisco, CA.
- McCulla, K., Illapperuma, C., Henington, C., Gadke, D., & Stratton, K.K. (2019, January). Use of different visual markers to reduce word skipping. Poster presented at the 13th Annual Autism Conference Association for Applied Behavior Analysis International, San Francisco, CA.
- Trice, S., Ferrigno, M., Clarke, A., Creviston, J., Gadke, D., & Stratton, K.K. (2019, January). Increasing communication using power cards and skillstreaming for a non-verbal adolescent with autism. Poster presented at the 13th Annual Autism Conference Association for Applied Behavior Analysis International, San Francisco, CA.
- Ferrigno, M., Trice, S., Clarke, A., McCulla, K., Stratton-Gadke, K., & Gadke, D. (2019, January). Using power cards and skillstreaming to increase social skills in adolescents with autism. Poster presented at the 13th Annual Autism Conference Association for Applied Behavior Analysis International, San Francisco, CA.
- Ferrigno, M. & Stratton, K.K. (2018, May). Do social behaviors matter in educational settings? The case of CHARGE syndrome. Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- Ripple, H. & Stratton, K.K. (2018, May). What makes a good goal anyway? Measurability of educational goals and parent perceptions in CHARGE syndrome. Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- Anderson, M. & Stratton, K.K. (2018, May). The family in CHARGE: What do we know? Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.
- McCulla, K. & Stratton, K.K. (2018, May). Bulldog CHARGE Syndrome Research Lab Updates. Poster presented at the 13th Biennial CHARGE Syndrome Association of Australasia Conference for Families and Professionals. Melbourne, Australia.

- Wu, S., White, A., & Stratton, K.K. (2018, February). Evaluating the effect of positive reinforcement and visual timer on increasing task compliance. Poster presented at the 2018 annual Applied Behavioral Analysis International Autism Conference, Miami, FL.
- Ripple, H., Stratton, K.K., & Gadke, D.L. (2018, February). Stranger danger: An anti-abduction intervention for a child with autism spectrum disorder. Poster presented at the 2018 annual Applied Behavioral Analysis International Autism Conference, Miami, FL.
- Mathis, E.S., Driskell, W., Powell, M.B., Lipscomb, A.H., Ripple, H.E., Gadke, D.L., & Stratton, K.K. (2018, January). Examining the effectiveness of preschool life skills in verbal children with autism. Poster presented at the Applied Behavior Analysis International Autism Conference, Miami, FL.
- Lipscomb, A. H., Clarke, A., Cruz-López, I., Mathis, E. S., Ripple, H. E., Gadke, D. L., & Stratton, K. K. (2018, Feb). Examining the effectiveness of preschool life skills in nonverbal children with autism. Poster presented at the Applied Behavior Analysis International Autism Conference, Miami, FL.
- **Stratton, K. K.,** Ripple, H. E., Sully, M., & Anderson, M. (2017, July). Individualized education plans and family demographics in CHARGE. Platform presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Ripple, H. E. & **Stratton, K. K.** (2017, July). *The CHARGE IEP: What have we learned?*Platform presentation at the 13th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- Hudson, A., **Stratton, K. K**., & Blake, K. (2017, July). *A new feeding scale for use in CHARGE syndrome*. Platform presentation at the 13th International CHARGE Syndrome Professionals Day Conference, Orlando, FL.
- **Stratton, K. K.** & Gadke, D. L. (2017, July). *Behavior in the school setting*. Platform presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- **Stratton, K. K.** & Gadke, D. L. (2017, July). *Adult workshop for individuals with CHARGE syndrome: Sexuality, decision making, and use of social media*. Workshop presented at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Ripple, H. E., Dowdy, J., Kesler, O., Johnson, K., & Stratton, K. K. (2017, July). Examining the measurability and attainability of IEP goals in CHARGE syndrome. Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Ripple, H. E., Struna, E., Ferrigno, M., Johnson, K., & Stratton, K. K. (2017, July). *IEP transition plans for individuals with CHARGE syndrome*. Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.

- Illapperuma. C.R., Parker, J., Eddy, M., Mathis, E.S., Blake, A.C., & Stratton, K.K. (2017, July). Overview of sexuality education. Poster Presentation at the 13th International CHARGE Syndrome Conference. Orlando, FL.
- Driskell, W.D., McPhail, L., Ripple, H. R., Kilbert, T., & Stratton K.K. (2017, July). CHARGE Syndrome and the IEP: What do parents think? Poster Presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Mathis, E.S., Clarke, A.B., Eddy, M., Illapperuma C.R., & Stratton, K.K. (2017, July). Let's talk about sex: Implications for future research in sexuality education. Poster Presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Sully, M., Anderson, M., & Stratton K.K. (2017, July). What makes up a family in CHARGE: Family dynamics and demographics. Poster Presentation at the 13th International CHARGE Syndrome Conference. Orlando, FL.
- Ferrigno, M., Ripple, H., Anderson, M., Kilbert, T., Trice, S., Grant, H., & Stratton, K.K. (2017, July). You Asked, We Listened: What's missing on the IEP for students with CHARGE? Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Struna, E., Ripple, H., Cosgriff, A., Driskell, W., Trice, S., Kilbert, T., & Stratton, K.K. (2017, July) *The CHARGE IEP: What Accommodations and Rulings are Common?* Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Anderson, M., & Stratton, K.K. (2017, July). The Bulldog CHARGE Syndrome Research Lab at Mississippi State University. Poster presentation at the 13th International CHARGE Syndrome Conference, Orlando, FL.
- Wu, S., Ferrigno, M., &, **Stratton, K.K.** (2017, May). A comprehensive reading intervention for children with disabilities. Contributor: Lipscomb, A. H. Poster presented at the 43th Annual Association for Behavior Analysis International, Denver, CO.
- Clarke, A., Butts, M. & Stratton, K.K. (2017, May). Teaching quantity discrimination to a child with Autism. Poster presented at the 43th Annual Association for Behavior Analysis International, Denver, CO.
- Ripple, H., **Stratton, K.K.**, Gadke, D.L., & Anderson, M. (2017, May). The use of a brief functional analysis with an individual with deaf-blindness. Poster presented at the 43th Annual Association for Behavior Analysis International, Denver, CO.
- Hudson, A., Stratton, K.K., Hatchette, J., & Blake, K. (2017, May). Development of a new feeding scale for use in CHARGE syndrome and implications for its use in autism and other genetic conditions. Poster presented at the Canadian Paediatric Society 94th Annual Conference, Vancouver, British Columbia.

- Morton, R.C., & Stratton, K.K. (2016, May). Implementation of Interdependent Group Contingency in Secondary Education Resource Classroom. Poster presented at the annual Applied Behavioral Analysis International, Chicago, IL.
- Butts, M. M., Smith, H. M., Sidwell, M. D., Gadke, D. L., & Stratton, K. K. (2016, January). Implementation of the STAR curriculum with children with Autism in a clinical setting. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.
- Butts, M. M., Gadke, D. L., & Stratton, K. K. (2016, January). Analyzing the difference of interventions on prompted and unprompted requests with a child with Autism. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.
- Butts, M. M., Gadke, D. L., & Stratton, K. K. (2016, January). The prevalence of applied behavior analysis in the world of twitter. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.
- Ripple, H. E., Sully, M., Cosgriff, A., Wu, S., Tritley, J., Sidwell, M. D., Gadke, D. L., & Stratton, K. K. (2016, January). Using a Prompting Hierarchy as a Social Skills Intervention for Children with Autism. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.
- Smith H. M., Sidwell, M.D., Butts, M.M., McGrew, S., Reid, D., Morton, R., Gadke, D. L., & Stratton, K.K. (2016, January). Alternating Topographies of Instruction and Implications for Acquiring Social Skills in Children with Autism Spectrum Disorder. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.
- Sully, M., Smith, H. M., Gadke, D. L., & Stratton, K. K. (2016, January). The Acquisition of Quantity Discrimination Skills in two Elementary Students with Disabilities. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, New Orleans, LA.
- **Stratton, K.K.** (2015, August). *Pain and coping: Identifying and easing pain*. Platform presentation accepted at the International CHARGE Syndrome Professionals Day Conference, Schaumburg, IL.
- **Stratton, K.K.** & Kirk, J. (2015, August). Sex hormones and teaching safe sexuality in CHARGE. Platform presentation accepted at the International CHARGE Syndrome Professionals Day Conference, Schaumburg, IL.
- **Stratton, K.K.** (2015, August). *How to talk to your child about having CHARGE*. Platform presentation accepted at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.

- **Stratton, K.K.** & Gadke, D.L. (2015, August). *Young adult share*. Platform presentation accepted at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- **Stratton, K.K.** & Gadke, D.L. (2015, August). *Keeping it Simple: Strategies for Managing Behavior*. Platform presentation accepted at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- **Stratton, K.K.,** *Ripple, H., Sidwell, M., Smith, H., Sully, M., & Keller, D.* (2015, August). *The Bulldog CHARGE Syndrome Research Lab at Mississippi State University*. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Ripple, H., Stratton, K.K & Gadke, D.L. (2015, August). How do we raise awareness for CHARGE? A study of Facebook and Twitter outcomes. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Sidwell, M., Smith, H., Stratton, K.K & Gadke, D.L. (2015, August). CHARGE syndrome and characteristics of autism spectrum disorder: Examining similarities and differences. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- *Keller, D., Sully, M., &* **Stratton, K.K** (2015, August). *CHARGE syndrome and parental relationships*. Poster presented at the 12th International CHARGE Syndrome Conference, Schaumburg, IL.
- Smith H. M., Sidwell, M.D., Butts, M.M., Lancaster, A.M., Mullins, S., Gadke, D. L., & Stratton, K.K & Henington, C. (2015, January). Analysis of instructional activities on the acquistion of social skills for children with ASD. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.
- Sidwell, M. D., Butts, M., Mullins, S., Gadke, D. L., & Stratton, K.K (2015, January). A preliminary investigation of the autism social skills profile in a field based setting. Poster presented at the annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.
- Morton, R., Gadke, D., Henington, C., & **Stratton, K.K** (2015, January). An analysis of time delay procedures using the acquisition of sight word fluency. Poster presented at the ninth annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.
- Morton, R., Gadke, D., Henington, C., & **Stratton, K.K** (2015, January). A preliminary investigation of effective reading interventions for a child with autism spectrum disorder. Poster presented at the ninth annual Applied Behavioral Analysis International Autism Conference, Las Vegas, NV.

- **Stratton, K.K.** (2013, July) *Sexuality issues for children and adolescents with CHARGE*. Platform presentation at 11th International CHARGE Syndrome Conference, Costa Mesa, Arizona.
- **Stratton, K.K.** (2013, July) For Professionals: How to identify pain and the relationship of pain to challenging behaviors. Platform presentation at 11th International CHARGE Syndrome Conference, Costa Mesa, Arizona.
- **Stratton, K.K.** (2013, July) For Families: How to identify pain and the relationship of pain to challenging behaviors. Platform presentation at 11th International CHARGE Syndrome Conference, Costa Mesa, Arizona.
- **Stratton, K.K.** (2011, July) For Professionals: Identifying the "P" in CHARGE, The relationship of pain and challenging behavior. Platform presentation at the 10th International CHARGE Syndrome Conference, Orlando, Florida.
- **Stratton, K.K**. (2011, July) *Identifying the "P" in CHARGE, The relationship of pain and challenging behavior*. Platform presentation at the 10th International CHARGE Syndrome Conference, Orlando, Florida.
- Nacarato, T., Hartshorne, T.S. & **Stratton, K.K.** (2011, July). *Adolescent development in CHARGE syndrome: Six cases.* Poster presentation at the 10th International CHARGE Syndrome Conference, Orlando, Florida.
- Hartshorne, T.S., Brown, D.M., & **Stratton, K.K.** (2010, October) For Educators: Strategies for supporting the development of children with disabilities and unique behaviors. Training presentation at the Royal Institute for Deaf and Blind Children, Sydney, Australia.
- Hartshorne, T.S., Brown, D.M., & **Stratton, K.K.** (2010, October) For Therapists: Strategies for supporting the development of children with disabilities and unique behaviors. Training presentation at the Royal Institute for Deaf and Blind Children, Sydney, Australia.
- Hartshorne, T.S., Brown, D.M., & **Stratton, K.K.** (2010, October) For Parents: Strategies for supporting the development of children with disabilities and unique behaviors. Training presentation at the Royal Institute for Deaf and Blind Children, Sydney, Australia.
- **Stratton, K.K.,** & Hartshorne, T.S. (2009, July) *Investigation of Pain and Stress: The Case of CHARGE Syndrome*. Platform presentation at the 9th International CHARGE Syndrome Conference, Bloomingdale, IL.
- **Stratton, K.K.** (2009, July). *Identification of pain in CHARGE Syndrome*. Poster session at the 1st International CHARGE Syndrome Conference for Professionals, Bloomingdale, IL.

- Hartshorne, T.S., & **Stratton, K.K.** (2009, July). *Prevalence of genetic testing in CHARGE Syndrome*. Poster session at the 1st International CHARGE Syndrome Conference for Professionals, Bloomingdale, IL.
- **Stratton, K.K.** (2008, October). *Stress and Pain in CHARGE Syndrome*. Platform presentation at the CHARGE Syndrome Association of Australasia, Christchurch, New Zealand.
- **Stratton, K.K.**, & Hartshorne, T.S. (2007, July). What's there to stress about? The case of CHARGE. Presentation at 8th International CHARGE Syndrome Conference, Costa Mesa, CA.
- **Stratton, K.K.**, & Hartshorne, T.S. (2006, May). *Sources of Stress in CHARGE Syndrome: Preliminary Results*. Poster session presented at annual meeting of the North American Society of Adlerian Psychology, Chicago, IL.

National Conferences

- Stratton, K., Ferrigno, M., & Jones, P. (2024, February). Pediatric Medical Trauma Stress and Schools: Supporting Families in Crisis. Paper sessions accepted at the National Association of School Psychologists Convention, New Orleans, LA.
- Beamon, O., Donald, M., Sorrell, J., & Stratton, K. (2022, February). Driving with ASD: Using Stimulus Fading to Teach Driving Facts. Poster session presented at National Association of School Psychologists Convention, Boston, MA.
- Savoy, S., Fairchild, L, Guo, J. and **Stratton, K.K.** (2021, February). *Increasing labeling for students with autism: Stimulus set size matters*. Poster accepted at the National Association for School Psychologists Conference.
- Quintero, L.M., Anderson, M., and **Stratton-Gadke, K.** (2020, August) Using behavior analysis to promote adulting in a post-secondary setting. Poster presented at the Women in Behavior Analysis Conference, Virtual.
- Sorrell, J. R., Fairchild, L., **Stratton, K. K.** (2020, February). Views of parents with medically complex students: IEP satisfaction. Poster presentation at the National Association for School Psychologists Conference, Baltimore, MD.
- Dowdy, J., Ferrigno, M., **Stratton, K. K.**, & *Utley, A.* (2020, February). *Using modified power cards to increase joining in.* Poster presentation at the National Association for School Psychologists Conference, Baltimore, MD.
- Givens, A., **Stratton, K. K.**, & Trice, S. (2020, February). *Repeated reading treatment package: Improving secondary students' reading fluency.* Poster presentation at the National Association for School Psychologists Conference, Baltimore, MD.

- Farmer, R. L., Gadke, D. L., & **Stratton, K. K**. (2019, February). *Strategies for functional analysis and function-based interventions*. Mini-skills presentation for the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Clarke, A. B., Fairchild, L. A., **Stratton, K. K**. (2019, February). The effects of video self-modeling on childhood compliance. Poster presented at the annual Convention for the National Association of School Psychologists, Atlanta, GA.
- Mathis, E.S., & **Stratton, K.K**. (2019, February). Assessing the quality of behavior services for medically complex students. Poster presented at the National Association of School Psychologist 2019 Annual Convention, Atlanta, GA
- Fairchild, L., Spencer, J., & Stratton, K. (2019, February). Pica, Poison, and Assessment: School Psychologists Versus Caregivers as Assessors. Poster presented at the Annual Convention for the National Association of School Psychologists, Atlanta, GA.
- Gadke, D.L., Pendergast, L., Sullivan, A. & Saeki, E. (2018, August). *Acquiring Foundation and Non-traditional Grant Funding*. In **K.K. Stratton** (Chair), Symposium conducted at the meeting of the American Psychological Association, San Francisco, CA.
- Wu, S., Ferrigno, M., & Stratton, K.K. (2018, February). Effect of A Multicomponent Group Reading Fluency Intervention. Paper presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Gadke, D. L. & **Stratton, K. K.** (2018, February). Why so severe: Using Functional Analysis to Develop Behavior Interventions. Mini skills presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Wu, S., Ferrigno, M., Lipscomb, A. H., & Stratton, K.K. (2018, February). A Responsive and Comprehensive Reading Intervention for Children with ADHD. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Ripple, H., Anderson, M., & Stratton, K. K. (2018, February). Building IEPs for Students with Combined Vision and Hearing Loss. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Ripple, H., Anderson, M., & Stratton, K. K. (2018, February). Stranger Danger: An Anti-Abduction Intervention for a Child with ASD. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Ferrigno, M., Anderson, M., & Stratton, K. K. (2018, February). IEP Satisfaction Among Parents With Medically Complex Children. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.

- Lipscomb, A. H., Sully, M., Stratton, K. K., Cosgriff, A., Kilbert, T. (2018, February). Autism: Increasing Compliance in Two or Three Steps. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Mathis, E., & **Stratton, K. K.** (2018, February). Reducing Unique Inappropriate Social Behaviors Through a Self-Monitoring Intervention. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Kilbert, T., Struna, E., & Stratton, K. K. (2018, February). More Than a Stethoscope: IEPs and the Roles of Nurses. Poster presentation at the National Association of School Psychologists 2018 Annual Convention, Chicago, IL.
- Bernheim, M., Smith, H., Stratton, K & Gadke, D. (2017, February). Stop the interruptions! An intervention to decrease interrupting behaviors. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.
- Clarke, A., Butts, M., Stratton, K., Gadke, D. (2017, February). Teaching quantity discrimination to a child with autism. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.
- Mathis, E., Smith, H. & Stratton, K. & Gadke, D. (2017, February). Time's Up! An intervention to decrease problem behaviors during transitions. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.
- Smith, H., Stratton K., & Gadke, D. (2017, February). Increasing positive sportsmanship behavior in an elementary student with ADHD. Poster presented at the National Association of School Psychology Convention, San Antonio, TX.
- Butts, M.M., Gadke, D.L., & Stratton, K.K (2016, February). The Prevalence of Autism in the World of Twitter. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Ripple, H. & Stratton, K.K (2016, February). Evaluating the content of IEPs for Students who are DeafBlind. Poster presented at the Annual Convention for the National Association of School Psychologist, New Orleans, LA.
- Morton, R.C., & Stratton, K.K. (2016, February). Game on: Group Contingency Improves Behavior in H.S. Classroom. Poster presented at the Annual Convention for the National Association of School Psychologist, New Orleans, LA.
- Sully, M., Smith, H. M., Gadke, D. L., & Stratton, K.K (2016, February). The Acquisition of Quantity Discrimination Skills in two Elementary Students with Disabilities. Poster presented at the Annual Convention for the National Association of School Psychologist, New Orleans, LA.

- Sidwell, M.D., Butts, M.M., Ripple, H.E., Gadke, D.L. & Stratton, K.K (2016, February). Investigating the autism and social skills profile in a field-based setting. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Gadke, D. L., Kazmerski, J. S., & **Stratton, K.K** (2015, February). *School psychologists in a behavioral world: Considering your BCBA*. Paper presented at the annual National Association of School Psychologists Convention, Orlando, FL.
- Sidwell, M.D., Butts, M., & Stratton, K.K (2015, February). Stop the Expulsions: Implementation of PBIS in an Alternative School. Poster presented at the annual National Association of School Psychologists Convention, Orlando, FL.
- Sidwell, M.D., Smith, H.M., & Stratton, K.K (2015, February). School-Based Behavioral Consultation: Contingency Contract for Adolescents with ADHD. Poster presented at the annual National Association of School Psychologists Convention, Orlando, FL.
- Smith H. M., Sidwell, M.D., Butts, M.M., Lancaster, A.M., Mullins, S., Gadke, D. L., **Stratton, K.K** & Henington, C. (2015, January). Analysis of Instructional Activities on the Acquistion of Social Skills for Children with ASD. Poster presented at the annual Mississippi Association for Autism in the Schools, Jackson, MS.
- Hartshorne, T.S., Wachtel, L., & **Stratton, K.K.** (2006, February) *CHARGE Syndrome: An overview including behavioral and educational challenges.* Presentation at the Kentucky Deaf-Blind Project, Lexington, KY.
- Hefner, M., Hartshorne, T.S., & **Stratton, K.K.** (2006, December) *CHARGE Syndrome: An overview including behavioral and educational challenges.* Presentation at Indiana Deaf-Blind Project, Indianapolis, IN.

Local Conferences

- Wildmon, M. E., Ashurst, A., McAllister, I., & **Stratton, K. K.** (2025, November). Bridges to Speak: Empowering non-speaking students through AAC in the classroom. Paper presented at the 37th Annual MH/IDD Joint Conference, Biloxi, MS.
- Moss, J., Williams, M., Wildmon, M.E., Sidwell, M.D., Herbstrith, J.C., & **Stratton, K.K**. (2024). Special education and AAC devices: Teachers' perspectives on training needs and support. Midsouth Educational Research Association Conference (MSERA), Chattanooga, TN.
- Williams, M., Moss, J., Wildmon, M.E., Herbstrith, J.C., Sidwell, M.D., & Stratton, K.K. (2024). Exploring AAC device use in special education: Insights from teachers' perspectives. Midsouth Educational Research Association Conference (MSERA), Chattanooga, TN.

