Seeds of Success: Growing Transition Services for Young Adults

Developed by:
Center on Community Living and Careers
Indiana Institute on Disability and Community
Indiana University
The University Affiliated Program of Indiana

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Vocational Rehabilitation Services
Division of Disability, Aging, and Rehabilitative Services
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1. VRS Grant Sites
2. Student-Focused Planning
3. Student Development
4. Family Involvement
5. