Activities/Services

for

Effective Transition for Henry County Youth with Disabilities

This Transition Guide represents work conducted through a project funded by the DOL to improve transition outcomes for youth with disabilities. This Guide is intended to address a wide range of needs experienced by youth with disabilities during their high school career. Probably no one student will need all of the activities or services as described. They are however, provided as state-of-the art transitional activities that can be beneficial for a majority of students with disabilities as they prepare for and enter into the adult world.

The activities and services are specific to Henry County. For example, the STEP program of Southeast Community College (SCC) is not offered in other community colleges in Iowa. While some may have similar services, STEP is specific to SCC in Burlington.

Parties responsible for providing the various services or activities were intentionally omitted. While this Guide was written for teachers, it does not assume that the teacher is the only person/position responsible for conducting these activities. It makes sense to leave that decision to the IEP team and those most familiar to the student. In some cases the parent will take the lead in ensuring that certain activities are completed, in others it may be AEA staff. Quality transition services are more likely to be provided when a true partnership between school personnel (included support staff and administration), parents, AEA staff and the student exists; each party doing their part to ensure that the student is afforded services to enhance the successful transition from school to the adult world. That may be designing work experiences, providing transportation for a college visit, arriving at school on time, arranging for the drivers license test, arranging schedules so a block of time is allowed for work experiences, or having clean clothes to wear on a job interview. It takes a multiple levels of effort to put the pieces together for a successful, coordinated, and longitudinal transition process.

Historical data on transitioning youth with disabilities does not paint a pretty picture, neither nationally nor locally. It is the intent of this Guide to help teachers, AEA staff, parents and adult service providers to work together to improve the outcomes for youth with disabilities leaving the Henry County school systems.

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Project Coordinator

Transition Partners

Henry County Extension/Healthy Henry County Communities

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Partner Agencies

|  |  |
| --- | --- |
| Evert Conner Independent Living Center | Iowa Vocational Rehabilitation Services |
| Department of Human Services | Iowa Wesleyan College |
| Great Prairie Area Education Agency | Southeast Iowa Community College |
| Healthy Henry County Communities | STEP Employment |
| Henry County Central Point of Coordination | Van Buren Job Opportunities |
| Henry County Extension | Waco Community Schools |
| Mount Pleasant Community Schools | Winfield Mt-Union Community Schools |
| New London Community Schools | Workforce Development |
| Hope Haven  | Workforce Investment Act |

Activities/Services for Effective Transition for Henry CO Youth with Disabilities

# Eighth Grade

8.1 In-school work experience

8.2 Employment/Career Portfolio Started

8.3 Parent Resource Meeting

8.4 Check into HCBS Waiver and Apply

8.5 Contact DHS Caseworker

8.6 Career Focused Field Trips

8.7 Guest Speakers Regarding Careers

8.8 Initial Resume Written

* 1. Core Curriculum Completion Plan Developed

# Sophomore

10.1 1-1 Job Shadowing

10.2 Class/Experience using technology for Career Exploration

10.3 Person Centered Career Exploration

10.4 Possible Volunteer Work

10.5 Contact DHS Caseworker

10.6 Group Mentors

10.7 Assist student to contact Guidance Counselor regarding College selection: Determine admissions requirements of potentials

* 1. Help students investigate Upward Bound possibilities
	2. Investigate securing an IA Drivers License
	3. Secure parent permission at IEP to contact adult service providers

## **Freshman**

9.1 Administer Choices, IDEAS, or Other Interest Inventory—1st Semester

9.2 Class/Experience using technology for Career Exploration

9.3 Small Group Community Career Exploration

9.4 Contact DHS Caseworker

9.5 Student Mentors

# Junior

11.1 Contact Iowa Vocational Rehabilitation Services—1st Semester

11.2 Contact Central Point of Coordination

11.3 Up-Date Testing for Adult Services

11.4 College Visits/ Take ACT if necessary

11.5 Job Seeking/Job Keeping Class

11.6 Community Work Experience

11.7 Focused Employment Mentor-Individual

11.8 Possible Volunteer Work

11.9 Person Centered Career Exploration

11.10 Parent Resource Meeting

11.11 Contact DHS Caseworker

11.12 Inform Rights One Year Before 18

11.13 Inform Parents of Guardianship Requirements and Alternatives

11.14 Contact Work Incentivies Planning & Assistance

11.15 Help Student Investigate Scholarships

11.16 Contact Workforce Investment Act personnel

11.17 Conduct “Transition Status” Meeting

# Senior

12.1 Continue Community Work Experiences

12.2 Contact DHS Caseworker

12.3 Contact Central Point of Coordination

12.4 Complete All Paper Work for College

12.5 Continue Communication with IVRS

12.6 January—complete FAFSA forms

12.7 January—take COMPASS test

12.8 Develop Final Resume

12.9 Develop Summary of Performance

12.10 Males register for Selective Service at Age 18

12.11 Register to Vote at Age 18

12.12 Conduct “Transition Status” Meeting