- Moss, J., Williams, M., Wildmon, M., Sidwell, M., Herbstrith, J., & **Stratton, K.** (2024, March 21-22). Special Education and AAC Devices: Teachers' Perspectives on Training Needs and Support [Poster Presentation]. Mississippi Association of Psychology in the Schools (MAPS) Conference, Meridian, MS.
- Williams, M., Moss, J., Wildmon, M., Herbstrith, J., Sidwell, M., & Stratton, K. (2024, March 21-22). AAC Device Use in Special Education: Insights From Teachers' Perspectives [Poster Presentation]. Mississippi Association of Psychology in the Schools (MAPS) Conference, Meridian, MS.
- Sorrell, J., Beamon, O., Donald, M. & Stratton, K. (2021, October). Driving with ASD: Using stimulus fading to teach driving facts. Poster session presented at the Graduate Student Research Symposium, Starkville, MS.
- Sorrell, J., Beamon, O., & Stratton, K. (2021, February). Using Virtual Discrete Trial Training to Teach Emergency Contact Information. Poster session presented at the Graduate Student Research Symposium, Starkville, MS.
- Sorrell, J., Fairchild, L., Quintero, L., **Stratton, K.** (2020, November). Self- injury in individuals with CHARGE syndrome. Poster session presented at the Behavior Analysists Association of Mississippi Conference, Virtual.
- Anderson, M., Meyers, L. & Stratton, K.K. (2020, March). Increasing Stranger Safety Skills in Transition Age Students with Intellectual Disabilities. Presentation presented at Mississippi Association of Psychology in Schools. Starkville, MS
- **Stratton, K.K.**, Moore, J.E., Thomas-Johnson, E., Williamson, S., & Thurman, K. (2019, March). *Ethical violations: How to avoid them!* Presentation at the Behavior Analysis Association of Mississippi Conference, Flowood, MS.
- Ferrigno, M. & Stratton, K.K. (2019, March). Using power cards and sills streaming to increase social skills in adolescets with autism. Poster presented at the Behavior Analysis Association of Mississippi Conference, Flowood, MS.
- Barry, N. Kilbert, T., Anderson, M., Stratton, K.K, & Gadke, D. L. (2019, March). Increasing social skills in pre-schoolers using PLS. Presentation at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.
- **Stratton, K.K.**, Moore, J.E., Thomas-Johnson, E., Williamson, S., & Boyd, N. (2018, March). *Licensure updates and areas of responsibilities for behavior analysts: Mississippi Autism Board.* Panel presented at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.
- Lipscomb, A.H. & Stratton, K.K. (2018, March). Autism: Increasing Compliance in Two or Three Steps? Poster presented at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.

- Powell, M. B., Clarke, A. B., Hurley, M. A. Stratton, K. K., & Gadke, D. L. (2018, March). Functional Communication Training to Decrease Self-Injurious Behaviors.
 Poster presented at the Behavior Analysis Association of Mississippi Conference, Bay St. Louis, MS.
- Kilbert, T., Struna, E., & Stratton, K. K. (2018, Feb). More Than a Stethoscope: IEPs and the Roles of Nurses. Poster presentation at the Mississippi Association for Psychologists in the Schools 2018 Annual Convention, Starkville, MS.
- Johnson, K., Grant, H., Kesler, O., McPhail, L., Ripple, H., & Stratton, K.K. (2017, April). Who Comprises The IEP Team in CHARGE Syndrome? Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Struna, E., Anderson, M., Ripple, H., & Stratton, K.K. (2017, April). CHARGE Syndrome IEP and Special Education Accommodations. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Grant, H., Johnson, K., Kesler, O., McPhail, L., Ripple, H., & Stratton, K.K. (2017, April). Provision of appropriate Special Education Services in CHARGE: Does eligibility category make a difference? Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- McPhail, L., Grant, H., Johnson, K., Kesler, O., & Stratton, K.K. (2017, April). Do children with CHARGE Syndrome have a Behavioral Intervention Plan? Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Kilbert, T., Trice, S., Ripple, H., & **Stratton, K.K.** (2017, April). More Than Just a Stethoscope: The Roles of Nurses for Students with CHARGE. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Dowdy, J., Kilbert, T. Ripple, H., & Stratton, K.K. (2017, April). *IEP Goals and CHARGE Syndrome: Are they measurable?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Ferrigno, M., Struna, E., Ripple, H., & Stratton, K.K. (2017, April). The Importance of Social Skills and Peer Relationships for Students with CHARGE Syndrome. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Anderson M., Ferrigno M., Ripple H., & Stratton K.K. (2017, April). Are Advocates needed for *IEPs in CHARGE Syndrome?* Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Trice, S., Struna, E., Ripple, H., & Stratton, K.K. (2017, April). Parental Satisfaction with IEPs in CHARGE. Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.

- Kesler, O., Anderson, M., Ripple, H. & Stratton, K.K. (2017, April). Is Genetic Testing Growing in CHARGE Syndrome? Poster presented at the 10th Annual College of Education Research Forum, Mississippi State, MS.
- Mathis, E.S., Tackitt, K., & Stratton, K. K. (2017, March). Implementing a self-monitoring intervention to decrease immature speech. Poster presented at the Behavior Analysis Association of Mississippi Convention, Hattiesburg, MS.
- Ripple, H. E., **Stratton, K.K.,** & Gadke, D.L. (2017, March). The use of a brief functional analysis with an individual with deaf-blindness. Presentation at the Behavior Analysis Association of Mississippi conference, Hattiesburg, MS.
- Lipscomb, A.H. & Stratton, K.K. (2017, March). Increasing On-Task Behavior in a Student with Attention Deficit Hyperactivity Disorder Using a Self-Monitoring Checklist. Poster presented at the Behavioral Analysis Association of Mississippi Conference, Hattiesburg, MS.
- Ripple, H.E., **Stratton, K.K.**, & Gadke, D.L. (2017, March). The use of a brief functional analysis with an individual with deaf-blindness. Oral Presentation at the Graduate Student Research Symposium, Mississippi State, MS.
- Lipscomb, A.H. & Stratton, K.K. (2017, March). Increasing On-Task Behavior in a Student with Attention Deficit Hyperactivity Disorder Using a Self-Monitoring Checklist. Poster presented at the annual Graduate Student Research Symposium, Starkville, MS.
- Mathis, E.S., Gadke, D.L., & **Stratton K.K.** (2017, March). Changing typography to improve reading fluency in individuals who engage in vocal stereotypy. Oral presentation accepted at the Graduate School Association Symposium, Starkville, MS
- Smith, H., Lipscomb, A.H., **Stratton, K.K**. & Gadke, D.L. (2016, April). Increasing Positive Sportsmanship Behavior in an Elementary Student with ADHD. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.
- Bernheim, M. Smith, H., Stratton, K.K., & Gadke, D.L. (2016, April) Stop the Interruptions!: An intervention to decrease interrupting behaviors of a child with Jacobsen syndrome. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.
- McCulla, K., Smith, H., Stratton, K.K. & Gadke, D.L. (2016, April). Increasing Prerequisite Skills for Toilet Training in Children with Autism Spectrum Disorder. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

- Ripple, H. & Stratton, K.K. (2016, April). Evaluating the content of IEPs for Students who are DeafBlind. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.
- Butts, M., Gadke, D.L., & Stratton, K.K. (2016, April). The Prevalence of Autism in the World of Twitter. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.
- Morton, R.C., & Stratton, K.K. (2016, April). Implementation of Interdependent Group Contingency in Secondary Education Resource Classroom. Poster presented at the 14th annual Graduate Student Research Symposium, Mississippi State, MS.
- Ripple, H. & Stratton, K.K. (2016, April). Evaluating the content of IEPs for Students who are DeafBlind. Poster presented at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.
- Butts, M.M., Gadke, D.L., & Stratton, K.K. (2016, April). The Prevalence of Autism in the World of Twitter. Oral presentation at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.
- Smith, H.M., Sidwell, M.D., Butts, M.M., Lancaster, A.L., Mullins, S., Gadke, D.L., **Stratton, K.K.,** & Henington, C. (2015, March). Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD. Poster presented at the Graduate Student Research Symposium, Mississippi State, MS.
- Sidwell, M.D., Butts, M.M., Mullins, S., Gadke, D.L., & **Stratton, K. K.** (2015, March). A preliminary investigation of the autism social skills profile in a field based setting. Poster presented at the Graduate Research Symposium, Mississippi State, MS.
- Morton, R., Gadke, D., Henington, C., & **Stratton, K.K**. (2015, March). An Analysis of Time Delay Procedures Using the Acquisition of Sight Word Fluency. Poster presented at the thirteenth annual Graduate Research Symposium, Starkville, MS.
- Morton, R., Gadke, D., Henington, C., & **Stratton, K.K.** (2015, March). A Preliminary Investigation of Effective Reading Interventions for a Child With Autism Spectrum Disorder. Poster presented at the thirteenth annual Graduate Research Symposium, Starkville, MS.
- Sidwell, M.D., Smith, H.M., & Stratton, K.K. (2015, February). School-Based Behavioral Consultation: Contingency Contract for Adolescents with ADHD. Poster presented at the annual Mississippi Association of School Psychologists Conference, Jackson, MS.
- **Stratton, K.K.** (2014, July). *Managing Behavior for Preschool Children With and Without Disabilities.* Presentation at the Early Childhood Education Conference, Natachez, MS.
- **Stratton, K.K.** (2014, June). Parent Share: Changes over the lifespan and what to know next.

- Presentation at the T.K. Martin Center for Technology and Disability Camp Jabber Jaw, Mississippi State, MS.
- **Stratton, K.K.** (2014, June). *Sexuality and the non-vocal child.* Presentation at the T.K. Martin Center for Technology and Disability Camp Jabber Jaw, Mississippi State, MS
- Stratton, K.K. & Hartshorne, T.S. (2011, April). *Initial Validation of a Non-vocal Multidimensional Pain Assessment Instrument for Individuals with CHARGE Syndrome:*Preliminary Results. Poster presented at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.
- Nacarato, T., Hartshorne, T.S., & **Stratton, K.K.** (2011, April). *Adolescent Development in CHARGE Syndrome*. Poster session at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.
- **Stratton, K.K.**, & Hartshorne, T.S. (2010, April). *Identifying Pain in CHARGE Syndrome*. Poster session at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.
- **Stratton, K.K.**, & Hartshorne, T.S. (2009, April) *Prevalence of Genetic Testing in CHARGE Syndrome*. Poster session at the Student Research and Creative Endeavors Exhibition at Central Michigan University, Mt. Pleasant, MI.
- **Stratton, K.K.**, & Hartshorne, T.S. (2007, April). What's there to stress about? The case of CHARGE Syndrome. Poster session presented at the Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.
- **Stratton, K.K.**, & Hartshorne, T.S. (2006, October). *Sources of Stress in CHARGE Syndrome*. Poster session presented at Undergraduate Research & Creative Endeavors Symposium, Mount Pleasant, MI.
- **Stratton, K.K.**, & Hartshorne, T.S. (2006, April). *Sources of Stress in CHARGE Syndrome*. Poster session at Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.
- **Stratton, K.K.**, Brown, S., Uyttendaele, C., Gerwig, J, & Kinney, D. (2006, April). *Mount Pleasant Young Teens Network: Moving the Teen Center Closer to Reality.* Poster session at Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.
- Leshk, A., Hartshorne, T.S., Morgan, S., & **Stratton, K.K.** (2006, April). *Intervention for Challenging Behavior in CHARGE Syndrome: A Case Study.* Poster session at Student Research and Creative Endeavors Exhibition, Mount Pleasant, MI.

INVITED LECTURES

- **Stratton, K.K.,** (2020, October). *Severe Disabilities: What you should consider.* Guest lecture for Individual Differences in Educational Psychology. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2020, May). *CHARGE Syndrome & Low Incidence Disabilities*. Guest lecture for Child Psychopathology and Low Incidence Disabilities. Temple University, Philadelphia, PA.
- **Stratton, K.K.** (2019, November). *Pain Identification and Coping for Children*. Guest lecture for Advanced Behavior Interventions. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2019, November). *The Many Complexities of CHARGE Syndrome*. Guest presenter for the Department of Kinesiology Research Symposium. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2019, February). *Preparing for Graduate School, Personal Statements and more!* Guest lecture for undergraduate educational psychology special topics course. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2018, March). *Autism and Other Disabilities in the Clinical Setting*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2018, March). *Careers in Applied Behavior Analysis*. Guest lecture for undergraduate behavior modification course (PSY 3363). Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2017, November). Autism and Developmental Disabilities: Implications for your future profession. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2017, November). Serving Individuals with Severe Disabilities: CHARGE Syndrome Case Example. Guest lecture for undergraduate educational psychology of individual differences course. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2017, April). ASD & Other Disabilities: Preparing Future Clinicians. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2016, October). *Autism Spectrum Disorder: Preparing for Clinical Work.* Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2016, April). Students with Autism and Global Behavior Concerns

- Guest lecture for pre-service field-placed teachers Classroom Management Seminar, Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2016, April). *Autism and Treatment Strategies for Pre-Professionals*. Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2016, February). *Effective Communication: Understanding Perspectives 101*. Montgomery Leadership Program. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2015, November). *Pediatric Pain: Assessment and Intervention*. Guest lecture for Advanced Behavior and Cognitive Interventions. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2015, November). *Maintaining Appropriate Sleep Hygiene*. Guest lecture for ACCESS Program. Mississippi State University, Mississippi State, MS.
- Stratton, K.K. (2015, November). Autism, Fitness, & Treatment Approaches.

 Guest lecture for undergraduate senior professional seminar in exercise science.

 Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2015, November) *Understanding Students with Autism and Behavior Concerns* Guest lecture for pre-service field-placed teachers Classroom Management Seminar, Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2015, April). Autism Spectrum Disorder and Other Disabilities: What Nurses Need to Know. Guest lecture for the Student Nurses' Association at Mississippi University for Women, Columbus, MS.
- **Stratton, K.K.** (2015, April). Autism Awareness Month: What do I need to know about ASD? Guest lecture for undergraduate senior professional seminar in exercise science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2014, November). Assessing and Treating Recurrent Pain in Children. Guest lecture for Advanced Behavior and Cognitive Interventions. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2014, November). *Genetics and Low-Incidence Disabilities: What you need to know.* Guest lecture for Psychology of Individual Differences and Exceptional Abilities. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K** (2014, October). *Autism & Treatment*. Guest lecture for undergraduate senior Professional Seminar in Exercise Science. Mississippi State University, Mississippi State, MS.
- Stratton, K.K. & Sidwell, M. (2014, September) Autism and Classroom Behavior. Guest

- lecture for pre-service field-placed teachers Classroom Management Seminar, Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2014, April). *Understanding Autism and Classroom Management*. Guest lecture for pre-service field-placed teach Classroom Management Seminar. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2014, March). *Treating a Child with Autism Spectrum Disorder*. Guest lecture for undergraduate Professional Seminar in Exercise Science. Mississippi State University, Mississippi State, MS.
- **Stratton, K.K.** (2013, November). *Treating a Child with Autism Spectrum Disorder*. Guest lecture for undergraduate Professional Seminar in Exercise Science. Mississippi State University, Mississippi State, MS.

COMMITTEE MEMBERSHIPS

- Trainers of School Psychologists, Executive Board Member
 - o Trainers of School Psychologists, Advisory Board (2022-2025)
 - o Trainers of School Psychologists, Past-President (2021-2022)
 - o Trainers of School Psychologists, President (2020-2021)
 - Accomplishments: COVID-19 resource sharing webpage for graduate educators; hosted first ever virtual conference with highest attendance on record; developed and maintain race and diversity resources specific to graduate educators and the field of school psychology; held first virtual CE mini-conference in the fall of 2021; advanced financial stability of the organization through advancements in formalizing a fiscal plan; wrote numerous call to action and statements on behalf of TSP; co-wrote call to action on anti-racism and completed all 1-year action items; supported renewed journal with new co-editors of SPTP
 - o Trainers of School Psychologists, President-Elect (2019-2020)
 - o Trainers of School Psychologists, Secretary (2017-2019)
 - o Trainers of School Psychologists, Co-Webmaster (2017-2023)
 - o Trainers of School Psychologists, Conference Planning Committee (2017-present)
 - Trainers of School Psychologists, Early & Mid-Career Faculty Support Network Ad-hoc Committee (2017-2019)
- Mississippi State University
 - o Disability Resource Center Faculty Advisory Committee (2023-present)
 - o Office of Research and Economic Development
 - Health Research Taskforce (2023-present)
 - College of Education
 - Diversity Committee (2022-present)
 - Box Council (2018-2019)
 - Partnership School Steering Committee (2019-2020)
 - Research Committee (2013-2014 & 2015-2020; 2024)
 - Scholarship Committee (2015-2019)
 - o Department of Counseling, Educational Psychology, & Foundations

- Department Curriculum Chair (2018-2019)
- Behavior Analysis Association of Mississippi (BAAMS)
 - Executive Council, ABAI (Applied Behavior Analysis International)
 Representative/Program Coordinator (2015)
 - o Chair of the Communication/Information Committee (2015)
- CHARGE Syndrome Foundation (2018-present)
 - o International Conference Program Review Committee (2018- present)

LEADERSHIP APPOINTMENTS/POSITIONS

- Third Re-Appointment by Governor Reeves of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: Four-Year Term (2024-2028)
- Second Re-Appointment by Governor Reeves of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: Four-Year Term (2020-2024)
- Re-Appointment by Governor Bryant of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: Four-Year Term (2016-2020)
 - o 2015-2019 Secretary
 - o 2019 Chair
- Appointment by Governor Bryant of Mississippi to the Mississippi Autism Board (Licensing & Regulatory Board for Behavior Analysts) to fulfill the Licensed Psychologist position: One Year Term (2015-2016), Secretary
- National Association of School Psychology (NASP) Graduate Education Committee (GEC)
 - o Chair, Graduate Education Committee (July 2022-2025)
 - o Leader, Syllabus Sharing Program (2015-2017)
 - o Co-Leader, Program Resource Sharing (2017-2022)
- CHARGE Syndrome Foundation: Clinical Advisory Board (2016-Present)
- Mississippi Vision Hearing Project (Deaf-Blind Project) Advisory Board (2019-present)
- Mississippi Autism Advisory Committee (2021-2025)
- Mississippi State Legislature: Early Intervention Task Force (2024-present)
- New York Deaf Blind Collaborative Expert Advisory Council (2023-present)

RESEARCH SERVICE

Editorial Review Board

School Psychology Training and Pedagogy (formerly Trainers Forum) (October 2014-present)

Journal Reviews

Clinical Genetics (Fall 2016)

School Psychology Training and Pedagogy/Trainers Forum (Fall 2014, Fall 2016, Fall 2017,

Fall 2018, 2022-2024)

School Psychology Review (Fall 2014)

Journal of Psychoeducational Assessment (Fall 2014, 2016)

Research in Developmental Disabilities (Spring 2019)

Journal of Applied School Psychology (Summer 2020; Fall 2020; Fall 2021; Spring 2022)

Frontiers in Psychology (Summer 2020)

COURSES TAUGHT

Mississippi State University, Starkville, MS

2014-2022 Assistant/Associate Professor, Counseling & Educational Psychology (School Psychology)

Graduate Courses:

Introduction to School Psychology (EPY 8703)

Advanced Child and Adolescent Development and Psychopathology (EPY 8253)

Supervised Experiences in School Psychology I (EPY 8690)

Supervised Experiences in School Psychology II (EPY 8790)

Seminar in Contemporary School Psychology (Psychopathology; EPY 9723)

Infant and Toddler Assessment (EPY 8123)

Social-Emotional and Behavioral Assessment (EPY 8493)

Advanced Applied Behavior Analysis (EPY 8763)

Psychology of Intellectual Disabilities (EPY 4053)

Personality Adjustment in Educational and Related Settings (EPY 4073)

Psychological Testing in Educationally Related Settings (EPY 8263)

Research/Dissertation (EPY 9000)

Central Michigan University, Mt. Pleasant, MI

2012-2014 Instructor, Off-Campus and Online Programs

Developmental Psychology (PSY 220)

Child & Adolescent Development (PSY 324)

2010-2011 Instructor, Psychology Department, Supervisor: R. VanHorn, Ph.D.

Developmental Psychology (PSY 220)

Graduate School Planning Seminar (HON 102S)

Teaching Assistant, Psychology Department, Supervisor: S. Wagner, Ph.D.

Introduction to Psychology (PSY 100)

MENTORING OF GRADUATE STUDENTS

Chaired/Co-Chaired Dissertations

2016 - 2019 Dissertation co-chair for Amanda Cosgriff (Ph.D. completed August 2019)

- 2016 2019 Dissertation co-chair for Hailey Ripple (Ph.D. **completed** August 2019)
- 2018 2020 Dissertation co-chair for Nashedra Barry (Ph.D. completed December 2020)
- 2018 2020 Dissertation co-chair for Chathuri Illapperuma (Ph.D. completed June 2020)
- 2018 2020 Dissertation co-chair for Alexander Clarke (Ph.D. completed June 2020)
- 2018 2020 Dissertation co-chair for Emily Seals-Mathis (Ph.D. completed 2020)
- 2018- 2020 Dissertation co-chair for Margaret Powell (Ph.D. completed 2020)
- 2019-2021 Dissertation chair for Matthew Ferrigno (Ph.D. completed 2021)
- 2019-2022 Dissertation chair for Megan Anderson (Ph.D. completed 2022)
- 2019-2021 Dissertation chair for Johnna Dowdy (Ph.D. completed 2021)
- 2020-2022 Dissertation chair for Lauren Meyers (Ph.D. completed, 2022)
- 2021-2023 Dissertation chair for Jasmine Sorrell (Ph.D.; completed, 2023)
- 2021-2023 Dissertation chair for Meredith Huff (Ph.D.; completed 2023)

Dissertation Committee Member

- 2021-2022 Dissertation committee member for Jordan Spencer (Ph.D., completed 2022)
- 2021-2022 Dissertation committee member for Alana Turner (Ph.D., completed 2022)
- 2020-2022 Dissertation committee member for Gianna Gambera (Ph.D., completed 2022)
- 2019-2021 Dissertation committee member for Aaron White (Ph.D. completed 2021)
- 2019-2021 Dissertation committee member for Lyndsay Fairchild (Ph.D. completed 2021)
- 2019-2019 Dissertation committee member for Shengtian Wu (Ph.D. completed Aug. 2019)
- 2018-2020 Dissertation committee member for Anne Lipscomb (Ph.D. completed 2020)
- 2018-present Dissertation committee member for Adam Weseloh (Ph.D. completed 2023)
- 2016-2019 Minor professor for Hope Gilbert (Ph.D. **completed** 2019)
- 2015-2017 Dissertation committee member for MacKenzie Sidwell (Ph.D. completed 2017)
- 2015-2017 Dissertation committee member for Hallie Smith (Ph.D. completed 2017)
- 2015-2017 Dissertation committee member for Molly Butts (Ph.D. completed 2017)

SUPERVISED CLINICAL EXPERIENCES

Kennedy Krieger Institute & Johns Hopkins University School of Medicine Pediatric Developmental Disorders Clinic, Baltimore, MD (July 2012 – August 2013) Post-doctoral Fellowship

<u>Individual Supervisors</u>: Nancy Grace, Ph.D., Licensed Psychologist, Clinic Director and Cathleen Small, Ph.D., BCBA-D Licensed Psychologist, Steven Lindauer, Ph.D., Licensed Psychologist, Clinic Co-director, and Kristen Kalymon, Ph.D., BCBA-D, Licensed Psychologist.

- Provide direct consultation and intervention services using strategies rooted in Applied Behavioral Analysis to children and adolescents diagnosed with a variety of pediatric developmental disorders with presenting co-morbid unspecified disturbances of conduct.
- Complete initial evaluations determining treatment need and direction.
- Develop and sustain multiple lines of on-going research in the clinical settings.
- Participate in marketing and training practices related to clinic expansion.
- Provide community and cross-disciplinary education on the principles of Applied Behavioral Analysis and clinic specific service activities.

- Receive two hours of weekly individual supervision.
- Receive two hours of weekly group supervision.

Kennedy Krieger Institute & Johns Hopkins University School of Medicine Pediatric Developmental Disorders Clinic, Baltimore, MD (July 2011-June 2012) Pre-doctoral Internship

<u>Individual Supervisors:</u> Nancy Grace, Ph.D., Licensed Psychologist, Clinic Director, Steven Lindauer, Ph.D., Licensed Psychologist, Clinic Co-director, and Cathleen Small, Ph.D., BCBA-D, Licensed Psychologist

Additional Supervisor: Kristen Kalymon, Ph.D., BCBA-D, Licensed Psychologist.

- Provided direct consultation and intervention services using strategies rooted in Applied Behavioral Analysis to children and adolescents diagnosed with a variety of pediatric developmental disorders with presenting co-morbid unspecified disturbances of conduct.
- Participated in the University Center for Excellence in Developmental Disabilities Education, Research, and Service and the Maternal and Child Health Bureau Leadership Education in Neurodevelopmental and Related Disabilities (MCHB LEND) training programs.
- Didactics focused on genetic and neurodevelopmental compromises.
- Completed initial evaluations determining treatment need and direction.
- Received two hours of weekly individual supervision.
- Received two hours of weekly group supervision.

RESEARCH INTERESTS

- Applied Behavior Analysis
- Genetic conditions and behavioral challenges related to phenotype, particularly CHARGE Syndrome
- Impacts of challenging behavior in educational and medical settings
- Low-incidence disabilities and Autism Spectrum Disorder—intervention and assessment for challenging behaviors
- Consultation for parents and academic teams of children who experience severe medical conditions, pain, terminal illness, and challenging behaviors
- Identification and understanding of the role of pain and medical complications for individuals who are non-vocal

CERTIFICATION

Nonviolent Crisis Intervention Training

Expired 10/17/2015

PROFESSIONAL AFFILIATIONS

Founding Member: Behavior Analyst Association Of 2015-Present

Mississippi (BAAMS) Mississippi Association for Psychology in the Schools (MAPS) Trainers of School Psychologists (TSP) Association for Behavior Analysis International (ABAI) American Psychological Association (APA) National Association of School Psychologists (NASP) Michigan Association of School Psychologists (MASP) Student Affiliates of School Psychology President CHARGE Syndrome Foundation AWARDS AND HONORS	2015-Present 2017-Present 2011-Present 2007-Present 2007-Present 2007-2011 2006-2012 2009-2010 2005-Present
Trainers of School Psychologists: Presidential Award	2025
Donnie Prisock Diversity Award, College of Education Mississippi State University	2023
Scarlett's Park Conference Distinguished Lecturer Award Fresno State University	2022
Trainers of School Psychologists Presidential Award	2022
Star in CHARGE Award Highest honor bestowed from the CHARGE Syndrome Foundation for Lifetime Contributions to CHARGE	2021
Presidential Declaration for Service to the TSP 2020 Conference	2020
Presidential Award for Trainers of School Psychologists Exceptional contributions and service to TSP and School Psychology	2019
Herb Handley Research Award, College of Education Mississippi State University	2018
Trainers of School Psychologists & Pearson Clinical	
Assessment 2018 Junior Faculty Professional Development Scholarship	2018
10 Under 10: Central Michigan University Top 10 Graduates in 10 years for Career & Service	2015

CHARGE Syndrome Foundation

2015

Special Recognition Award in recognition of service to CHARGE syndrome and the Foundation

Central Michigan University

Graduate Assistantship	2008-2011
Graduate Fellowship	2007-2008
Department of Psychology—Outstanding Graduate	2006
Volunteers are Central Award	2006
Leadership Advancement Scholar	2003-2006

FACULTY SUPERVISED/STUDENT AWARDS

2021 Graduate Student Research Symposium Mentored Research Project Awardees

2nd Place Poster: Jasmine Sorrell, Orlandria Beamon, Mallie Donald.

Sorrell, J., Beamon, O., Donald, M. & Stratton, K. (2021, October). Driving with ASD: Using stimulus fading to teach driving facts. Poster presented at the Graduate Student Research Symposium, Starkville, MS.

2021 Graduate School Research Symposium Mentored Research Project Awardees

3rd Place Poster: Jasmine Sorrell and Orlandria Beamon

Sorrell, J., Beamon, O., & Stratton, K.K. (2021, February). "Using Virtual Discrete Trial Training to Teach Emergency Contact Information." Poster presented at the annual Graduate School Research Symposium, Starkville, MS.

2018 American Academy of School Psychology (AASP)

Memorial Fellows Scholarship (Thomas Oakland Memorial)- Chathuri Illapperuma

CHARGE Syndrome Foundation- Sandra Davenport Fellowships

Jamie Moss- 2023 Cecelia Powell- 2023 Megan Anderson- 2019 Chathuri Illapperuma- 2017 Hailey Ripple- 2015

2017 College of Education Research Forum Mentored Research Project Awardees Undergraduate 2nd Place Poster: Grant et al.

Grant, H., Johnson, K., Kessler, O., McPhail, L., Ripple, H. & **Stratton, K.K.** "Provision of special education services in CHARGE: Does eligibility category make a difference?" Poster presented at the 10th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

2017 Graduate School Research Symposium Mentored Research Projects Awardees

2nd Place Poster: Madison Sully & Kasee Stratton

Sully, M., & **Stratton, K.K.** (2017, April). Implementation of Road to the Code phonological awareness program with on 1st grade student. Poster presented at the fifteenth annual Graduate Student Research Symposium, Starkville, MS.

2016 Graduate School Research Symposium Mentored Research Projects Awardees 2nd Place Poster: Reeva Morton & Kasee Stratton

Morton, R.C., & **Stratton, K.K.** (2016, April). *Implementation of Interdependent Group Contingency in Secondary Education Resource Classroom*. Poster presented at the fourteenth annual Graduate Student Research Symposium, Starkville, MS.

3rd Place Poster: Hailey Ripple & Kasee Stratton

Ripple, H. & Stratton, K.K. (2016, February). Evaluating the content of IEPs for Students who are DeafBlind. Poster presented at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.

2nd Place Talk: Molly Butts, Dan Gadke, & Kasee Stratton

Butts, M.M., Gadke, D.L., & Stratton, K.K. (2016, February). The Prevalence of Autism in the World of Twitter. Research Talk presented at the 14th Annual Mississippi State University Graduate Student Research Symposium, Mississippi State, MS.

2016 College of Education Research Forum Mentored Research Projects Awardees 2nd place Graduate Poster Presentation Award

Bernheim, M. Smith, H., **Stratton, K.K.,** & Gadke, D.L. (2016) Stop the Interruptions!: An intervention to decrease interrupting behaviors of a child with Jacobsen syndrome. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

1st place Graduate Poster Presentation Award

Smith, H., Lipscomb, A.H., **Stratton, K.K**. & Gadke, D.L. (2016). Increasing Positive Sportsmanship Behavior in an Elementary Student with ADHD. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

3rd place Undergraduate Poster Presentation Award

McCulla, K., Smith, H., **Stratton, K.K.** (2016). Increasing Prerequisite Skills for Toilet Training in Children with Autism Spectrum Disorder. Poster presented at the 9th Annual Mississippi State University College of Education Research Forum, Mississippi State, MS.

2015 Graduate School Research Symposium Mentored Research Projects Awardee

1st Place in Psychology & Behavioral Sciences Presentations: Hallie Smith Smith, H.M., Sidwell, M.D., Butts, M.M., Lancaster, A.L., Mullins, S., Gadke, D.L., Stratton, K.K., & Henington, C. (2015, March). Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD. Poster presented at the Graduate Student Research Symposium, Mississippi State, MS

2nd Place in Psychology & Behavioral Sciences Presentations: MacKenzie Sidwell *Sidwell, M.D., Butts, M.M., Mullins, S.*, Gadke, D.L., & **Stratton, K. K.** (2015, March). A preliminary investigation of the autism social skills profile in a field based setting. Poster presented at the Graduate Research Symposium, Mississippi State, MS

2015 College of Education Research Forum Mentored Research Projects Awardees

1st Place: Reeva Morton

Morton, R., Gadke, D., Henington, C., & Stratton, K. (2015, January). A Preliminary Investigation of Effective Reading Interventions for a Child With Autism Spectrum Disorder. Poster presented at the college of Education Research Symposium, Mississippi State, MS.

2nd Place: MacKenzie Sidwell

Sidwell, M.D., Butts, M.M., Mullins, S., Gadke, D.L., & Stratton, K. K. (2015, March). A preliminary investigation of the autism social skills profile in a field based setting. Poster presented at the College of Education Research Symposium, Mississippi State, MS 3rd Place: Hallie Smith

Smith, H.M., Sidwell, M.D., Butts, M.M., Lancaster, A.L., Mullins, S., Gadke, D.L., **Stratton, K.K., &** Henington, C. (2015, March). Analysis of Instructional Activities on the Acquisition of Social Skills for Children with ASD. Poster presented at the College of Education Research Symposium, Mississippi State, MS

MISSISSIPPI BOARD OF PSYCHOLOGY

This certifies that

Kasee Kathleen Stratton, Ph.D.

Whose credentials have been approved by the Mississippi Board of Psychology

Licensed Number: 53 936 Originally Issued: 2/7/2014

Has registered with the Mississippi Board of Psychology as required by Title 73, Chapter 31, Sections 1-29, of the Mississippi code 1972 and is licensed to practice as a PSYCHOLOGIST in the State of Mississippi.

Current license valid through June 30, 2026

Executive Secretary

Mississippi Board of Psychology
This certifies that
Kasee Kathleen Stratton, Ph.D.

Whose credentials have been approved by the Board of Psychology

License Number: 53 936 Originally Issued: 2/7/2014

Has registered with Mississippi Board of Psychology as required by Title 73, Chapter 31, Sections 1-29, of the Mississippi Code 1972, and is licensed to practice as a PSYCHOLOGIST in the State of Mississippi.

Current license valid through June 30, 2026

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Educator Information

Name: Kasee Stratton

Highest Degree Level: AAAA Effective Date: 05/01/2012 License Number: 258015

Active Licenses						
Description	Endorsement	District / Institution	Original Effective Date	Issued / Renewed On	Effective Date	Expiration Date
* SSL: School Services License	451 - SCHOOL PSYCHOLOGIST (K-12)	N/A	06/18/2019	06/16/2023	07/01/2023	06/30/2028

^{*} Renewal Cycle: 07/01/2023 - 06/30/2028. Begin earning renewal credits on 07/01/2023.

License History				
Description	Endorsement (Effective Date)	District / Institution	Status	
SSL: School Services License	451 - SCHOOL PSYCHOLOGIST (K-12) (08/06/2018)	N/A	Expired	
SSL: School Services License	451 - SCHOOL PSYCHOLOGIST (K-12) (11/13/2013)	N/A	Expired	

Stacy Mabry Jackson

656 Country Club Road Starkville, MS 39759

Phone: 601-248-0961 ● E-Mail: sjack424@gmail.com

Objective Statement

Seeking to apply a broad range of skills and experience in disability services to contribute effectively to diverse projects and initiatives. Committed to delivering high-quality work and collaborating productively with various teams. Looking forward to opportunities that leverage my expertise to support the objectives and mission of the center.

Experience

TK Martin Center Project Coordinator: Mississippi State University

2022-Current

- Lead coordinator for the Job Extravaganza initiative, a statewide series of immersive, hands-on career readiness
 events for transition-aged students with disabilities. Responsibilities include planning logistics, recruiting business
 and community partners, managing volunteer engagement, and overseeing event delivery aligned with MDRS PreETS goals.
- Serve as the primary liaison with the Mississippi Department of Rehabilitation Services (MDRS), facilitating referralbased student services, ensuring compliance with Pre-ETS guidelines, and collaborating with counselors to maximize student impact.
- Manage client onboarding and service coordination for the center's psychological and ABA programs, including intake prioritization, schedule optimization, and communication with families.
- Oversee data collection, documentation, and reporting for multiple state-funded grants, supporting outcome measurement and program evaluation.
- Coordinate student worker teams for front desk operations, including hiring, training, and creating a digital scheduling system that streamlines communication and enhances coverage efficiency.
- Design and facilitate tours and outreach presentations for a wide range of stakeholders—including educators, legislators, and university partners—to promote the center's mission and services.
- Represent the T.K. Martin Center at conferences, resource fairs, and university-wide engagement opportunities, broadening the center's reach and visibility.

ACCESS Academic Coordinator: Mississippi State University

2018-2022

- Provides instruction and transition services to students with intellectual and/or developmental disabilities
- Develop curriculum using Universal Design for Learning (UDL) best practices to create a learning environment beneficial for all students, leading to academic growth and independence
- Establishment and implementation of a distance education program that is the first of its kind for students with
 intellectual and developmental disabilities, including overall program design, course offerings, curriculum
 development, and instruction, while also leading recruitment and marketing efforts for the program and
 coordinating registration and enrollment processes for students
- Tracking of GEER grant goals, measurements, and reporting of progress quarterly for ACCESS Online grant reports
- Collaboration with state agencies and campus departments, such as the Mississippi Department of Rehabilitation Services (MDRS), Mississippi Department of Education, MSU Center for Distance Education, MSU Research and Curriculum Unit, MSU Office of Admissions, and MSU Office of Public Affairs
- Creation of a formalized memorandum of understanding and business practices with MDRS for the use of Pre-Employment Transition Services (PRE-ETS) and general case funds for ACCESS Online services while also leading training and regular correspondence with counselors and case managers to provide financial sponsorship efficiently

- and effectively to Mississippi residents who qualify
- Supervision of the university audit process for ACCESS students as they audited Mississippi State University courses
 that aligned with their area of focus (major) and guided university faculty and staff on best practices for instruction
 using a UDL approach while delivering technical assistance and collaborative efforts throughout the semester
 ensuring students are well supported by all staff and faculty
- Coordination of Learning Agreement meetings and creation of accompanying documents that outline expectations and modifications for each course, establishing clear semester standards for faculty, staff, and students
- Monthly review and progress monitoring to provide constructive feedback on academic performance during the oncampus Individualized Plan of Support person-centered planning process to assist students in developing academic, social, independent living, and career development goals each semester
- Maintains regular communication and supervision to undergraduate College Coaches and School Psychology Ph.D. Graduate Assistants and often assisting with dissertation and intervention implementation process

Certified Special Education Teacher: Rankin County School District (RCSD)

2017-2018

- Licensed under the State Board of Education of Mississippi with certifications in Special Education Mild/Mod
 Disabilities, Social Studies, General Sciences, Physical Education, and Health Education
- Awarded Rankin County School District Teacher of the Month in November 2017
- Honored with a "Teacher Spotlight" recognition article in the RCSD Newsletter, Secondary Connection
- Served on the Rankin County School District/University of Mississippi Medical Center Steering Committee and aided in the development of an action plan and implementation of Project SEARCH Program
- Performed differentiated classroom activities for students with intellectual and developmental disabilities to meet their individual needs, abilities, and potential
- Initiated dialogue for communication with parents, administrators, fellow teachers, and service providers to ensure student success inside and outside the classroom
- Developed the first special education garden at Pisgah High School to integrate a hands-on multidisciplinary course of study
- Maintained an effective and well-organized classroom while helping students focus on classroom success and achieving individualized learning goals
- Developed Individualized Education Programs for student support as they reach for goals and access the general education curriculum
- Timely and efficient completion of paperwork for district and school deadlines

Registered CT Technologist-Clinical Instructor: University of Mississippi Medical Center

2010-2017

- Board certified in Radiologic Technology, Computed Tomography, and Basic Life Support for Healthcare Providers
- Honored during the nationally recognized Schwartz Rounds with an award for displaying exceptional patient care, compassion, and empathy. Upon receiving this award, I also fielded questions at the assembly on my willingness to go beyond daily job requirements with a presentation on compassion in action in healthcare today
- Displayed professional demeanor and provided clear instruction to a diverse patient population, including patients with disabilities, at the only Children's Hospital in the state of Mississippi and Level One Trauma Center
- Delivered clinical instruction to post-secondary students during their bi-weekly radiology rotations while explaining
 in detail the procedures and protocols, along with instruction on proper patient care, anatomy and physiology,
 medical terminology, pathology, and professional conduct
- Performed quality assessment activities while maintaining rapport with ordering providers, radiologists, staff, and co-workers while earning the distinction of a departmental EPIC super-user for our hospital electronic record system
- Protocoled all outpatient procedures for the department, which included exercising professional judgment and clear

- communication with ordering providers and relaying information to appropriate staff while also coordinating the transport and imaging process for inpatients
- Verified preparations were made for all inpatient and outpatient procedures before appointment dates, such as appropriate location, insurance approval, procedure protocol, and premedication

Registered Radiologic Technologist-Clinical Instructor: University of Mississippi Medical Center 2009-2010

- Displayed the work ethic and initiative that led to securing the only full-time position at UMMC post-graduation with the responsibility for all routine, mobile, fluoroscopy, emergency, and c-arm procedures
- Provided supervision and clinical instruction to post-secondary radiology students while solely orchestrating the
 development of a new student orientation to assist incoming students as they transition from the academic setting
 to clinical settings
- Conducted monthly student evaluations that summarized student clinical performance, identified strengths and any areas for improvement or feedback

Education

- Master of Science in Instructional Technology: Mississippi State University (2025)
- ➤ Certified Teaching License: University of Mississippi Teach Mississippi Institute (TMI 1-2016/TMI 2-2018)
- ➤ Bachelor of Science in Health Sciences: University of Mississippi Medical Center (2015)
- > Radiologic Technology Program JRCERT accredited: University of Mississippi Medical Center (2007-2009)
- Associate of Arts: East Mississippi Community College (2007)
- NCAA Division I Student-Athlete: Mississippi State University (2005-2006)

Other Professional Growth Opportunities

- Strategies for Supporting Employees with Disabilities Workshop
- Students in Distress Training
- Mental Health First Aid Certification
- CPR/First Aid Certification
- CDE Canvas Information Portal Online Training
- CTL 101: Best Practices in Online Instruction Certification
- PRO Chat Participation: Crafting Your Story/Branding Yourself, Fostering Innovation in the Workplace, and Leadership Lessons On-campus Training
- Presenter for ACCESS at various outreach events: Tips for Transition Conference, Audit Course Professor Training,
 Preview Day, Parent Information Sessions, and Transition Fairs
- Presenter at the Mississippi Department of Education Special Education Director's Conference, where all the state's directors attended (200+)
- Conference session presenter at Mississippi Department of Education's Mississippi Transition Pre-Conference (300+)

Volunteer Services

- 2007-2009: UMMC Class Treasurer and Associated Student Body Representative
- 2016-2018: Youth Counselor and Children's Mission Ministry Teacher
- 2019: MSU Freshman Success Strategies Instructor for the Center of Student Success
- 2019-2020: MSU Maroon Lead Innovation Team Member
- 2022: The Harbor Special Needs Ministry Volunteer





06/30/2028

Educator Information

Name: Stacy Jackson License Number: 296439

Highest Degree Level: A Effective Date: 01/23/2017

Active Licenses						
Description	Endorsement	District / Institution	Original Effective Date	Issued / Renewed On	Effective Date	Expiration Date

08/15/2018

02/27/2023

07/01/2023

* ALT5: Alternate Teacher License

143 - HEALTH EDUCATION (K-12) 221 - MILD/MOD DISABILITIES (K-12) 144 - PHYSICAL EDUCATION (K-12) 188 - GENERAL SCIENCES (7-12)

192 - SOCIAL STUDIES (7-12)

^{*} Renewal Cycle: 07/01/2023 - 06/30/2028. Begin earning renewal credits on 07/01/2023.

License History				
Description	Endorsement (Effective Date)	District / Institution	Status	
ALT3: Alternate License (3 Years)	221 - MILD/MOD DISABILITIES (K-12) (06/12/2017)	N/A	Expired	
ALT3: Alternate License (3 Years)	144 - PHYSICAL EDUCATION (K-12) (03/19/2017)	N/A	Expired	
ALT3: Alternate License (3 Years)	188 - GENERAL SCIENCES (7-12) (03/19/2017) 192 - SOCIAL STUDIES (7-12) (03/19/2017)	N/A	Expired	
ALT3: Alternate License (3 Years)	143 - HEALTH EDUCATION (K-12) (01/23/2017)	N/A	Expired	

Zaccheus J. Ahonle, Ph.D., CRC

Dept. of Counseling, Higher Education Leadership, Educational Psychology, & Foundations 508 Allen Hall; Box 9727 Mississippi State University Mississippi State, MS 39762 Office: 662.325.3426

zja34@msstate.edu

PROFESSIONAL SUMMARY

Dr. Zaccheus James Ahonle is an Associate Professor at Mississippi State University, where he serves as Doctoral Coordinator for Counselor Education and Supervision and Program Coordinator for the CACREP-accredited Rehabilitation Counseling Program. His academic leadership is grounded in a practitioner-informed approach focused on access, equity, and applied community impact.

He currently serves as Principal Investigator or Co-Principal Investigator on over \$11.7 million in awarded funding, including a \$9.9 million Disability Innovation Fund project aimed at improving employment outcomes for individuals with disabilities resulting from or accompanied by Long COVID, and a \$942,000 RSA training grant supporting the recruitment and preparation of future rehabilitation counseling professionals.

Dr. Ahonle's scholarship addresses community integration, rural rehabilitation access, and disparities in employment outcomes for individuals with disabilities. He has authored more than 29 peer-reviewed publications and over 30 national presentations, with a consistent emphasis on translating research into practice for underserved populations. His teaching is rooted in inclusive, experiential, and student-centered learning, preparing students with the professional competencies and ethical foundations necessary for success in the rehabilitation counseling field.

He is also an active contributor to national professional service, currently serving as Co-Chair of the ACRM Brain Injury Interdisciplinary Special Interest Group (BI-ISIG) Culture and Diversity Task Force, Secretary of ACRM's Behavioral Health Networking Group, and a Board Member for the Association of Rehabilitation Research, Policy, and Education (ARRPE) and the Rehabilitation Association of Mississippi (RAM). His work reflects a sustained commitment to training the next generation of practitioners while building capacity within the systems that serve individuals with disabilities.

EDUCATION

Department of Occupational Therapy, College of Public Health and Health Professions, University of Florida, Gainesville, FL.

Program: **Post-doctoral Fellowship** in in Advanced Rehabilitation Research & Training (June 2018 – June 2020)

The University of Texas at Austin, Austin, TX

Program: Rehabilitation Counseling Department: Special Education

Degree: **Doctor of Philosophy** (December 2015)

The University of Texas at Austin, TX
Program: Rehabilitation Counseling

Degree: Master of Education (December 2011)

The University of Ibadan, Oyo State, Nigeria

Program: Information Science

Degree: Master of Information Science (1999)

University of Agriculture, Abeokuta, Ogun State, Nigeria

Major: Mathematical Sciences Minor: Computer Science

Degree: **Bachelor of Science** (May 1994)

PROFESSIONAL CREDENTIALS

2012-Current Certified Rehabilitation Counselor (CRC). Certification # 00119525; 09/30/2029.

PROFESSIONAL HISTORY

2025-Current Doctoral Coordinator, Counselor Education and Supervision, Counseling Program, Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations' Rehabilitation Counseling Graduate Program. Mississippi State MS. Provide administrative coordination for the doctoral program in Counselor Education and Supervision. Collaborate with faculty and program coordinators to ensure a structured and efficient admissions process. Assist in program planning and development to support the ongoing success of the doctoral program.

2021-Current Program and Graduate Coordinator; Rehabilitation Counseling Program,
Department of Counseling, Higher Education Leadership, Educational
Psychology, & Foundations' Rehabilitation Counseling Graduate Program.
Mississippi State, MS.

Coordinate and write the CACREP accreditation self-study report for this program. Work on curricular changes and institute new academic standards for the program area as dictated by CACREP accreditation board, CRCC, assessment results, and program evaluation outcomes. Oversee both the in-person and distance education graduate programs. Provide guidance to students regarding academic policies and procedures and instructional and curricular issues. Produce accreditation and other reports as needed. Communicate student admission recommendations to the department head. Review and evaluate program admission criteria and selection process for prospective students. Resolve matters such as student program status, grade appeals, and retention and dismissal policies and procedures. Provide information on prospective student inquiries about the program. Promote the program to prospective students. Serve on relevant graduate education committees. Review and update program materials included in handbooks, the university bulletin, program brochures, web pages, administrative forms, and any other media.

2020-Current Assistant Professor; Mississippi State University, Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations' Rehabilitation Counseling Graduate Program. Mississippi State MS. Advise and mentor master's students. Teach graduate courses in rehabilitation counseling. Participate in the graduate admission and selection process. Serve on graduate degree committees and direct dissertation research. Supervise practicum and

internship students. Engage in committee service and research activities. Publish in professional journals, provide service to professional organizations, and deliver conference presentations. Seek external funding to support research activities. Engage in ongoing self-development activities.

2021-2024 Research Health Scientist, Veterans Rural Health Resource Center- GNV (VRHRC-GNV), North Florida/South Georgia Veterans Health System (NF/SG VHS), Malcom Randall VA Medical Center, Gainesville, FL (through Intergovernmental Personnel Act (IPA) Agreement between VRHRC- GNV and MSU.

Conducted research on rural veteran health outcomes, focusing on evaluating and improving healthcare services. Performed data analysis, prepared reports, and contributed to academic publications on veteran healthcare. Collaborated with interdisciplinary teams and fostered partnerships between Mississippi State University and VRHRC-GNV. Disseminated research findings through conferences, seminars, and peer-reviewed publications.

2018-2020 Research Assistant (WOC) with Dr. Sergio Romero, Director, Veterans Rural Health Resource Center- GNV (VRHRC-GNV) – formerly (Center of Innovation on Disability and Rehabilitation Research), North Florida/South Georgia Veterans Health System (NF/SG VHS), Malcom Randall VA Medical Center, Gainesville, FL.

Collaborated with VA health services researchers on various grant-funded projects focused on enhancing the independence and quality of life for rural veterans. Contributed to designing research protocols, data collection, and analysis. Played a significant role in the dissemination of findings through publications and conference presentations. Gained valuable insights into rural health issues and well-being of veterans.

2016-2018 Lecturer, Steve Hicks School of Social Work, The University of Texas at Austin, TX.

I taught undergraduate and graduate portfolio courses in Disability Studies. Developed course syllabus. Tested students. Assigned grades. Provided curricular advisement when necessary.

2016-2018 Project Manager/Disability Studies Graduate Portfolio Coordinator, Texas Center for Disability Studies (TCDS), Steve Hicks School of Social Work. The University of Texas at Austin, TX.

Initiated and led efforts to establish a Disability Studies minor program at the University of Texas at Austin. Recognizing the regional need and potential impact, I convened a diverse work group of faculty members across disciplines to advocate for the program's creation. Through collaborative efforts and securing buy-in from key stakeholders including faculty, the Associate Dean, and Dean of the Steve Hicks School of Social Work, we successfully launched the program, addressing a critical gap in disability education in the Southwest region. Oversaw projects related to disability studies. Coordinated graduate portfolio activities.

Collaborated with stakeholders to enhance disability awareness and advocacy. Facilitated interdisciplinary research initiatives. Supported the professional development of graduate students in disability studies.

CLINICAL EXPERIENCESs

2013-2016

Vocational Rehabilitation Counseling Consultant, Capital City Rehabilitation Group DBA, CJ Turner Inc., Austin, TX.

Provided individual counseling to veterans. Assessed and evaluated veterans' career goals. Provided comprehensive career and vocational assessments, independent living assessments in Texas, job site assessments, and vocational counseling services. Assisted active-duty service members and veterans navigating the medical board process and transitioning to civilian life. Prepared detailed reports for VA Vocational Rehabilitation (VR) specialists outlining recommendations for assistive technology devices necessary in the home environment and suitable college training or career paths for veterans. These reports were crucial in guiding VR specialists to deliver personalized support and services, thereby facilitating successful transitions to civilian life and achieving vocational and independent living goals for the veterans assessed. Operated primarily at major military installations such as Fort Hood in Killeen, Texas, and Fort Bliss in El Paso, Administered, scored and interpreted various assessment instruments including but not limited to the *Wechsler Intelligence Scales, MMPI, Beck Depression Inventory, WRAT-IV, etc.*

CURRENT RESPONSIBILITIES

Teaching/Advising	Courses Taught
COE 8383	Job Placement in Rehabilitation.
COE 6373	Vocational Assessment.
COE 8053	Rehabilitation Counseling Practicum.
COE 8730	Rehabilitation Counseling Internship.

Graduate Advisee Load

Master's - Rehabilitation Counseling: 2025-2026 -21 2024-2025-10; 2023-2024-18; 2022-2023-10. 2021-2022-6; 2020-2021-7.

Current Doctoral Students' Dissertation Committee Member

2024 - Present – Chiquita Holmes.

TEACHING ACTIVITY Dates	TIES - COURSES TAUGHT Name of Course, School, University * SW360 = undergraduate classes; 387R = graduate classes	ole in Course
Fall 2022/21/20	<i>In- Person – Starkville Campus</i> COE 8373: Medical Aspects of Disability Mississippi University, Starkville, MS	State Instructor
Fall 2022/21	COE 8353: Vocational Rehabilitation Counseling Mississippi State University, Starkville, MS	Instructor
Spring 2023/22/21	COE 8383: Job Placement in Rehabilitation Mississipp State University	oi Instructor
Spring 2024/23/22/21	COE-8730: Internship in Rehabilitation Mississippi St University, Starkville, MS	ate Instructor
Fall 2023/22/21/2	COE 8053-02: Practicum in Rehabilitation Mississippe University, Starkville, MS	i State Instructor
Summer 2023/22/21	COE 6373-51: Vocational Assessment for Special Nee Population	eds Instructor
Spring 2025/24	Distance Education - A/synchronous Online COE 8730-501: Internship in Rehabilitation Mississippi University, Starkville, MS	State Instructor
Summer 2025/24/23	COE 6373-551: Vocational Assessment for Special	Instructor
Fall 2024/23/22	COE 8373-501: Medical Aspects of Disability Mississippi State University, Starkville, MS	Instructor
Fall 2023/22	COE 8353:501: Vocational Rehabilitation Counseling Mississippi State University, Starkville, MS	Instructor
Fall 2025/24/23	COE 8053-501: Practicum in Rehabilitation Mississippi St University, Starkville, MS	ate Instructor
Spring 2018/17/16	SW360K/387R18: Social Context of Disability: SHSSW, University of Texas at Austin	Instructor
Fall 2017	SW 360K/SW 387R: Aging & Disability – Fall 2017: SHSSW, University of Texas at Austin	Instructor
Summer 2017	SW 360KN/387R16: Developmental Disabilities & Self Advocacy: SHSSW, University of Texas at Austin	Instructor
Fall 2016, 2017	SW360K/387R17: Making Systems Work for People with Disabilities: SHSSW, University of Texas at Austin	Instructor

RESEARCH INTERESTS - Themes and Population

Themes:

- 1. Employment and Community Integration for Individuals with Disabilities.
- 2. Improving Vocational Rehabilitation and Health Services for Rural Populations.
- 3. Addressing Disparities in Rehabilitation Outcomes for People with Disabilities.

Population:

- 1. Individuals with acquire neurological and cognitive conditions such as Traumatic Brain Injuries, Cognitive Impairments, and Long-COVID.
- 2. Rural Veterans and individuals with disabilities.

SCHOLARSHIP PUBLICATIONS (*Total N*=29)

Peer Reviewed Article Publications - (n = 21 peer reviewed articles published)

- Nadorff, D. K., Anreddy, S., Sergi, K., **Ahonle, Z. J.**, Stouffer, C., Hemphill, T & Buys, D. R. (2025). Down the digital delta: Health information inequities among rural Mississippi caregivers. *Healthcare*, 13(18), 2361. https://doi.org/10.3390/healthcare13182361
- **Ahonle, Z.J.,** Wei, T.E., Rumrill, P., & Dillahunt-Aspillaga, C. (2025) Competitive integrated employment in the State- Federal Vocational Rehabilitation program among individuals with cognitive, physical, and sensory functional impairments. *Journal of Vocational Rehabilitation*, 62(2), 168-177. https://doi.org/10.1177/10522263241310068
- Kersey, J., Garcia, P., Evans, E., **Ahonle, Z, J.**, Jethani, P., Arango-Lasprilla, J. C., ... & Parrott, D. (2025). Underrepresentation of participants from marginalized racial and ethnic groups: a secondary analysis of the cognitive rehabilitation literature. *Archives of Rehabilitation Research and Clinical Translation*, 7(2): 100431. https://doi.org/10.1016/j.arrct.2025.100431
- Kersey, J., Le, C., Evans, E., **Ahonle, Z. J.**, Garcia, P., Lequerica, A. H., ... & Parrott, D. (2025). Inclusion of racially and ethnically diverse samples in cognitive rehabilitation research: An ethnographic study of recruitment and retention practices. *Archives of Physical Medicine and Rehabilitation*. https://doi.org/10.1016/j.apmr.2025.03.043
- Oyesanya, T.O., Faieta, J., Silveira, S.L., Cogan, A.M., Pappadis, M.R., **Ahonle, Z.J.**, Backus, D., Kolakowsky-Hayner, S., Roberts, P. (In Press, June 2025) Development and satisfaction of a mentoring-match algorithm: the ACRM CDNG leadership mentoring program *Mentoring and Tutoring Partnership in Learning*.
- Lebeau, K, **Ahonle, Z.J.**, Mburu, S. N., Romero, S., & Myers, K (2025). Utilization and cost of Veterans Health Administration referrals to community care-based physical therapy *Federal Practitioner*, 42(2), 1-15. https://doi.org/10.12788/fp.0556
- Chiu, C., Rumrill, S., **Ahonle, Z. J.**, Wertheimer, J., Henderson, K., & Dillahunt-Aspillaga, C. (2024). The unique function and value of a certified rehabilitation counselor for people with disabilities and chronic illnesses. *Archives of Physical Medicine and Rehabilitation*, 105(9), 1813-1816. https://doi.org/10.1016/j.apmr.2024.01.017
- Semeah, L. M., Orozco, T., Wang, X., **Ahonle, Z J.**, Cowper Ripley, D. C., Ganesh, S. P., Wilson, L. K., Litt, E. R., Ahern, J. K. Santos Roman, L. M., Varma, D. S., Lee, M. J., Novak, J. R., & Jia, H., (2023). Rural and urban home modification program users: A comparative study. *Health Environments Research & Design Journal*, 16(2), 223-235. https://doi.org/10.1177/19375867221142627

- **Ahonle, Z.J.,** Hill, J. C., Rumrill, P., Degeneffe C. E., & Dillahunt-Aspillaga, C. (2023). The 2023 revision to the CRCC Code of ethics: Implications for defining and protecting the counselor-client relationship. *Rehabilitation Counseling Bulletin*, 66(4), 257-264. https://doi.org/10.1177/00343552221147220.
- **Ahonle, Z. J.,** Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2022): Return to school outcomes among adults with TBI one year after rehabilitation Discharge: A TBIMS Study, *Brain Injury*, *36*(8), 1000-1009. https://doi.org/10.1080/02699052.2022.2105952
- Degeneffe C. E., Tucker, M., & **Ahonle, Z.J.** (2022). Brief Report: Participation among transition-aged youth with traumatic brain injury in the state/federal vocational rehabilitation system. *Rehabilitation Counseling Bulletin*, 65(2), 161–165. https://doi.org/10.1177/0034355220967109
- Semeah, L. M., Orozco, T., Wang, X., Jia, H., Lee, M. J., Wilson, L. K., Ganesh, S. P., Ahonle, Z J., Varma, D. S., Litt, E. R., Ahern, J. K. Santos Roman, L. M., Cowper Ripley, D. C. (2022). Predictors of County-Level Home Modification Use Across the US. Federal Practitioner. 39(6), 274-280. https://doi.org/10.12788/fp.0279
- Ahonle, Z. J., Kreider, C. M., Hale-Gallardo, J. L., Castaneda, G., Findley, K.., Ottomanelli, L., & Romero, S. (2021). Implementation and use of video tele-technologies in delivery of individualized community-based vocational rehabilitation services to rural veterans.

 *Journal of Vocational Rehabilitation, 55(2),227-233 https://doi.org/10.3233/JVR-211159
- Semeah, L. M., Orozco, T., Wang, X., Lee, M. J., **Ahonle, Z. J.,** et. al. (2021). Home modifications for rural veterans with disabilities. *Federal Practitioner*, 38(7), 300-310. https://doi.org/10.12788/fp.0153
- Semeah, L.M., Ganesh, S. P., Wang, X., Cowper-Ripley, D. C, **Ahonle Z. J.**, Lee, M. J., Hale-Gallardo, J., Jia, H. (2021). Home modification and health services utilization in rural and urban veterans with disabilities. *Housing Policy Debate*, 31(6), 862-874. https://doi.org/10.1080/10511482.2020.1858923
- Degeneffe C. E., Tucker, M., & **Ahonle, Z.J.** (2020). State-level differences in public vocational rehabilitation closures among transition-aged youth with traumatic brain injury. *The Australian Journal of Rehabilitation Counselling*, 26(2), 136-142. https://doi.org/10.1017/jrc.2020.18
- **Ahonle, Z. J.**, Jia, H, Mudra, S. A., Romero, S., Castaneda, G., Levy, C. (2020). Overdose, and suicide among VHA veteran enrollees: A Comparison between local, regional, and national level data. *Federal Practitioner.* 37(9), 420-425. https://doi.org/10.12788/fp.0025
- Hale-Gallardo, J. L., Kreider, C. M., Jia, H., Castaneda, G., Freytes, I. M., Cowper Ripley, D. C., **Ahonle, Z. J.,** Findley, K. & Romero, S. (2020). Telerehabilitation for rural veterans: A qualitative assessment of barriers and facilitators to implementation. *Journal of Multidisciplinary Healthcare,* 13, 559-570. https://doi.org/10.2147/JMDH.S247267
- Hale-Gallardo, J. L., Kreider, C., Ni, Y., Semeah, L. M., **Ahonle, Z. J.,** Cowper Ripley, D. C., Mburu, S., Delisle, A.T., Jia, H. (2020). Serving rural veterans with disabilities: A national survey of centers for independent living. *Journal of Community Health*, 46, 740-751. https://doi.org/10.1007/s10900-020-00941-6
- **Ahonle, Z. J.,** Barnes, M., Romero, S., Sorrells, A. & Brooks, G. I. (2020). State-federal vocational rehabilitation in traumatic brain injury: What predictors are associated with successful employment outcomes? *Rehabilitation Counseling Bulletin*, 63(3), 143-155. First published

online (2019) https://doi.org/10.1177/0034355219864684

Peer-Reviewed IEEE Conference Proceedings

Jones, J. A, Watson, W.W., Stewart, T., Brewington, J., Chrismond, C., Dabbiru, L., **Ahonle, Z.J.**, ... & Stratton-Gadke, K. (2024). DriVR: extending driver training for persons with disabilities. In *2024 IEEE Conference on Virtual Reality and 3D User Interfaces Abstracts and Workshops (VRW)* (pp. 1218-1219). IEEE. doi: 10.1109/VRW62533.2024.00403.

https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=10536410

Peer-Reviewed Abstract Publications (n = 6 Published Abstracts)

- **Ahonle, Z. J.,** Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2021). Return to school among individuals with traumatic brain injury: Prevalence and factors associated with outcomes one-year post-injury: A TBIMS Study, *Archives of Physical Medicine & Rehabilitation*, 102(4), e15. https://doi.org/10.1016/j.apmr.2021.01.047
- **Ahonle, Z. J.**, Kreider, C. M., Hale-Gallardo, J. L., Ottomanelli, L., Castaneda, G., Findley, K., & Romero, S (2021). Implementation and use of remote technologies in delivery of individualized community-based vocational rehabilitation services to rural veterans, *Archives of Physical Medicine & Rehabilitation*, 102(4), e18. https://doi.org/10.1016/j.apmr.2021.01.057.
- Kreider, C. M., **Ahonle, Z. J.**, Hale-Gallardo, J. L., Castaneda, G., Findley, K., & Romero, S. (2021). A Role for OT collaboration with vocational rehabilitation specialists providing individualized community-based services to younger rural veterans? *American Journal of Occupational Therapy*, 75(7512510252). https://doi.org/10.5014/ajot.2021.75S2-RP252
- Semeah, L. M., Wilson, L. K., Ahern, J. K., Litt, E.K., Santos, L.M., & **Ahonle, Z.J.** (2021). National mapping: Home modification services. Proceedings of the 2021 annual conference of the Housing Education and Research Association. HERA 20021 Refereed Abstracts, p.40 42. https://housingeducators.org/wp-content/uploads/2021/10/2021-hera-proceedings-2.pdf
- Castaneda, G., Olney, A., Kaufman, M., Lee, M. J., Kreider, C. M., Hale-Gallardo, J., Findley, K., **Ahonle, Z.,** & Romero, R. (2020). Examining patient and caregiver telehealth satisfaction in the Veterans health administration, *Telemedicine and e-Health, 26*(4). http://doi.org/10.1089/tmj.2020.29036.abstracts
- **Ahonle, Z. J.**, Romero, S., Barnes, M., & Sorrells, A. M. (2019). Vocational rehabilitation as a public health intervention for individuals with traumatic brain injury. *Archives of Physical Medicine and Rehabilitation*, 100(12), e211. DOI: https://doi.org/10.1016/j.apmr.2019.10.155

Manuscript Under Review

Faieta, J., Oyesanya, T.O., Silveira, S.L., Cogan, A.M., Pappadis, M.R., **Ahonle, Z.J.**, Backus, D., Kolakowsky-Hayner, S., Roberts, P (2025) Creating a culture of mentorship within rehabilitation medicine: Successes and challenges in a formal mentoring matching program. *Mentoring and Tutoring Partnership in Learning*.

Media Publication - Feature Article

Semeah, L. M., Ganesh, S. P., Wang, X., Cowper-Ripley, D.C., **Ahonle, Z. J.**, Lee, M.J., Orozco, T., Hale- Gallardo, J., & Jia H. (June 02, 2021). Home modifications can improve health outcomes for urban and rural veterans (June 02, 2021). https://housingmatters.urban.org/research-summary/home-modifications-can-improve-health-outcomes-urban-and-rural-veterans

Peer Reviewed Published Book Chapters (n = 2 Book Chapters)

- Looby, E. J., Ahonle, Z. J., Li, T., Donald, L., Gray, K. T., Carter, S., & Almutairi, A. (2023). Underserved Disability Populations in Rural Communities: Cultural Competence and Social Justice Imperatives. *In Facilitating Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies* (pp. 24-56). IGI Global. DOI: https://doi.org/10.4018/978-1-6684-6155-6.ch002
- Semeah, L. M., Wang, X., Cowper-Ripley, D., Lee, M. J., Ahonle, Z., Ganesh, S. P., Hale-Gallardo, J. L., Levy, C. E., Jia, H. (2020). Improving Health through a Home Modification Service for Veterans. In: Fiedler BA, editor. *Three Facets of Public Health and Paths to Improvements: Behavior, Culture, and Environment. Elsevier Inc.* City: Academic Press; 2020. p. 381-416. ISBN:9780128190081. https://doi.org/10.1016/B978-0-12-819008-1.00014-6

Invited Book Chapter Under Review

Ahonle, Z. J., Dillahunt-Aspillaga, C., Wertheimer, J., Rumrill, P., Johnson, J., Romero, S., & Gadke, D. L. (2025). Community Integration and Employment for Persons with Acquired Brain Injuries. *In Cognitive Disabilities and the Practice of Rehabilitation Counseling, edited by Charles (Chuck) Edmund Degeneffe.* Springer Publishing Company (SPC)

Reports and Other Professional Materials

- Stubbs-Richardson, M., Etheredge, L. E., Hemphill, T., & **Ahonle, Z. J.** (2025). *State of the States:*Blueprints for Building Age-Friendly Futures (Policy Report). AFFIRM powered by Mississippi State University. https://doi.org/10.54718/PTYT9801
- **Ahonle, Z. J.** (2025, May). Addendum Report in Response to CACREP Initial Review (12/2024) of *The Self-Study Report (SSR) and Application Reaffirmation of Accreditation of the Rehabilitation Counseling Program Under the 2016 Standards*. Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations, Mississippi State University.
- **Ahonle, Z. J.** (2024, June). The Self-Study Report (SSR) and Application Reaffirmation of Accreditation of the Rehabilitation Counseling Program, CACREP. Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations, Mississippi State University.

Evaluation Report - Published online

Ahonle, Z. J., Amy, S., Seay, P. (2016). Money Follows the Person Demonstration Employment Project: An evaluation of systems changes efforts toward competitive integrated employment for individuals with intellectual and developmental disabilities in Texas. Austin, TX: The University of Texas at Austin.

SELECTED RESERCH AND SERVICE AWARDS AND RECOGNITIONS

2025	MSU Social Science Research Center (SSRC) Research Fellows Recognition Award (Lifetime appointment)
2025	MSU College of Education's Herb Handley Research Award
2024	Service Commendation Certificate Award from American Congress of Rehabilitation Medicine (ACRM) as 2024 Behavioral Health Networking Group Secretary
2023	Service Commendation Certificate Award from American Congress of Rehabilitation Medicine (ACRM) as ACRM Mentoring Program 2023 Faculty.
2022	Service Commendation Certificate Award from American Congress of Rehabilitation Medicine (ACRM) as ACRM Mentoring Program 2022 Faculty.
2022	2022-2023 MSU Community Engagement Learning (CEL) Fellow Certificate Award.
2018	Faculty Recognition Award, Division of Diversity and Community Engagement, The University of Texas at Austin, TX - for positively contributing to the academic endeavors of students with disabilities and for creating an inclusive environment for all students at the University of Texas at Austin
2015	Connor R&P Endowed Scholarship Award, the University of Texas at Austin, TX
2015	Graduate School Summer Fellowship Award, the University of Texas at Austin, TX
2014	M. B. Moran Endowed Presidential Scholarship in Education Aard, the University of Texas at Austin
2010 – 2014	RSA Scholar, United States Department of Education Rehabilitation Services Administration 9RSA) Scholarship Award

SCHOLARSHIP: PRESENTATIONS (TOTAL N = 31)

Invited Presentations (n = 8)

- Rumrill, P., & Rumrill, S., & **Ahonle, Z. J.** (September 2024). Issues and ethics in helping workers with visual impairments and blindness identify, request, and implement on-the-job accommodations. A presentation at 2024 Mississippi AER Conference, Ocean Springs, MS.
- Rumrill, S., Rumrill, P., & **Ahonle, Z. J.** (2024, May). New direction in vocational rehabilitation services for consumers with traumatic brain injury. An oral presentation at Spring 2024 ARRPE Research Symposium. Audience: Rehabilitation Counseling Scholars, Educators, and Professionals.
- **Ahonle, Z. J.**, Rumrill, P., & Rumrill, S. (2024, May). Differential vocational rehabilitation outcomes for consumers with functional disabilities: A Cross-sectional comparative study. An oral presentation at Spring 2024 ARRPE Research Symposium. Audience: Rehabilitation Counseling Scholars, Educators, and Professionals.
- **Ahonle, Z.J.**, Dillahunt-Aspillaga, C., Rumrill, P., & Bower, W. (2023). Differential vocational rehabilitation outcomes for Mississippi residents with cognitive, physical, and sensory impairments [Webinar]. *University of Kentucky Human Development Institute: Quality Employment Virtual Continuing Education Series. Lexington, KY. November 30, 2023.*

- Rumrill, S., **Ahonle, Z**., & Rumrill, P. (2023). Ethical issues and decision-making strategies in blindness vocational rehabilitation [Webinar]. University of Kentucky Human Development Institute: Quality Employment Virtual Continuing Education Series. Lexington, KY. November 10, 2023.
- **Ahonle, Z. J.**, Rumrill, S., & Rumrill, P. (2023, October). Ethical considerations in empowering individuals with visual impairments: Understanding the 2023 code of ethics for certified rehabilitation counselors. An oral presentation at the Mississippi AER 2023 Conference Audience: Professionals, Individuals and Veterans with visual loss, and family members.
- **Ahonle, Z. J.**, Kreider, C. M., Ottomanelli, L., Kostas, S. P., & Romero, S. (October 27, 2021). Telerehabilitation services to rural veterans. Research to practice [Webinar]. *Association of People Supporting Employment First (APSE), Journal of Vocational Rehabilitation Series.* https://apse.site-ym.com/store/ListProducts.aspx?catid=672196.
- **Ahonle, Z.J.** (2017). Aging, & intellectual and developmental disabilities. Paper Presented at the Annual Intermediate Care Facilities for individuals with intellectual disabilities provider and surveyor conference hosted by the *Department of Aging and Disability Services (Now HHSC)*, Austin, TX. Audience: Professionals & Public

International/National Presentations (n = 15)

- Kersey, J., Evans, E. A., **Ahonle, Z. J.,** Morel, G. M., Garcia, P., Neumann, D. M., Gross, M., Parrott, D. R. & Broomfield, R. (November 2024). Advancing equity in TBI rehabilitation research: A call to action (November 2024). A presentation at ACRM 101st Annual Fall Conference, Dallas, Texas.
- Chung-Yi, C., **Ahonle, Z. J.**, Henderson, K., Dillahunt-Aspillaga, C., Wertheimer, J. C., & Rumrill, S. (November 2024). The unique function and value of a certified rehabilitation counselor for people with disabilities and chronic Illnesses. A presentation at ACRM 101st Annual Fall Conference, Dallas, Texas.
- **Ahonle, Z. J.,** Kreider, C. M., & Romero, S. (November 2024). Using Telehealth Modalities to Enhance Vocational Rehabilitation for Rural Veterans. A poster presentation at ACRM 101st Annual Fall Conference, Dallas, Texas.
- **Ahonle, Z. J.,** & Mazahreh, L. (November 2024). Barriers and Supports in Delivering Rehabilitation Services to Rural Populations with Disabilities. An express presentation at Southern Association for Counselor Education and Supervision 2024 Conference, Dallas, Texas. [Presenter: Laith Mazahreh]
- Hemphill, T.V., **Ahonle, Z**., Anreddy, S., Stubbs-Richardson, M., & Pennington, E. (2024, October). Amplifying and empowering the voices of older adults and caregivers through focus groups. [Poster Presentation]. American Evaluation Association, Portland, OR. [Presenter: Tockie Hemphill].
- Jones, J. A, Watson, W.W., Stewart, T., Brewington, J., Chrismond, C., Dabbiru, L., **Ahonle, Z.J.**, ... & Stratton-Gadke, K. (2024). "DriVR: Extending Driver Training for Persons with Disabilities," 2024 IEEE Conference on Virtual Reality and 3D User Interfaces Abstracts and Workshops (VRW), Orlando, FL, USA, 2024, pp. 1218-1219, doi: 10.1109/VRW62533.2024.00403.keywords: {Training; Human computer interaction; Three-dimensional displays; Conferences; Prototypes; Virtual reality; Assistive technologies; [Social and Professional Topics]: Professional Topics—Computing

- Profession Assistive Technologies;[Human-Centered Computing]: Human-Computer Interaction (HCI)—Interaction Paradigms Virtual Reality}
- **Ahonle, Z. J.**, Wei, T.E., Rumrill, P., Dillahunt-Aspillaga, C. (2023, November). Competitive integrated employment outcomes among individuals with cognitive disabilities: implications for Practice A Symposium presented at 2023 American Congress of Rehabilitation Medicine, 100th Annual Conference & Expo, Atlanta, Georgia. Audience: Professional.
- Ahonle, Z. J., Sanchez, J., Ching, D., Jorgensen Smith, T., & Dillahunt-Aspillaga, C. (2022, November). Multicultural & Ethical Considerations of Behavioral Health. A symposium presented at 2022 American Congress of Rehabilitation Medicine, 99th Annual Conference & Expo, Chicago, Illinois. Audience: Professional.
- Rumrill, P., **Ahonle, Z. J.,** Degeneffe, C. E., & Dillahunt-Aspillaga, C. (2022, March). Strategies for Working with Individuals with TBI Across Phases of the VR Process. Professional Poster Accepted for presentation at 2022 National Council on Rehabilitation Education (NCRE) Spring 2022 Conference, California: Professional.
- Semeah, L. M., Wilson, L. K., Litt, E. R., Ahern, J. K., **Ahonle, Z. J.**, Santos-Roman, L. M., Novak, J. N., Wang, X. (2021, October). National Mapping: Home Modification Services. Professional Poster Accepted for presentation at 2021 Annual Conference Proceedings. Housing Education and Research Association, Minneapolis, MN. Audience: Professional. (*Presenter*: Semeah, LM).
- **Ahonle, Z. J.,** Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2021, June). Predictors of Return to School for Individuals with TBI at Year 2 Post-Injury. Professional Poster Accepted for presentation at 2021 National Council on Rehabilitation Education (NCRE) Summer Conference: Professional.
- Ahonle, Z. J., Tucker, M., Degeneffe, C. E., Romero, S., & Dillahunt-Aspillaga, C. (2020, October). Return to school among individuals with traumatic brain injury: Prevalence and factors associated with outcomes one-year post-injury: A TBIMS Study. Poster presented at 2020 American Congress of Rehabilitation Medicine, 97th Annual Conference & Expo, Virtual. Audience: Professional.
- **Ahonle, Z. J.**, Kreider, C. M., Hale-Gallardo, J. L., Castaneda, G., Findley, K., Ottomanelli, L., & Romero, S. (2020, October). Using remote technology to enhance face-to-face community-based vocational rehabilitation services to rural veterans with disabilities. Poster presented at 2020 American Congress of Rehabilitation Medicine, 97th Annual Conference & Expo, Virtual. Audience: Professional.
- **Ahonle, Z. J.,** Jia, H, Mudra, S. A., Romero, S., Castaneda, G., & Levy, C. (2020, March). Drug overdose and suicide among veteran enrollees in the veteran's affairs health care system: A comparison between facility, regional, and national level data. Poster presented at International Society of Physical and Rehabilitation Medicine Conference, Orlando, Fl.
- **Ahonle, Z. J.**, Romero, S., Barnes, M., & Sorrells, A. M. (2019, November). State-Federal vocational rehabilitation as a public health intervention for patients with traumatic brain injury. Poster presented at American Congress of Rehabilitation Medicine, 96th Annual Conference & Expo, Chicago, IL. Audience: Professional.

Local, State, and Regional Presentations (n = 8)

- **Ahonle, Z.J.** (October 3, 2024). Navigating multicultural ethical dilemmas in rehabilitation counseling: Focus on Sections A and B of the 2023 CRCC code of ethics. A presentation a 2024. Southeast Region National Rehabilitation Association Conference/RAM, Biloxi, MS.
- **Ahonle, Z.J.** (October 3, 2024). Factors associated with competitive integrated employment outcomes in the state-federal VR program: Profiles of Mississippi residents with cognitive impairment. A presentation a 2024. Southeast Region National Rehabilitation Association Conference/RAM, Biloxi, MS.
- **Ahonle, Z. J.** (2022, October). Section A of the proposed new CRCC Code of Ethics What blindness and low-vision rehabilitation professionals need to know. An oral presentation at the 2022 Mississippi AER 2022 Virtual Conference Audience: Professional, Individuals and Veterans with visual loss, and family members.
- **Ahonle, Z. J.**, Rumrill, P. & Rumrill, S. (2022, September). The new CRCC Code of Ethics: What rehabilitation counselors need to know. An oral presentation at the 2022 Rehabilitation Association of Mississippi (RAM) Conference, Oxford, MS. Audience: Professional.
- Rumrill, S., Rumrill, P. & **Ahonle, Z. J**. (2022, September). A cognitive support technology and customized vocational case management intervention for college students with TBI. An oral presentation at the 2022 Rehabilitation Association of Mississippi (RAM) Conference, Oxford, MS. Audience: Professional.
- Hale-Gallardo, J., Jia, H., Levy, C.E., Delisle, A.T., Freytes, M., Semeah, L.M., **Ahonle, Z.J.,** Dirk, L., Ni Yuxin, Ly Lina1 & Cowper-Ripley D.C. (2018, October). Health and independent living (HAIL) for Veterans with disabilities. A poster presented at Department of Veterans Affairs (VA) Research Day within the Malcom Randall VA Medical Center, Gainesville, FL. Audience: Professional & Public.
- **Ahonle, Z. J.** (2014). Reviewed predictors of successful employment for clients with traumatic brain injury. An oral paper presented at Texas Rehabilitation Association Summer Conference, Galveston, TX. Audience: Professional.
- **Ahonle, Z. J.** (2013). Empirically based transition practices/predictors for positive post-school outcomes for youths with disabilities: A poster presented at Texas Rehabilitation Association Conference, Corpus Christi, TX. Audience: Professional.

Student Led Presentation (n=3)

- Karel, P., Castle, M., & **Ahonle, Z.J.** (April 15, 2025). Correlating Tik Tok alcohol content exposure with drinking behavior in MSU undergraduates A presentation at 2025 MSU College of Education Spring Research Week, Starkville, MS.
- Guilbeau, V., LeBlanc, L., & **Ahonle, Z.J.** (October 3, 2024). Generation Z and Vocational rehabilitation service needs: What vocational rehabilitation counselors (VRCs) need to know. A presentation at 2024 Southeast Region National Rehabilitation Association Conference/RAM, Biloxi, MS.
- Almutairi, A., **Ahonle, Z. J., &** Wei, T.E. (2022, September). Vocational rehabilitation services and employment outcomes among individuals with cognitive impairment: Does racial disparity exist? Poster presented the National Association of State Head Injury Administrators

(NASHIA)'s 33rd Annual State of the States in Head Injury Conference, (Remote). Audience: Professional.

Other publications/communication (e.g., mass media, digital media, social media, and other electronic media formats)

Media Engagements Radio Interview

Mississippians Living with Long COVID and Employment Support

Interviewed on Mississippi Public Broadcasting (MPB) Radio's "Mississippi Edition"

Aired on September 24, 2024

Discussed the impact of Long COVID on employment and the support available through the CHP grant. Listen here

Online News Feature

Mississippi State Granted \$9.99 Million to Improve Employment Opportunities for Individuals with Disabilities

Featured in Super Talk Mississippi

Published on September 10, 2024

Highlighted the \$9.99 million Disability Innovation Fund (DIF) grant awarded to Mississippi State University (MSU) to enhance employment opportunities for individuals with disabilities.

Read more

GRANTS AND FUNDING

Total amount of grant funding applied for from Fall 2020 – Summer 2025 is \$17,606,965.24

FUNDED EXTERNAL AND INSTITUTIONAL AWARDS (Total = \$11,769,907.00):

The U.S. Department of Education, <u>\$942.062.00.</u> (2025, awarded).

Investigators: Ahonle, Z. J. (PI) and Castle, M. (Co-PI)

Project Title: Building Rehabilitation Counseling Capacity in Mississippi and Beyond: A Master's-Level Training Initiative to Address Workforce Shortage (BRCC-MS).

American Congress of Rehabilitation Medicine, \$3.500.00. (2025; awarded).

Investigators: Kersey, J. (PI), **Ahonle, Z. J. (Co-PI),** Evans, E. (Co-PI), Garcia, P (Co-PI), Salinas, P (Co-PI)).

Project Title: Values and Priorities of Research Participants with Brain Injury

The U.S. Department of Education, \$9,995,345.00. (2024, awarded).

Investigators: Ahonle, Z. J. (PI), Stratton, K.K. (Co-PI), Castle, M. (Co-PI), and Gadke, D. L. (Co-PI).

Project Title: The Career Horizons Project (CHP): A 21st Century Workforce Initiative for Mississippians with Disabilities Accompanied by or Resulting from Long COVID Syndrome.

National Science Foundation, \$750,000. (2022; awarded).

Investigators: Stratton, K.K. (PI), Jones, Ahonle, Z. J. (Co-PI)., Dabbiru, L (Co-PI). &

Geroux, K (Co-PI).

Project Title: Advancement of Driving Technology for Vocational Enablement (Completed).

United States Department of Veterans Affairs, Veteran Rural Health Resource Center, Gainesville (VRHRC-GNV) IPA Agreement Research Award on VA Telerehabilitation Enterprise-Wide (TREWI) Initiative

Project, \$64,336.24 (2021, 2022, 2023; awarded).

Investigators: Ahonle, Z. J. (PI).

Project Title: *Trends in Physical Therapy Referrals to the Community in the Veterans*

Health Administration System. (Completed)

Mississippi State University, Starkville, MS., ORED/ADI Research Grant, \$14,664 (2021; awarded)

Investigators: Ahonle, Z. J. (PI), Wei, E. (Co-PI), Dillahunt-Aspillaga, C (Co-PI), & Rumrill, P (Co-

PI)).

Project Title: *Employment Outcomes of Individuals with Cognitive Disabilities* (Completed).

PROPOSALS NOT AWARDED

Funding Source: National Science Foundation (NSF)

Project Title: NSF Convergence Accelerator Phase 2: DriVR

 Role:
 Co-Principal Investigator

 Project Dates:
 12/15/22 - 11/30/24

 Amount
 \$4,999,999.00

Funding Source: United States Department of Veterans Affairs (VA)

Project Title: MSU Extension Equine-Assisted Support Program for Veterans

Role: **Co-Principal Investigator** Project Dates: 09/30/22 - 09/30/23

Amount \$434,295.00

Funding Source: United States Department of Veterans Affairs (VA)
Project Title: The Stars and Stripes Horsemanship Challenge

Role: Co-Principal Investigator

Project Dates: 10/01/21 - 09/30/22

Amount \$402,764.00

VETERANS AFFAIRS EXPIRED AWARDS (Funded and Completed)

Funding Source Office of Rural Health, US Department of Veterans Affairs
Project Title: Home Modifications for Rural Veterans with Disabilities (ORH)

15521) Role: **Co-Investigator** Project Dates: 10/2019 – 09/2021

Funding Source: Office of Rural Health, US Department of Veterans Affairs

Project Title: Health and Independent Living (HAIL) for Rural Veterans with

Disabilities (ORH 7383)

Role: Co-Investigator
Project Dates: 10/2016 – 09/2020

Funding Source: North Florida/South Georgia Veterans Health System

Project Title: Analyzing the Home improvements and Structural

Alterations (HISA) Benefits Program: A

Retrospective Study

Role: **Co-Investigator** Project Dates: 8/2018 – 02/2020

EDITORIAL AND REVIEWER POSITIONS

8/2025	Reviewer (Invited), Disability and Rehabilitation
2/2025	Reviewer (Invited). Rehabilitation Research, Policy, and Education
2024 - 3/2025	Editorial Board Member (Invited), Teaching and Supervision in Counseling
	(TSC), Southern Association for Counselor Education. Reviewer (Invited),
2022 - 2023	International Journal of Environmental Research and Public Health.
2023	Book Reviewer (Invited), Cognella Publishing.
2017 - 2018	Ad-Hoc Reviewer, National Clearinghouse of Rehabilitation Training
	Materials.
2016	Ad-Hoc Reviewer, Australian Journal of Rehabilitation Counseling
2016-2017	Ad-Hoc Reviewer, Campbell Collaboration.
DOAD	D. COMMITTEE & LEADEDSHID DOCUTIONS
	D, COMMITTEE, & LEADERSHIP POSITIONS
2025- current	Statewide Transition Taskforce Member, Mississippi Department

2025 Carrent	Statewide Transition Taskforce Member, Mississippi Department
	of Education (MDE)
2025– current	Board Member, Rehabilitation Association of Mississippi
2025-current	Co-Chair, American Congress of Rehabilitation Medicine (ACRM)
	BI-ISIG Culture & Diversity Taskforce
2024 – current	Secretary, ACRM Behavioral Health Executive Committee.
2023 - current	Board of Director Member, Association of Rehabilitation Research,
	Policy, and Education (ARRPE)
2023-12/2024	Elected Committee Member, Commission on Rehabilitation Counselor
	Certification (CRCC) Item Writing Sub-Committee.
2022 - current	Mentoring Program Faculty, ACRM Career Development Networking
2021-2022	Chair, Section A Workgroup, Commission on Rehabilitation Counselor
	Certification (CRCC) 2017 Code Revision Task Force.

UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICES AND ACTIVITIES

SP2025 – current	Doctoral Coordinator, Counselor Education & Supervision
Sum 2024- current	Faculty mentor for new Asst. Profs in the Rehab Counseling Program
Fall 2023 – current	Member , College of Education (COE) Assessment Committee, MSU, Starkville, MS.
Fall 2022 –SP. 2025	Elected Member, University Library Committee, MSU, Starkville, MS
SP 2025 – Sum.2025	Member, Faculty Search Committee - Assistant Professor Rehabilitation Counseling (Tenure-Track), Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations (CHEF), MSU, Starkville, MS.
Fall 2022- 2024	Member, COE Diversity Committee, MSU, Starkville, MS
Fall 2023 – Sp.2024	Member, Faculty Search Committee - Assistant/Associate Teaching Professor in Counseling (Non- Tenure Track) – Division of Education, MSU, Meridian, MS.
Fall 2023	Chair, Faculty Search Committee –Assistant Professor, Rehabilitation Counseling (Tenure-Track), Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations (CHEF), MSU, Starkville, MS.
Spring 2023	Chair, Faculty Search Committee – Assistant Teaching Professor, Clinical Mental Health Counseling (Non-Tenure Track), CHEF Department MSU, Starkville, MS.
Spring 2022	Member , Faculty Search Committee –Assistant Professor, School Psychology (Tenure-Track), CHEF Department MSU, Starkville, MS.
Sp. 2017 – 2018	Member, Bachelor of Science Curriculum Committee, Steve Hicks School of Social Work, the University of Texas at Austin, TX.
	TATION / EDS COMPS COMMITTEE MEMBER
2024- current Mo	ember, Dissertation Committee for Chiquita Holmes, PhD

	i ,
	Candidate, Counseling Program, CHEF. Dissertation Tentative
	Title: The role of mental health counseling in reducing pregnancy
	related deaths.
2022 - 2024	Member, Dissertation Committee for Jamison Breana, PhD
	Candidate, Teacher Education and Leadership. Dissertation Title:
	Evidence-Based Practices: The Special Educator's Experience
Spring 2024	Member, Education Specialists COMPS Committee for Hannah
	Flynt, Eds Candidate
Spring 2024	Member, Doctoral COMPS Committee for Chiquita Holmes
2017 – 2018	Member, Dissertation committee for Lisa Lynn Sigafoos, Ph.D.
	Candidate, Special Education, The University of Texas at Austin,

TX (Ph.D. completed 2018)

MENTORING OF GRADUATE STUDENTS

Mentoring/Advising of Graduate Students

Fall 2020- Fall 2024 Advised and mentored majority of graduate students (Total =51) in

the rehabilitation counseling program.

Fall 2025 – Current Advising and mentoring rehabilitation counseling graduate students

(Total - 21)

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

Spring 2025	ARRPE Conference, Savannah, Georgia (Feb. 24 – 25, 2025)
Fall 2024	ACRM 101st Annual Conference, Dallas, Texas (Oct. 29 – Nov.
	3, 2024)
Fall 2024	2024 Southeast Region National Rehabilitation Association
	Conference, Biloxi, MS (Oct. 2 – 4, 2024)
Fall 2024	2024 Southeast Region National Rehabilitation Association
	Conference, Biloxi, MS (Oct. 2 – 4, 2024)
Fall 2024	2024 Mississippi Association for Education & Rehabilitation of the
	Blind & Visually Impaired Ocean Spring, MS (Sept. 19 – 21, 2024)
Spring 2024	ARRPE Research Symposium (May 21, 2024)
Spring 2024	National Symposium on Quality Employment (May 22- May 23, 2024)
Fall 2023	ACRM 100th Annual Conference at Atlanta, Georgia (Oct. 31 – Nov. 3, 2023)
Fall 2023	Mississippi AERS Virtual Conference (October 2023)
Fall 2023	Mississippi Counseling Association, Biloxi, MS (November 8 −10, 2023)
Fall 2022	ACRM 99th Annual Conference at Chicago, IL (November 6-11, 2022)
Fall 2022	National Rehabilitation Counseling Association (NRCA) Virtual
Fall 2022	Conference (September 19 – 21, 2022) Mississippi AERS Virtual Conference (October 27, 2022)
Fall 2022	Rehabilitation Association of Mississippi (RAM), Oxford, MS (September 15, 2022
Spring 2021	Attended National Council on Rehabilitation Education (NCRE) -Virtual
Spring 2020	National Institute of Health (NIH) Virtual Seminar on Program Funding and Grants Administration Attendance
Fall 2020	American Congress of Rehabilitation Medicine, 97th Annual Conference & Expo at Chicago, IL.

Zaccheus J. Ahonle, Ph.D., CRC. Vita 09/28 p.19 OTHER PROFESSIONAL DEVELOPMENTS ATTENDED (e.g. Trainings, Workshops, etc.)

2025

- NCACES webinar, Innovating with Integrity: Using AI to Strengthen Ethical Excellence in Counseling and Counselor Education (09/2025).
- Research Methods Webinar by Intellectus 360 (08/2025)
- ARRPE Conference various professional development topics (02/2025)
- Integrating Artificial Intelligence to Enhance Rehabilitation Counseling Education by Presented by Dr. Yolanda Edwards, Winston Salem State University (02/2025)
- Preventing a Cheating Culture: Why Students Really Cheat & How to Address It (4/2025)
- An Introduction to Mixed Methods Research by APA Science virtual via Zoom (4/2025)

2024

- Exploring Generative AI in Higher Education Virtual Conference organized by Cengage (02/2024) Financial Conflict of Interest (09/2024)
- FCOI Disclosure Form (09/2024)
- ORED Symposium on Disabilities (04/2024)
- Improving Opportunities & Quality of Life for People with Disabilities Through Collaboration, Research & Outreach 04/2024)
- ViRec Database and Methods: Assessing Race and Ethnicities (04/2024)
- AI Ethics, Governance, Policies, and Practice in Higher Education (04/2024) An Introduction to Data Extraction with Covidence (04/2024)
- Using CITAVI for Literature Review (03/2024)
- Ethical Responsibilities of a Military to the Social Determinants of Health of its Service Members (03/2024)
- What is Rural? Cyberseminar organized by VA Health Systems Research (03/2024)
- Data Spelunking: Strategies for Exploring VA Data (03/2024)

2023

- Interactive Learning Tools
- Effective Lecturing in Your Online Course (08/24/23) Informal Canvas Course Review (11/06/23)
- How to Write Discussable Discussion
 Questions Introduction to Video Editing
- Teaching Portfolio Workshop| Maymester Online offered by MSU Center for Teaching and Learning (CTL) (06/19/23)
- 2023-2024 Annual Information Security Training for Faculty and Staff
- Spring 2023 Online Course and Tools Showcase (03/29/23)

2022

- Reflective Teaching Community of Practice through CTL Inclusive Teaching Community of Practice through CTL
- Selected and Participated in the Spring 2022 Community Engagement Learning (CEL) Fellows Program
- Webinar: Adobe Creative Digital Literacy through ITS
- Designing Effective Low Stakes Writing Assignments in 'Your' Class Luncheonand Roundtable through CTL
- Webinar Using Ouriginal an Academic Integrity tool
- Best Practices for Presenting Live through MSU Office of Research and Economic Development (ORED)
- Responsible Conduct of Research via CITI through Office of Research Compliance and Security
 Responsible Conduct of Research via Canvas through Office of Research Compliance and Security
 Using the Outlining Method to Create a Quality Grant Proposal through ORED
- Proposal Budgets: Practical tools for building your budget and justification through ORED FCOI Disclosure Form through Office of Research Compliance and Security
- The First Timer's Guide to Submitting a Grant Proposal at MSU NEA and NEH: How to Secure Funding through ORED Emerging Trends in Proposal Requirements through ORED
- Human Subjects Research through Office of Research Compliance and Security Partnerships and Funded Projects: A panel discussion through ORED

- Research Development and Research Administration: Different sides of the same coin through ORED
- Publish and Flourish: Grant and Journal Writing with Dr. Tara Gray organized by M ORED (2/15/2022)

2021

- Attended colloquium o suicide assessment and treatment Attended colloquium on disability bias
- Attended the Webinar by Works Clearinghouse (WWC) on systematic literature searches
- Research development and research administration: Different sides of the same coin (08/26/21)
- Getting the most out of Scopus (08/30/21)

 Types of Funding Seminar (08/31/21)
- Types of Funding: An overview of standard project types (08/31/21) Introduction to Pivot Seminar (09/09/21)
- Building a Logic Model for Your Proposal (09/14/21) Getting the Most Out of ICPSR (09/15/21)
- WWC systematic literature searches (09/29/21)
- MS Center for Clinical and Translational Research: Research Resources and Funding Opportunities (10/04/21)
- Partnerships and funded projects-A panel discussion (10/19/21)
- Broader Impacts Part 1: Advancing research impact in society (11/03/21) General Data Sources: Where to find them (11/18/21)

2020

- Getting Your Research Started (8/14/20)
 Getting Stm1ed with Canvas (8/13/20)
- Getting Started with WebEx New Faculty (8/13/20) Canvas Assessments - New Faculty (8/13/20) Canvas Gradebook - New Faculty (8/13/20)
- Using Canvas Studio (ARC) Effectively in Canvas (8/10/20)
 New Faculty Teaching Academy (8/3 12/20)
- Non-Traditional Classroom Electronic Equipment Training (8/7/20) Using External tools in Canvas (8/7/20)
- Using Rubrics in Canvas (8/6/20)
 Supported Lectern Training (8/6/20) Peer
 Review in Canvas (8/6/20)

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

2023 – current	Association for Counselor Education & Supervision (ACES)
2023 – current	Southern Association for Counselor Education and Supervision (SACES)
2023 – current	American Psychological Association (APA)
2023 – current	Association of Rehabilitation Research, Policy, and Education
2023 – current	Mississippi Counseling Association (MCA)
2021 – current	American Counseling Association (ACA)
2021 – current	American Rehabilitation Counseling Association (NRCA)
2020 – current	Rehabilitation Association of Mississippi (RAM)
2019 – current	American Congress of Rehabilitation Medicine (ACRM)
2016 – current	The National Rehabilitation Association (NRA)
2016 – 2022	The National Council on Rehabilitation Education (NCRE)

Commission on Rehabilitation Counselor Certification

To all persons be it known that

Zarcheus I. Ahunde

having completed the prescribed studies

and having satisfied the requirements for designation as a

Certified Rehabilitation Counselor

has accordingly been admitted to that designation with all the rights, privileges, and immunities thereunto appertaining.

In witness whereof, the officers of ERCE

have caused this certificate to be signed for practice

in the field of rehabilitation counseling as such upon bestowment.



COMMISSION ON REHABILITATION (Millian Humm, CRC

President

Treasurer/Secretary

Middle C Ourgra & Project

Accredited by the National Commission for Certifying Agencies

Certification No.

(Valid through 119525

September 30, 2024

MDRS Pre-ETS 2025 - MIoD_

Final Audit Report 2025-10-15

Created: 2025-10-15

By: Jennifer Hemphill (jjh14@msstate.edu)

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EXCEPTIONS TO TERMS AND CONDITIONS

3. Attorneys' Fees and Expenses.

MSU is also a state agency and is prohibited by law from agreeing to pay attorney's fees.

- 10. E-Verification. Replace the word warrants with "certifies."
- 12. Failure to Deliver. In the event of failure of Contractor to deliver services in accordance with the contract terms and conditions, MDRS, after due oral or written notice, may procure the services from other sources and hold Contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies that MDRS may have.

MSU is also a state agency is prohibited from agreeing to any remedies before a conflict actually occurs.

16. Indemnification. MSU is also a state agency and is prohibited by law from indemnifying any party. The following is an acceptable alternative.

Contractor shall be responsible for liability resulting from the actions/inactions of its officers, agents, and employees acting within the course and scope of their official duties with Mississippi State University to the degree and within the parameters required under Miss. Code Ann. Sec. 11-46-1 et seq. (1972)

22. Ownership of Documents and Work Papers.

MSU is a public university entity of the state of Mississippi. As such, we operate as a non-profit. Because of this, there are certain actions that the IRS sees as for-profit ventures that we must avoid. Among those things is granting ownership of any university created IP. Giving away ownership of IP that we have rights in creates unrelated business income – which would in turn create a number of tax and bond issues for the university. Instead, we can offer a license to any university owned IP with an option for an exclusive license. Below is some standard language that we use in our agreements. It will give you the ability to use any deliverables for any purpose, but we will retain ownership. The following is an acceptable alternative.

All right, title and interest in any intellectual property conceived solely by agents or affiliates of University shall be owned by University. All right, title and interest in any intellectual property conceived jointly by at least one agent or affiliate of University and at least one employee of Sponsor shall be jointly owned by University and Sponsor. All right, title and interest in any intellectual property conceived solely by employees of Sponsor shall be owned by Sponsor. University shall grant Sponsor a royalty-free, nonexclusive,

worldwide irrevocable license in any University wholly owned intellectual property, including the right to grant sublicenses.

In recognition for their support of this project, Sponsor is hereby granted the first right to negotiate for an exclusive license, including the right to grant sublicenses, in the intellectual property owned or co-owned by University. This license shall be consistent with other terms and conditions as may be reasonable under the circumstances, and as agreed upon through good faith negotiations between Contractor and Sponsor. The first right to negotiate shall terminate whenever Sponsor fails to (1) Submit a complete application for an exclusive license within ninety (90) days of being notified by University of invention's availability for licensing, or; (2) Submit a good faith written response to a written proposal of licensing terms within ninety (90) days of such proposal.

Notwithstanding anything to the contrary, the above information and/or materials do not include any Contractor Pre-existing Material, including but not limited to material that was developed prior to the Effective Date that is used, without modification, in the performance of the Agreement. "Contractor Pre-existing Material" means curriculum (including but not limited to the Next Up curriculum, its videos, and lesson plans), materials, code, methodology, concepts, process, systems, technique, trade or service marks, copyrights, or other intellectual property right developed, licensed or otherwise acquired by contractor, independent of the services to be rendered under this agreement. To the extent the above described information and/or materials contain Contractor Pre-existing Material, Contractor hereby grants to MDRS an irrevocable, perpetual, nonexclusive, royalty-free, world-wide license to use, execute, reproduce, display, perform, and distribute copies of Contractor Pre-existing Material, but only as they are incorporated into and form a part of the works developed for MDRS pursuant to this agreement.

Additionally, Contractor assures that any and all information regarding clients of MDRS will be kept strictly confidential pursuant to 34 CFR 361.38 and will become the property of MDRS. Contractor assures that MDRS shall have full access to all information collected. The Contractor is prohibited from use of the above described information and/or materials without the express written approval of MDRS.

Paper documents containing Personally Identifiable Information must be destroyed by burning, pulping, shredding, macerating, or other similar means that ensures the information cannot be recovered. If there are electronic devices and media (for example, computers, disk drives, CD's, Jump/Flash drives, magnetic tape, etc.) that need to be disposed of, please contact MDRS for further guidance on approved methods on destroying electronic devices and related media.

35. Termination.

Termination for Convenience. The MDRS may, when the interests of the

Agency so require, terminate this contract in whole or in part, for the convenience of the

Agency. The MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

Termination for Default. If the MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the deficiency. If the Contractor fails to cure the deficiency, the MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to the MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience.

SAMPLE INSTRUCTIONAL MATERIALS

for Pre-ETS Implementation

Purpose

The materials included in this appendix serve as representative samples of instructional resources developed and adapted by the Mississippi Institute on Disabilities (MIoD) to support the delivery of Pre-Employment Transition Services (Pre-ETS).

They are not comprehensive lesson plans but illustrate the type and quality of instructional tools MIoD designs to engage transition-age youth in career awareness, workplace readiness, and self-advocacy skill development.

Overview

Each sample demonstrates MIoD's emphasis on accessibility, alignment, and authenticity in instructional design.

- Accessibility: Content is structured for diverse learners through clear visuals, predictable layouts, and plain-language explanations, consistent with Universal Design for Learning (UDL) principles.
- Alignment: Materials correspond with one or more of the five Pre-ETS service categories—Job
 Exploration Counseling, Work-Based Learning, Postsecondary Education Counseling, Workplace
 Readiness Training, and Instruction in Self-Advocacy.
- Authenticity: Activities and examples draw from real-world work settings, occupational data, and employability skills to promote relevance and transfer of learning.

Collectively, these artifacts illustrate how MIoD integrates evidence-based transition practices—explicit instruction, scaffolded exploration, and reflection—to foster student engagement and independence.

Summary

Taken together, the attached samples highlight MIoD's capacity to develop student-centered, outcome-oriented, and universally accessible instructional materials that align with the intent of Pre-ETS.

These examples reflect MIoD's applied approach to transition instruction—integrating evidence-based strategies, real-world relevance, and collaboration with MDRS partners to ensure that students gain the awareness, readiness, and self-advocacy skills necessary for successful postsecondary and employment outcomes.

Sample One: Defining Career Exploration

This presentation introduces the foundational language of career development and establishes a structured framework for students beginning Pre-ETS participation. Concepts such as "career," "career path," and the four-step decision-making process—self-assessment, exploration, match, and action—are explained through concise visuals and plain-language examples. Embedded checkpoint questions invite active responses and formative feedback, modeling how MIoD embeds comprehension supports within its instructional design.

This resource exemplifies explicit, sequential instruction paired with accessible formatting, ensuring that students with varied cognitive and communication abilities can build a shared understanding of career development before moving into more applied exploration activities.



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Defining Career Exploration

Objective

Brief overview introducing what careers and career paths are, and the four steps to choosing a career

 $\begin{array}{c} (\text{self-assessment} \rightarrow \\ \text{exploration} \rightarrow \text{match} \rightarrow \\ \text{action}) \end{array}$

What is a Career?

A Career is...

- a synonym for an occupation (job)
- what a person does to earn a living
- a series of occupations (jobs), usually in the same or related fields, that a person advances to in a chosen field of work



What is a Career Path?

A Career Path is...

- A person's movement through a series of jobs over their lifetime.
- It can include education and unpaid experiences such as internships or volunteer work.



Checkpoint #1

- A career is
 - A. A synonym for occupation (job)
 - B. What a person does to earn a living
 - c. A series of jobs or a career path
 - D. All of the above

Answer:

D. All of the above

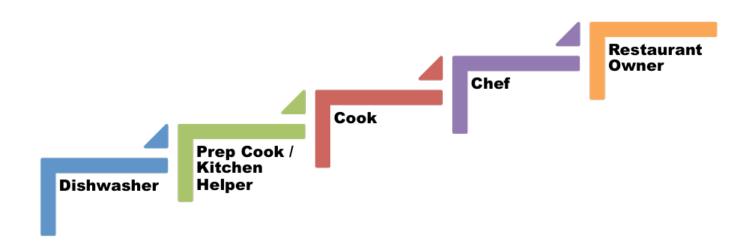
Career Path Example #1

- <u>Career Path 1</u>: You work at different jobs over time that are totally unrelated to one another (not in the same industry)
 - For example: You have worked at a restaurant, hospital, and fitness center over the last three years.



Career Path Example #2

- Career Path 2: You work different related positions that increase in responsibility
 - For example: You have worked at a restaurant starting out as a Bus Boy, then promoted to Host, then Waiter, then General Manager.



Career Path Example #3

- Career Path 3: You work at different jobs over time in the same industry.
 - For example: You have worked in a restaurant, grocery store, food sales (all of which are in the food industry).







Checkpoint #2

 Bob worked at a movie theater, a fast food restaurant, and a clothing store. Would this be an example of a career path?

- A. Yes
- B. No

Answer:

A. Yes – You may work at different types of jobs over time that are not related to each other.

What is Career Management?

- Purposeful planning for one's future career.
- Career Management can include:
 - Identifying your skills, strengths, knowledge, and experiences relevant to your desired career
 - Identifying areas for professional growth
 - Navigating and exploring job options
 - Understanding and taking the steps necessary to pursue job opportunities
 - Understanding how to self-advocate for opportunities in the workplace

4 Steps to Choosing a Career

1. Self Assessment 2. Career Exploration 3. Match 4. Action

Step 1: Self-Assessment

- Learning about your...
 - Interests
 - Work-related values
 - Personality type
 - Preferred work environments
 - Developmental needs
 - Realities
 - Skills



 Will help identify careers that may be a good fit for you.

Step 2: Career Exploration

- Read about careers that may be a good fit for yourself based on the results from step 1 or other careers you are interested in.
- Use labor market info to research and gather more data
- Begin to eliminate and narrow down potential careers to 2 options
- To help narrow your list down...
 - Connect with a professional in each career area to interview and to job shadow
 - Compare and contrast the 2 careers and decide which one is best for you

Step 3: Match

- During the Match step, you will decide which career is the best fit for you.
- You will also identify 1-2 "back up" options in case your 1st choice does not work out.
- Seriously consider costs to prepare for your chosen career (education & training) and barriers (costs, family responsibilities, disabilities).

Step 4: Action

- Now it's time to put a plan together to reach your goals and start moving forward!
- Write a career action plan that includes the following:
 - Long-term & short-term goals
 - Job search plan
 - Write/update resume
 - Identify & learn about potential employers
 - Draft cover letters
 - Prepare for job interviews



Checkpoint #3



- All of the following are steps in choosing a career EXCEPT:
 - A. Self-Assessment
 - B. Career Exploration
 - c. Career Path
 - D. Match
 - E. Action

Answer:

C. Career Path

Checkpoint #4

- -
- Which steps in choosing a career will this course focus on?
 - A. Self-Assessment
 - B. Career Exploration
 - c. Match
 - D. Both A & B
 - E. Action

Answer:
D. Both A & B

Sample Two: Self-Assessment

This presentation encourages students to explore their interests, values, personality traits, and skills as part of the self-assessment process. The material provides structured prompts and relatable examples that help students recognize how personal strengths connect to potential career pathways. Visual consistency, simplified language, and guided reflection questions make this content accessible across diverse literacy and cognitive levels.

This sample reflects MIoD's focus on self-determination and reflective learning as foundational components of transition instruction. The structure models scaffolded self-discovery and supports students in developing metacognitive awareness that informs later exploration and decision-making activities.



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Self-Assessment

Objective

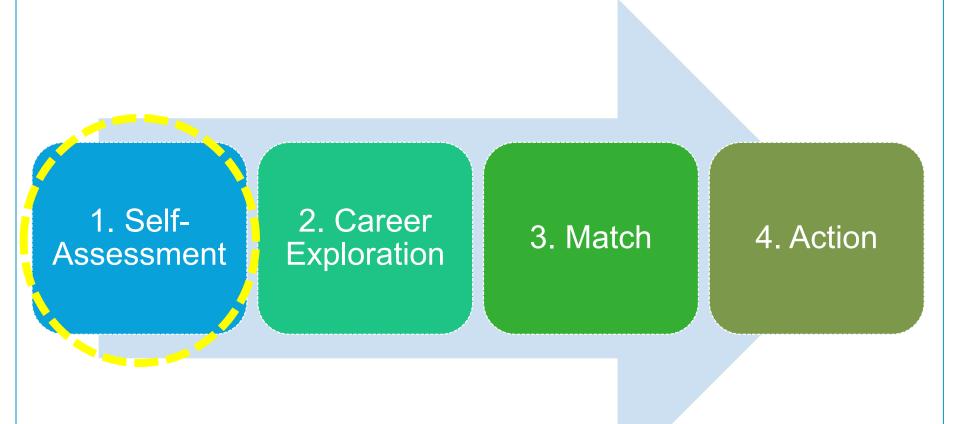
Explain interests, values, personality, and skills as part of self-assessment and prepare students to take interest/personality tests.

Career Management Recap

- Career Management is the purposeful planning for one's future career.
- Career Management can include:
 - Identifying your skills, strengths, knowledge, and experiences relevant to your desired career
 - Identifying areas for professional growth
 - Navigating and exploring job options
 - Understanding and taking the steps necessary to pursue job opportunities
 - Understanding how to self-advocate for opportunities in the workplace



4 Steps to Choosing a Career



- What is self-assessment?
 - It is a way to learn about yourself by gathering information about your work-related values, interests, personality type, and skills.
- Through self-assessment, you can learn about your...
 - Interests
 - Personality type
 - Skills
 - Developmental needs
 - Work-related values
 - Preferred work environments



Checkpoint #1

True or False:

Self-assessment is a way to learn about yourself by gathering information about your work-related values, interests, personality type, and skills.

- A. True
- B. False

Answer:

A. True



- Self-assessment plays a very important role in the career management process
- Once you learn about your likes and dislikes as it relates to the work environment and type of work, you will be able to identify careers that may be a good fit for you.



Checkpoint #2

True or False:

Self-assessment will help you identify careers that may be a good fit for you based on your likes and dislikes as they relate to the work environment and type of work.

- A. True
- B. False

Answer:

A. True

- An effective self-assessment must consider the following about an individual:
 - Work Related Values
 - Interests
 - Personality Type
 - Aptitudes



- Work-Related Values
 - Your <u>values</u> are the ideas and beliefs that are important to you. Therefore, your <u>work-related values</u> are ideas and beliefs directly related to your work that are important to you.
 - Examples of work-related values include working independently, relationships with coworkers, helping others, flexible work schedule, working indoors or outdoor, amount of money you make, etc.
 - If you consider your work-related values when choosing a career, you have a better chance of achieving job satisfaction.

Interests

- Your likes and dislikes regarding various activities make up your interests.
- Examples of interests include reading, running, drawing, playing sports, traveling, singing, etc.
- E. K. Strong and other psychologists discovered many years ago that people who share similar interests also enjoy the same type of work.



- Your personality type is made up of your social traits, motivational drives, needs and attitudes.
- Knowing what your personality type is can help you choose an occupation because certain personality types are better suited to specific careers and work environments, than are others.



Aptitude

- Aptitude refers to an individual's natural talent, ability to learn, or capacity to acquire a skill.
- An individual may have multiple aptitudes. Examples include math, science, visual art, music, verbal or written communication, reading comprehension, logic and reasoning, manual dexterity, mechanics, or spatial relations.
- It is important to keep in mind that having an aptitude for something doesn't mean you will necessarily like doing it. Or you may enjoy doing it, but not for work. That is something to keep in mind when you choose a career.



Checkpoint #3

• True or False:

An effective self-assessment must consider an individual's work-related values, interests, personality type, and aptitudes.

- A. True
- B. False

Answer:

A. True

- How can you assess yourself?
 - Self-assessment requires an you to reflect on your everyday activities and ideas to gain an understanding of your strengths, preferences and personality.
 - You can formally assess yourself by taking a personality or interest inventory.
 - You can also assess yourself informally by talking to friends, family, mentors and career counselor about your work and life experiences, and what you like doing.

 Through this class, you will complete different surveys and assessments that will help you find the ideal job for you based on your personality, interests, skills and abilities.



Self-Assessment

- Through this class, you will be formally assessing yourself by completing the following two assessments:
 - 1) Career Clusters Interest Survey
 - 2) Holland Code
- Based on your likes and dislikes, these two assessments will recommend career interest areas for you, which will guide your career research.

Introduction to the 16 Career Clusters



Sample Three: Introduction to the 16 Career Clusters

This presentation introduces the national framework of sixteen career clusters, providing clear definitions, images, and examples that link occupations to broader industry categories. The lesson expands upon self-assessment by helping students see how their interests may align with specific clusters and pathways.

This resource demonstrates MIoD's use of visual conceptual mapping to support comprehension and transfer of learning. It exemplifies how structured organization and applied examples enable students to generalize from individual preferences to a broader understanding of the world of work.

Objective:

Define career clusters, show one example, and briefly introduce all 16 career clusters.



What is a Career Cluster?

A career cluster is a group of jobs or occupations that share common skills or interests. If you like one job in a cluster, you'll probably like other jobs in that same group too!

Each cluster is divided into career pathways — smaller groups of similar jobs that require related knowledge and training.

Law, Public Safety & & Tourism Security Science, Technology, **Engineering &** Mathematics Agriculture Marketing, Food & Natural Human **Technology** Sales & Resources Services Service Careers Transportation Management & Distribution Administration **Clusters®** & Logistics Manufacturing Government Architecture & Finance & Public Construction Administration Arts, A/V Technology & Communication Health **Education &** Science Training

Example: Hospitality & Tourism

Career Cluster: Hospitality & Tourism

This cluster includes jobs that focus on helping people enjoy travel, food, and fun experiences.

Career Pathways in this cluster include:

- Restaurants & Food/Beverage Services
- Lodging (Hotels, Cabins, Resorts)
- Travel & Tourism (Travel Agents, Welcome Centers)
 - Recreation, Amusements & Attractions

There are **16 Career Clusters** that cover every type of job.

All occupations can be grouped into one of these clusters.

Learning about career clusters helps you:

- Discover jobs that match your interests
- Understand what skills and education are needed
- Plan for your future career goals

How Career Clusters Work

16 Career Clusters































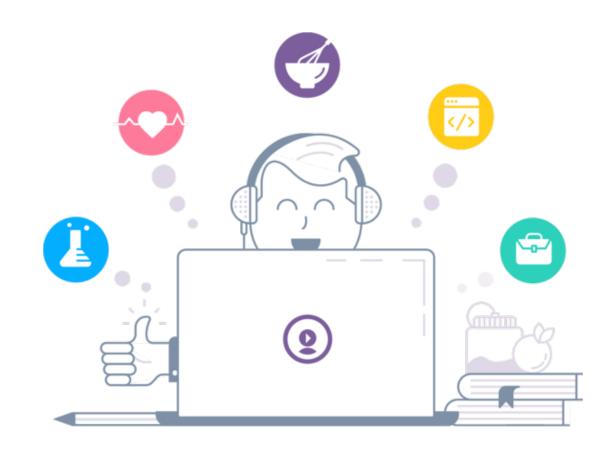




The 16 Career Clusters

For each cluster, we will:

- Talk about what types of jobs are included
- Watch a short video overview
- Complete a simple job exploration or virtual job shadow
- Discuss one job that feels like a good fit for you



Sample Four: 16 Career Clusters & Suggested Occupation Groups

This handout simplifies federal labor-market data into an easy-to-navigate format that connects each career cluster to relevant occupation groups. By presenting authentic information in a predictable layout, the resource supports independent and guided exploration activities.

This document illustrates MIoD's capacity to translate complex data into accessible learning materials that maintain informational accuracy. It reinforces the program's emphasis on connecting real-world employment information to instruction in ways that are meaningful and ageappropriate for secondary learners.

The Sixteen Career Clusters & Descriptions

	Sixuen Career Clusters & Descriptions
1. Riculture, Food & Natural Resources	Agriculture, Food, & Natural Resources Career Cluster Description: The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Farming, Fishing, and Forestry • Life, Physical, and Social Science • Personal Care and Service (Animal Care & Service Worker)
2. Chitecture & Construction	Architecture & Construction Career Cluster Description: Careers in designing, planning, managing, building, and maintaining the built environment. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Architecture and Engineering • Arts and Design • Construction and Extraction
3. **Ts, A/V Technology & Communications**	Arts, A/V Technology & Communications Career Cluster Description: Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Arts and Design • Media and Communication • Office and Administrative Support
4. siness Management & Administration	Business, Management & Administration Career Cluster Description: Business Management and Administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: Office and Administrative Support Business and Financial Management
5. Alacation contraining	Education & Training Career Cluster Description: Planning, managing, and providing education and training services, and related learning support services. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Education, Training, and Library • Personal Care and Services (Childcare Worker)

6.	Finance Career Cluster Description: Planning, services for financial and investment planning, banking, insurance, and business financial management. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: Business and Financial Office and Administrative Support Sales
7. overnment & Public Administration	Government & Public Administration Career Cluster Description: Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics'
	Occupational Outlook Handbook: • Military • Office and Administrative Support
8.	Health Science Career Cluster Description: Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Healthcare • Personal Care and Service
9.	Hospitality & Tourism Career Cluster Description:
ospitality & Tourism	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services.
	restaurants and other foodservices, lodging, attractions, and recreation events and
	restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Food Preparation and Serving • Office and Administrative Support • Transportation and Material Moving • Building and Grounds Cleaning • Sales
Tourism 10.	restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Food Preparation and Serving • Office and Administrative Support • Transportation and Material Moving • Building and Grounds Cleaning • Sales • Management (Food Service or Lodging Manager) Human Services Career Cluster Description: Preparing individuals for employment in career pathways that relate to families and
Tourism 10.	restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Food Preparation and Serving • Office and Administrative Support • Transportation and Material Moving • Building and Grounds Cleaning • Sales • Management (Food Service or Lodging Manager) Human Services Career Cluster Description: Preparing individuals for employment in career pathways that relate to families and human needs. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Community and Social Service

Computer and Information Technology

12. Public Safety, Corrections & Security	Law, Public Safety, Corrections & Security Career Cluster Description: Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Legal • Protective Service
13.	Manufacturing Career Cluster Description: Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
	Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Production
14.	Marketing, Sales & Service Career Cluster Description: Planning, managing, and performing marketing activities to reach organizational objectives. Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: Sales
15.	Science, Technology, Engineering & Mathematics Career Cluster Description: Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
	Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Life, Physical, and Social Science • Architecture and Engineering • Math
16. ransportation, Distribution & Logistics	Transportation, Distribution & Logistics Career Cluster Description: Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
	Suggested Occupation Groups from the U. S. Bureau of Labor Statistics' Occupational Outlook Handbook: • Transportation and Material Moving

Sample Five: Occupation Group Charts

These charts provide concise job summaries, education requirements, and examples of occupational tasks. The design combines academic and functional literacy objectives, encouraging students to interpret informational text while building awareness of educational pathways.

This artifact highlights MIoD's ability to integrate applied literacy within career readiness instruction. It models how authentic workplace content can strengthen comprehension, reasoning, and decision-making skills essential to transition planning.

Occupation Groups & Achievable Careers

ARCHITECTURE & ENGINEERING OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
	Surveying and Mapping Technicians	Surveying and mapping technicians collect data and make maps of the Earth's surface.	High school diploma or equivalent

ARTS & DESIGN OCCUPATION GROUP: ACHIEVABLE CAREERS			
OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
Floral Designers	Floral designers arrange live, dried, and silk flowers and greenery to make decorative displays.	High school diploma or equivalent	
Craft and Fine Artists	Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition.	Formal education credentials are not needed to be a craft artist. However, it is difficult to gain adequate artistic skills without some formal education.	

BUILDING AND GROUNDS CLEANING OCCUPATION GROUP: ACHIEVABLE CAREERS

OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
Grounds Maintenance Workers	Grounds maintenance workers ensure that the grounds of houses, businesses, and parks are attractive, orderly, and healthy.	Although most grounds maintenance jobs have no education requirements, some employers may require formal education or certification in areas such as landscape design, horticulture, or arboriculture.
Janitors and Building Cleaners	Janitors and building cleaners keep many types of buildings clean, orderly, and in good condition.	No formal educational credential
Pest Control Workers	Pest control workers remove unwanted pests that infest buildings and surrounding areas.	High school diploma or equivalent

BUSINESS AND FINANCIAL OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
	Claims Adjusters, Appraisers, Examiners, and Investigators	Claims adjusters, appraisers, examiners, and investigators evaluate insurance claims.	A high school diploma or equivalent is typically required for a person to work as an entry-level claims adjuster, examiner, or investigator, although some positions require a bachelor's degree or insurance-related work experience. Auto damage appraisers typically have postsecondary nondegree award or work experience.

COMMUNITY AND SOCIAL SERVICE OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
	Social and Human Service Assistants	Social and human service assistants provide client services in a variety of fields, such as psychology, rehabilitation, and social work.	High school diploma or equivalent

COMPUTER SUPPORT SPECIALIST OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
	Computer Support Specialists	Computer support specialists provide help and advice to computer users and organizations.	Entry requirements vary for computer support specialists. Network support specialists typically need an associate's degree, and user support specialists typically need to complete some college courses. However, candidates for either type of position may qualify with a high school diploma plus relevant information technology (IT) certifications.

CONSTRUCTION AND EXTRACTION OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
	Boilermakers	Boilermakers assemble, install, maintain, and repair boilers, closed vats, and other large vessels or containers that hold liquids and gases.	High school diploma or equivalent

	Carpenters	Carpenters construct, repair, and install building frameworks and structures made from wood and other materials.	High school diploma or equivalent
The state of the s	Construction and Building Inspectors	Construction and building inspectors ensure that construction meets building codes and ordinances, zoning regulations, and contract specifications.	High school diploma or equivalent
	Construction Equipment Operators	Construction laborers and helpers perform many tasks that require physical labor on construction sites.	Construction laborers and helpers learn their trade through on-the-job training (OJT). The length of training depends on the employer and the specialization. Formal education is not typically required.
	Drywall Installers, Ceiling Tile Installers, and Tapers	Drywall and ceiling tile installers hang wallboard and install ceiling tile inside buildings. Tapers prepare the wallboard for painting.	No formal educational credential
	Electricians	Electricians install, maintain, and repair electrical power, communications, lighting, and control systems.	High school diploma or equivalent

	Elevator and Escalator Installers and Repairers	Elevator and escalator installers and repairers install, maintain, and fix elevators, escalators, moving walkways, and other lifts.	High school diploma or equivalent
66	Flooring Installers and Tile and Stone Setters	Flooring installers and tile and stone setters lay and finish carpet, wood, vinyl, tile, and other materials.	No formal educational credential
	Glaziers	Glaziers install glass in windows, skylights, and other fixtures in buildings.	High school diploma or equivalent
	Hazardous Materials Removal Workers	Hazardous materials removal workers identify and dispose of harmful substances such as asbestos, lead, and radioactive waste.	High school diploma or equivalent
	Insulation Workers	Insulation workers install and replace the materials used to insulate buildings or mechanical systems.	Most floor, ceiling, and wall insulators learn their trade on the job. Many mechanical insulators complete an apprenticeship program after earning a high school diploma or equivalent.

	<u>Ironworkers</u>	Ironworkers install structural and reinforcing iron and steel to form and support buildings, bridges, and roads.	High school diploma or equivalent
1	Masonry Workers	Masonry workers use bricks, concrete and concrete blocks, and natural and manmade stones to build structures.	Masons typically need a high school diploma or equivalent and learn the trade either through an apprenticeship or on the job.
A COM	Painters, Construction and Maintenance	Painters apply paint, stain, and coatings to walls and ceilings, buildings, large machinery and equipment, and bridges and other structures.	No formal educational credential
	Plumbers, Pipefitters, and Steamfitters	Plumbers, pipefitters, and steamfitters install and repair piping fixtures and systems.	High school diploma or equivalent
	Roofers	Roofers replace, repair, and install the roofs of buildings.	No formal educational credential

	Sheet Metal Workers	Sheet metal workers fabricate or install products that are made from thin metal sheets.	High school diploma or equivalent
2	Solar Photovoltaic Installers	Solar photovoltaic (PV) installers assemble, set up, and maintain rooftop or other systems that convert sunlight into energy.	High school diploma or equivalent

EDUCATION, TRAINING, & LIBRARY OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
	Library Technicians and Assistants	Library technicians and assistants help librarians with all aspects of running a library.	Library technicians typically need a postsecondary certificate. Library assistants typically need a high school diploma or its equivalent, combined with short-term on-the-job training.	

	Teacher Assistants	Teacher assistants work with a	Some college, no degree
10		licensed teacher to give students	
		additional attention and instruction.	
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	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
**	Actors	Actors express ideas and portray characters in theater, film, television, and other performing arts media.	Some college, no degree
	Athletes and Sports Competitors	Athletes and sports competitors participate in organized, officiated sporting events to entertain spectators.	No formal educational credential
WX	Dancers and Choreographers	Dancers and choreographers use dance performances to express ideas and stories.	Education and training requirements vary with the type of dancer; however, all dancers need many years of formal training. Nearly all choreographers began their careers as dancers.

Musicians and Singers	Musicians and singers play instruments or sing for live audiences and in recording studios.	No formal educational credential
Umpires, Referees, and Other Sports Officials	Umpires, referees, and other sports officials preside over competitive athletic or sporting events to help maintain standards of play.	High school diploma or equivalent

FARMING, FISHING, AND FORESTRY OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
	Agricultural Workers	Agricultural workers maintain crops and tend livestock.	Most agricultural workers do not need a formal educational credential to enter these occupations; however, animal breeders typically need at least a high school diploma. Agricultural workers typically receive on-the-job training.	

Fishing and Hunting Workers	Fishing and hunting workers catch and trap various types of animal life.	No formal educational credential
Forest and Conservation Workers	Forest and conservation workers measure and improve the quality of forests.	High school diploma or equivalent
Logging Workers	Logging workers harvest forests to provide the raw material for many consumer goods and industrial products.	High school diploma or equivalent

ENTERTAINMENT AND SPORTS OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
	<u>Bartenders</u>	Bartenders mix drinks and serve them directly to customers or through wait staff.	No formal educational credential	

	Chefs and Head Cooks	Chefs and head cooks oversee the daily food preparation at restaurants and other places where food is served.	High school diploma or equivalent
	Cooks	Cooks season and prepare foods, including soups, salads, entrees, and desserts.	Most cooks learn their skills through on-the-job training and work-related experience. Although no formal education is typically required, some cooks attend culinary schools.
	Food and Beverage Serving and Related Workers	Food and beverage serving and related workers take and prepare orders, clear tables, and do other tasks associated with providing food and drink to customers.	No formal educational credential
W. T.	Food Preparation Workers	Food preparation workers perform many routine tasks under the direction of cooks, chefs, or food service managers.	No formal educational credential
	Waiters and Waitresses	Waiters and waitresses take orders and serve food and beverages to customers in dining establishments.	No formal educational credential

HEALTHCARE OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
	Veterinary Assistants and Laboratory Animal Caretakers	Veterinary assistants and laboratory animal caretakers handle routine animal care and help scientists, veterinarians, and others with their daily tasks.	High school diploma or equivalent	
	Psychiatric Technicians and Aides	Psychiatric aides care for people who have mental illness and developmental disabilities.	Psychiatric aides typically need a high school diploma or equivalent.	
	Pharmacy Technicians	Pharmacy technicians help pharmacists dispense prescription medication to customers or health professionals.	High school diploma or equivalent	
	<u>Opticians</u>	Opticians help fit eyeglasses and contact lenses, following prescriptions from ophthalmologists and optometrists.	High school diploma or equivalent	

A.	Occupational Therapy Assistants and Aides	Occupational therapy aides help patients develop, recover, improve, as well as maintain the skills needed for daily living and working.	High school diploma or equivalent
	Occupational Health and Safety Specialists and Technicians	Occupational health and safety specialists and technicians collect data on and analyze many types of work environments and work procedures.	Occupational health and safety technicians typically need at least a high school diploma.
	Nursing Assistants and Orderlies	Orderlies transport patients and clean treatment areas.	Orderlies typically have at least a high school diploma or equivalent
	Home Health and Personal Care Aides	Home health and personal care aides monitor the condition of people with disabilities or chronic illnesses and help them with daily living activities.	High school diploma or equivalent

ENTERTAINMENT AND SPORTS OCCUPATION GROUP: ACHIEVABLE CAREERS

OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
Automotive Body and Glass Repairers	Automotive body and glass repairers restore, refinish, and replace vehicle bodies and frames, windshields, and window glass.	High school diploma or equivalent
Diesel Service Technicians and Mechanics	Diesel service technicians and mechanics inspect, repair, and overhaul buses, trucks, or any vehicle with a diesel engine.	High school diploma or equivalent
General Maintenance and Repair Workers	General maintenance and repair workers fix and maintain machines, mechanical equipment, and buildings.	High school diploma or equivalent
Heavy Vehicle and Mobile Equipment Service Technicians	Heavy vehicle and mobile equipment service technicians inspect, maintain, and repair vehicles and machinery used in construction, farming, and other industries.	High school diploma or equivalent

To the second se	Line Installers and Repairers	Line installers and repairers install or repair electrical power systems and telecommunications cables, including fiber optics.	High school diploma or equivalent
	Small Engine Mechanics	Small engine mechanics inspect, service, and repair motorized power equipment.	Small engine mechanics typically enter the occupation with a high school diploma and learn their trade through on-the-job training.

MANAGEMENT OCCUPATION GROUP: ACHIEVABLE CAREERS				
OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION		
Farmers, Ranchers, and Other Agricultural Managers	Farmers, ranchers, and other agricultural managers run establishments that produce crops, livestock, and dairy products.	High school diploma or		
Food Service Managers	Food service managers are responsible for the daily operation of restaurants or other establishments that prepare and serve food and beverages.	High school diploma or equivalent		

Lodging Managers	Lodging managers ensure that traveling guests have a pleasant experience at their establishment with accommodations. They also ensure that the business is run efficiently and profitably.	High school diploma or equivalent
Property, Real Estate, and Community Association Managers	Property, real estate, and community association managers take care of the many aspects of residential, commercial, or industrial properties.	High school diploma or equivalent

MEDIA AND COMMUNICATION OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
	Announcers	Announcers present music, news, and sports and may provide commentary or interview guests.	Public address announcers typically need a high school diploma with some short-term on-the-job training.	
	Photographers	Photographers use their technical expertise, creativity, and composition skills to produce and preserve images.	High school diploma or equivalent	

OFFICIE AND ADMINISTRATIVE SUPPORT OCCUPATION GROUP: ACHIEVABLE CAREERS

OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
Bill and Account Collectors	Bill and account collectors try to recover payment on overdue bills.	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	Bookkeeping, accounting, and auditing clerks produce financial records for organizations and check financial records for accuracy.	Some college, no degree
Customer Service Representatives	Customer service representatives interact with customers to handle complaints, process orders, and answer questions.	High school diploma or equivalent
Financial Clerks	Financial clerks do administrative work, help customers, and carry out transactions that involve money.	High school diploma or equivalent

General Office Clerks	General office clerks perform a variety of clerical tasks, including answering telephones, typing documents, and filing records.	High school diploma or equivalent
Information Clerks	Information clerks perform routine clerical duties, maintain records, collect data, and provide information to customers.	High school diploma or equivalent
Material Recording Clerks	Material recording clerks track product information in order to keep businesses and supply chains on schedule.	High school diploma or equivalent
Postal Service Workers	Postal service workers sell postal products and collect, sort, and deliver mail.	High school diploma or equivalent
Public Safety Telecommunicators	Public safety telecommunicators, including 911 operators and fire dispatchers, answer emergency and nonemergency calls and provide resources to assist those in need.	High school diploma or equivalent

Receptionists	Receptionists do tasks such as answering phones, receiving visitors, and providing information about their organization to the public.	High school diploma or equivalent
Secretaries and Administrative Assistants	Secretaries and administrative assistants do routine clerical and organizational tasks.	High school diploma or equivalent

PERSONAL CARE AND SERVICE OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
1/4	Animal Care and Service Workers	Animal care and service workers attend to or train animals.	High school diploma or equivalent	
	Childcare Workers	Childcare workers attend to children's needs while helping to foster early development.	High school diploma or equivalent	

Fitness Trainers and Instructors	Fitness trainers and instructors lead, instruct, and motivate individuals or groups in exercise activities.	High school diploma or equivalent
Gambling Services Workers	Gambling services workers serve customers in gambling establishments, such as casinos or racetracks.	High school diploma or equivalent
Recreation Workers	Recreation workers design and lead activities to help people stay active, improve fitness, and have fun.	High school diploma or equivalent

PRODUCTION OCCUPATION GROUP: ACHIEVABLE CAREERS				
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION	
	Assemblers and Fabricators	Assemblers and fabricators build finished products and the parts that go into them.	High school diploma or equivalent	

<u>Bakers</u>	Bakers mix ingredients according to recipes in order to make breads, pastries, and other baked goods.	No formal educational credential
Butchers	Butchers cut, trim, and package meat for retail sale.	No formal educational credential
Dental and Ophthalmic Laboratory Technicians and Medical Appliance Technicians	Dental and ophthalmic laboratory technicians and medical appliance technicians construct, fit, or repair medical appliances and devices.	High school diploma or equivalent
Food and Tobacco Processing Workers	Food and tobacco processing workers operate equipment that mixes, cooks, or processes ingredients used in the manufacture of food and tobacco products.	High school diploma or equivalent
Jewelers and Precious Stone and Metal Workers	Jewelers and precious stone and metal workers design, construct, adjust, repair, appraise and sell jewelry.	High school diploma or equivalent

	Machinists and Tool and Die Makers	Machinists and tool and die makers set up and operate machine tools to produce precision metal parts, instruments, and tools.	Machinists typically need a high school diploma to enter the occupation
	Metal and Plastic Machine Workers	Metal and plastic machine workers set up and operate equipment that cuts, shapes, and forms metal and plastic materials or pieces.	Metal and plastic workers typically need a high school diploma to enter the occupation and receive 1 year of on-the-job training.
5-1-	Painting and Coating Workers	Painting and coating workers apply finishes, often using machines, to a range of products.	High school diploma or equivalent
	Power Plant Operators, Distributors, and Dispatchers	Power plant operators, distributors, and dispatchers control the systems that generate and distribute electric power.	High school diploma or equivalent
	Quality Control Inspectors	Quality control inspectors examine products and materials for defects or deviations from specifications.	High school diploma or equivalent

Stationary Engineers and Boiler Operators	Stationary engineers and boiler operators control stationary engines, boilers, or other mechanical equipment.	High school diploma or equivalent
Water and Wastewater Treatment Plant and System Operators	Water and wastewater treatment plant and system operators manage a system of machines to transfer or treat water or wastewater.	High school diploma or equivalent
Welders, Cutters, Solderers, and Brazers	Welders, cutters, solderers, and brazers use hand-held or remotely controlled equipment to join, repair, or cut metal parts and products.	High school diploma or equivalent
Woodworkers	Woodworkers manufacture a variety of products, such as cabinets and furniture, using wood, veneers, and laminates.	High school diploma or equivalent

PROTECTIVE OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
	Correctional Officers and Bailiffs	Correctional officers oversee those who have been arrested and are awaiting trial or who have been sentenced to serve time in jail or prison. Bailiffs are law enforcement officers who maintain safety and order in courtrooms.	High school diploma or equivalent
	<u>Firefighters</u>	Firefighters control and put out fires and respond to emergencies involving life, property, or the environment.	Postsecondary nondegree award
	Police and Detectives	Police officers protect lives and property. Detectives and criminal investigators gather facts and collect evidence of possible crimes.	Postsecondary nondegree award
	Private Detectives and Investigators	Private detectives and investigators search for information about legal, financial, and personal matters.	High school diploma or equivalent



Security Guards and Gambling Surveillance Officers

Security guards and gambling surveillance officers protect property from illegal activity.

High school diploma or equivalent

SALES OCCUPATION GROUP: ACHIEVABLE CAREERS			
	OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
St. B	Advertising Sales Agents	Advertising sales agents sell advertising space to businesses and individuals.	High school diploma or equivalent
	Cashiers	Cashiers process payments from customers purchasing goods and services.	No formal educational credential
	Insurance Sales Agents	Insurance sales agents contact potential customers and sell one or more types of insurance.	High school diploma or equivalent

<u>Models</u>	Models pose for artists, photographers, and other clients to help advertise products.	No formal educational credential
Real Estate Brokers and Sales Agents	Real estate brokers and sales agents help clients buy, sell, and rent properties.	High school diploma or equivalent
Retail Sales Workers	Retail sales workers help customers find products they want and process customers' payments.	No formal educational credential
Travel Agents	Travel agents sell transportation, lodging, and entertainment activities to individuals and groups planning trips.	High school diploma or equivalent
Wholesale and Manufacturing Sales Representatives	Wholesale and manufacturing sales representatives sell goods for wholesalers or manufacturers to businesses, government agencies, and other organizations.	A high school diploma is typically sufficient for many positions, primarily those selling nontechnical or nonscientific products.

TRANSPORTATION AND MATERIAL MOVING OCCUPATION GROUP: ACHIEVABLE CAREERS

OCCUPATION JOB TITLE	JOB SUMMARY	ENTRY-LEVEL EDUCATION
Delivery Truck Drivers and Driver/Sales Workers	Delivery truck drivers and driver/sales workers pick up, transport, and drop off packages and small shipments within a local region or urban area.	High school diploma or equivalent
Flight Attendants	Flight attendants provide routine services and respond to emergencies to ensure the safety and comfort of airline passengers.	High school diploma or equivalent
Hand Laborers and Material Movers	Hand laborers and material movers manually move freight, stock, or other materials.	No formal educational credential
Heavy and Tractor-trailer Truck Drivers	Heavy and tractor-trailer truck drivers transport goods from one location to another.	Postsecondary nondegree award

	Material Moving Machine Operators	Material moving machine operators use equipment to transport objects.	No formal educational credential
	Passenger Vehicle Drivers	Passenger vehicle drivers operate buses, taxis, and other modes of transportation to take people from place to place.	High school diploma or equivalent
THE RESERVE TO THE PARTY OF THE	Railroad Workers	Railroad workers ensure that passenger and freight trains operate safely. They may drive trains, coordinate the activities of the trains, or control signals and switches in the rail yard.	High school diploma or equivalent
	Water Transportation Workers	Water transportation workers operate and maintain vessels that take cargo and people over water.	No formal educational credential

Sample Six: Career Cluster #1 – Agriculture, Food & Natural Resources

This sample lesson focuses on one industry cluster, guiding students through seven pathways and linking each to short video clips for virtual job shadowing. The material combines text, visuals, and media to promote active engagement and contextual understanding.

This example demonstrates MIoD's design of experiential and contextualized learning materials that connect classroom exploration to real-world employment environments. It represents how cluster-specific instruction can be expanded or replicated to provide comprehensive exposure across multiple industries.

Agriculture, Food, and Natural Resources Career Cluster





Agriculture, Food, and Natural Resources

 The Agriculture, Food & Natural Resources career cluster focuses on the essential elements of life – water, air, food, and land











Watch the Agriculture, Food, & Natural Resources Career Cluster Video by clicking on the link provided below.





Watch the video below to learn more about potential jobs in this career cluster.



7 Career Pathways within this Career Cluster

- 1. Agribusiness Systems
- 2. Animal Systems
- 3. Environmental Service Systems
- 4. Food Products & Processing Systems
- 5. Natural Resources Systems
- 6. Plant Systems
- 7. Power, Structural, and Technical Systems

1. Agribusiness Systems

 Occupations involved in the production, processing, marketing, distribution, financing and development of agricultural items, plant and animal products, and other natural resources.



Occupations in this field include:

Agricultural Loan Officer

Agricultural Product Sales Representative

Farmer/Rancher

Feed, Farm Supply Store Manager

2. Animal Systems

 Occupations related to the raising & caring of animals.

Occupations in this field include:

Animal Breeder

Animal Nutritionist

Poultry Manager

Veterinarian / Veterinary Technician

Animal Trainer







3. Environmental Service Systems

 Occupations involved in water and air pollution control, recycling, waste disposal and public health issues

Occupations in this field include:

Environmental Compliance Inspector

Hazardous Material Handler

Recycling Coordinator

Turf Farmer

Water Conservationist



4. Food Products and Processing Systems

 Occupations involved in bulk food production, the discovery of new food sources, and the development of ways to process, preserve, package or store food

Occupations in this field include:

Biochemist

Food Scientist





5. Natural Resources Systems

 Occupations might relate to recreation, wildlife, conservation, mining, logging, or oil drilling

Occupations in this field include:

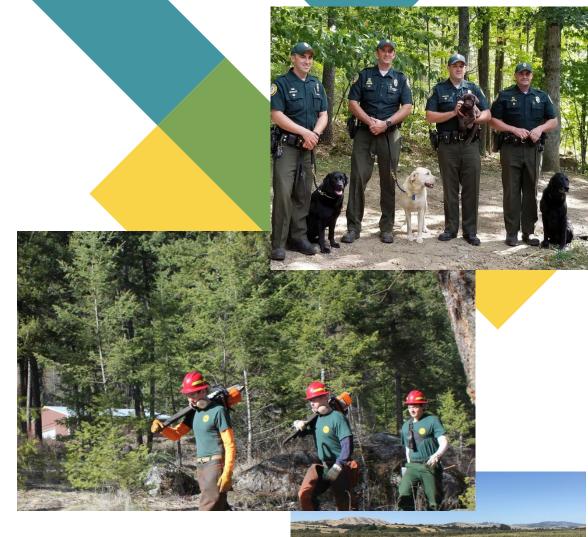
Fisheries Technician

Fish and Game Officer

Forest Technician

Outdoor Recreation Guide

Wildlife Manager





6. Plant Systems

 Occupations related to growing food, feed, and fiber crops; and the study of plants and their growth

Occupations in this field include:

Floral Designer

Nursery and Greenhouse Manager

Plant Breeder

Soil and Plant Scientist

Crop Grower



7. Power, Structural, and Technical Systems

 Occupations includes the design of agricultural structures as well as machinery and equipment

Occupations in this field include:

Agricultural Equipment Operator

Agricultural Equipment Parts Manager

Machinist

Welder



Virtual Job Shadow

Some occupations in this field that do not require a college degree include:



Click links below for virtual job shadow experience!

Grounds Maintenance Worker

Agricultural Worker

Agricultural Equipment Parts Manager

Floral Designer

Veterinarian Assistants / Techs



Sample Seven: Agriculture, Food & Natural Resources Career Cluster Job Profile

This packet provides parallel job profiles outlining duties, skills, education, and work environment characteristics for multiple occupations within a single industry. Consistent formatting and concise language promote readability and comparison across jobs.

This resource exemplifies MIoD's task-analysis approach to curriculum design—helping students analyze workplace demands and identify conditions that align with their personal strengths and preferences. It also showcases MIoD's attention to accessibility and environmental awareness in job exploration.



Agriculture, Food, & Natural Resources
Career Cluster

Farm Equipment
Mechanics and
Service Technician

Job Summary: Heavy vehicle and mobile equipment service technicians inspect, maintain, and repair vehicles and machinery used in construction, farming, and other industries.



WHAT THEY DO:

- Consult equipment operating manuals, blueprints, and drawings
- Perform scheduled maintenance, such as cleaning and lubricating parts
- Diagnose and identify malfunctions, using computerized tools and equipment
- Inspect, repair, and replace defective or worn parts, such as bearings, pistons, and gears
- Overhaul and test major components, such as engines, hydraulic systems, and electrical systems
- Disassemble and reassemble heavy equipment and components
- Travel to worksites to repair large equipment, such as cranes
- Maintain logs of equipment condition and work performed

EDUCATION & TRAINING

Highschool Diploma or Equivalent

QUALITIES & SKILLS NEEDED:

- **Dexterity.** Heavy vehicle and mobile equipment service technicians must perform many tasks, such as disassembling engine parts, connecting or attaching components, and using hand tools, with a steady hand and good hand-eye coordination.
- **Mechanical skills.** Heavy vehicle and mobile equipment service technicians must be familiar with engine components and systems and know how they interact with each other. They must often disassemble major parts for repairs and be able to reassemble them.
- Organizational skills. Heavy vehicle and mobile equipment service technicians must maintain accurate service records and parts inventories.
- Physical strength. Heavy vehicle and mobile equipment service technicians must be able to lift and move heavy equipment, tools, and parts without risking injury.
- Troubleshooting skills. Heavy vehicle and mobile equipment service technicians must be familiar with diagnostic equipment to find the source of malfunctions.







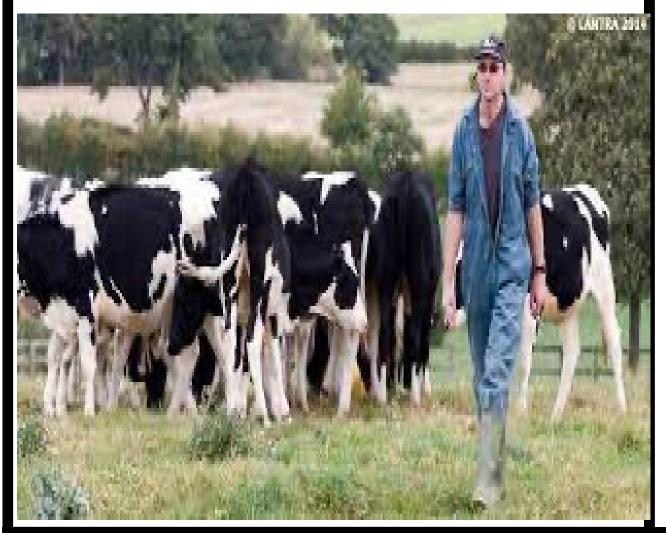






Farm Labor Contractor / Agricultural Worker

<u>Job Summary</u>: Agricultural workers maintain crops and tend livestock.



WHAT THEY DO:

- Plant, inspect, and harvest crops
- Irrigate farm soil and maintain ditches or pipes and pumps
- Operate and service farm machinery and tools
- Apply fertilizer or pesticide solutions to control insects, fungi, and weeds
- Move plants, shrubs, and trees with wheelbarrows or tractors
- Feed livestock and clean and disinfect their cages, pens, and yards
- Examine animals to detect symptoms of illnesses or injuries and administer vaccines to protect animals from diseases
- Use brands, tags, or tattoos to mark livestock ownership and grade
- Herd livestock to pastures for grazing or to scales, trucks, or other enclosures

EDUCATION & TRAINING

No formal educational credential

QUALITIES & SKILLS NEEDED:

- **Dexterity.** Agricultural workers need excellent hand-eye coordination to harvest crops and operate farm machinery.
- **Listening skills.** Agricultural workers must listen carefully to ensure that they understand instructions from farmers and other agricultural managers and supervisors.
- **Mechanical skills.** Agricultural workers must be able to operate complex farm machinery. They also occasionally do routine maintenance on the equipment.
- **Physical stamina.** Agricultural workers must have physical endurance because they do laborious tasks repeatedly.
- **Physical strength.** Agricultural workers must be strong enough to lift heavy objects, including tools and crops.













Floral Design

Job Summary: Floral designers arrange live, dried, and silk flowers and greenery to make decorative displays.



WHAT THEY DO:

- Buy flowers and other products from wholesalers and suppliers to ensure that an adequate supply meets customers' needs
- Determine the type of arrangement desired, the occasion, and the date, time, and location for delivery
- Recommend plants or flowers and greenery for each arrangement in accordance with the customer's budget
- Design floral displays that evoke a particular sentiment or style
- Answer telephones, take orders, and wrap arrangements

EDUCATION & TRAINING

- Floral designers have a high school diploma or the equivalent
- Learn their skills on the job in a few months.

QUALITIES & SKILLS NEEDED:

- <u>Artistic ability</u> Floral designers use their sense of style to develop aesthetically pleasing designs.
- <u>Creativity</u> Floral designers must develop appropriate designs for different occasions.
 They must also be open to new ideas because trends in floral design change quickly.
- Customer-service skills Floral designers spend much of their day interacting with customers and suppliers. They must be able to understand what a customer is looking for, explain options, and provide high-quality products and service.
- <u>Organizational skills</u> Floral designers need to be well organized to keep the business operating smoothly and to ensure that orders are completed on time.













Landscaping and Groundskeeping Workers / Grounds Maintenance Worker

Job Summary: Grounds maintenance workers ensure that the grounds of houses, businesses, and parks are attractive, orderly, and healthy.



WHAT THEY DO:

- Mow, edge, and fertilize lawns
- Weed and mulch landscape beds
- Trim hedges, shrubs, and small trees
- Remove dead, damaged, or unwanted trees
- Plant flowers, trees, and shrubs
- Water lawns, landscapes, and gardens
- Monitor and maintain plant health

EDUCATION & TRAINING

- Most grounds maintenance jobs have no education requirements
- Some employers may require formal education or certification in areas such as landscape design, horticulture, or arboriculture.

QUALITIES & SKILLS NEEDED:

- Physical stamina. Grounds maintenance workers must be capable of doing physically strenuous labor for long hours, occasionally in extreme heat or cold.
- **Self-motivated.** Because they often work with little supervision, grounds maintenance workers must be able to do their job independently.
- Visualization. Grounds maintenance workers must have the ability to imagine how plants, trees, shrubs, and other landscaping will look before planting or trimming.













Pest Control Worker

Job Summary: Pest control workers remove unwanted pests that infest buildings and surrounding areas.



WHAT THEY DO:

- Inspect buildings and premises for signs of pests or infestation
- Determine the type of treatment needed to eliminate pests
- Measure the dimensions of the area needing treatment
- Estimate the cost of their services
- Use baits and set traps to remove, control, or eliminate pests
- Apply pesticides in and around buildings and other structures
- Design and carry out pest management plans
- Drive trucks equipped with power spraying equipment
- Create barriers to prevent pests from entering a building

EDUCATION & TRAINING

A high school diploma or equivalent

QUALITIES & SKILLS NEEDED:

- Bookkeeping skills. Pest control workers must keep accurate records of the hours they work, chemicals they use, and payments they collect. Self-employed workers, in particular, need these skills in order to run their business.
- **Customer-service skills.** Pest control workers should be friendly and polite when they interact with customers at their homes or businesses.
- **Detail oriented.** Because pest control workers apply pesticides, they need to be able to follow instructions carefully in order to prevent harm to residents, pets, the environment, and themselves.
- Physical stamina. Pest control workers may spend hours on their feet, often crouching, kneeling, and crawling. They also must be able to withstand uncomfortable conditions, such as heat when they climb into attics in the summertime and cold when they enter crawl spaces during winter.













Veterinary Assistant
/ Laboratory
Animal Caretakes

<u>Job Summary</u>: Veterinary assistants and laboratory animal caretakers handle routine animal care and help scientists, <u>veterinarians</u>, and others with their daily tasks.



WHAT THEY DO:

- Feed, bathe, and exercise animals
- Clean and disinfect cages, kennels, and examination and operating rooms
- Restrain animals during examination and laboratory procedures
- Maintain and sterilize surgical instruments and equipment
- Monitor and care for animals after surgery
- Help provide emergency first aid to sick and injured animals
- Give medication or immunizations that veterinarians prescribe
- Assist in collecting blood, urine, and tissue samples

EDUCATION & TRAINING

A high school diploma or equivalent

QUALITIES & SKILLS NEEDED:

- Communication skills. Veterinary assistants
 and laboratory animal caretakers communicate with
 pet owners, <u>veterinarians</u>, <u>veterinary technologists</u>
 <u>and technicians</u>, and other assistants. They need to be
 able to explain instructions, procedures, and other
 information clearly and effectively.
- Compassion. Veterinary assistants and laboratory animal caretakers must treat animals with kindness and show compassion to both the animals and their owners.
- Detail oriented. Veterinary assistants and laboratory animal caretakers must follow instructions exactly as directed. For example, they must be precise when sterilizing surgical equipment, monitoring animals, and giving medication.
- Manual dexterity. Veterinary assistants and laboratory animal caretakers must be adept in both handling animals and using medical instruments and laboratory equipment.
- **Physical strength.** Veterinary assistants and laboratory animal caretakers must be strong enough to handle, move, and restrain animals.













Sample Eight: Thumbs Up / Thumbs Down Class Activity

This interactive game engages students in identifying professional and unprofessional workplace behaviors through immediate, movement-based feedback. The format encourages participation, discussion, and self-reflection while reinforcing expected conduct in employment settings.

This sample illustrates MIoD's use of active learning and positive behavior-support strategies to teach soft skills. It demonstrates how behavioral expectations are reinforced through engagement, feedback, and social reasoning rather than correction or lecture.

Teacher's Guide: Thumbs Up / Thumbs Down Game

Purpose:

To help students practice identifying professional vs. unprofessional workplace behaviors in a fun, interactive way.

Instructions to Students:

- "I'm going to read out some examples of behavior you might see at work."
- "If the behavior is professional, show me a f thumbs up."
- "If the behavior is not professional, show me a 🕴 thumbs down."
- "After each one, we'll talk quickly about why."

Prompts to Use

Professional (frame Thumbs Up)

- Arriving to work 10 minutes early
- Saying "Good morning" to your supervisor
- Asking for help when you don't understand
- Wearing clean clothes that match the dress code
- Saying "thank you" to a coworker who helps you
- Finishing a task before using your phone during a break
- Smiling and making eye contact when you meet someone
- Cleaning up your workspace at the end of your shift

Not Professional (Thumbs Down)

- Showing up 20 minutes late without calling
- Using curse words in the workplace
- Wearing dirty clothes or the wrong uniform
- Playing on your phone during work hours
- Rolling your eyes when your supervisor gives instructions
- Eating food at your work station without permission
- Arguing with your coworkers loudly
- Walking away from a task before it is finished

Optional Extension Questions

- "What could this person do instead?" (to turn a 🕴 into a 👍) "Have you ever seen this happen at work or school?"

Pro tip: Mix them up randomly to keep students engaged, and end with a few easy thumbs-up examples to finish on a positive note.

Sample Nine: Role-Play Scenarios – Receiving Constructive Feedback

This resource includes short, realistic scenarios that contrast effective and ineffective ways to respond to supervisor feedback. Students observe or act out both versions, then reflect on communication, body language, and self-regulation strategies.

This artifact showcases MIoD's expertise in scenario-based and experiential instruction. It integrates modeling, guided rehearsal, and reflection—core components of evidence-based transition education—while targeting workplace communication and self-advocacy outcomes critical for long-term employment success.

Role-Play Scenarios: Receiving Constructive Feedback

Scenario 1: Cell Phone at Work

Supervisor: "I've noticed you've been using your phone a lot during your shift. I need you to keep it put away so you can focus on helping customers."

- Bad Response: Rolls eyes, sighs → "Everyone else is on their phone. Why can't I? This is dumb."
- Good Response: Makes eye contact → "I understand. I'll keep my phone in my bag so I can focus on customers."

Scenario 2: Arriving Late

Supervisor: "You've been arriving late to your shift the last two times. I need you here on time so the team can start together."

- Bad Response: Shrugs → "Traffic is bad. It's not my fault. You'll just have to deal with it."
- Good Response: Nods → "I'm sorry for being late. I'll set my alarm 15 minutes earlier to make sure I'm on time."

Scenario 3: Work Speed

Supervisor: "You're doing a good job, but I need you to move a little faster so we can get everything done on time."

- Bad Response: Crosses arms → "This is just how I work. If you don't like it, find someone else."
- Good Response: Smiles → "Thanks for telling me. I'll try to pick up the pace. Can you show me if there's a faster way?"

Scenario 4: Talking Too Much

Supervisor: "You've been chatting with coworkers a lot during your shift. I need you to save personal conversations for breaks so you can focus on your tasks."

- Bad Response: Laughs and says → "We're just having fun. I can work and talk at the same time."
- Good Response: Responds calmly → "Okay, I understand. I'll make sure to keep talking for break time and focus on work now."

Scenario 5: Dress Code

Supervisor: "I need to remind you to wear closed-toe shoes for safety. Today you wore sandals, and that could be dangerous."

- Bad Response: Rolls eyes → "These are my favorite shoes. It's not a big deal."
- Good Response: Nods → "Got it. I'll wear the right shoes from now on. Thanks for letting me know."

On the board -> Student Reflection Questions (for after each scenario or at the end)

- 1. Did the employee accept the feedback positively or negatively?
- 2. What did the employee do well in the good response?
- 3. What could the employee do better?
- 4. If this happened to you, what would you say to your supervisor?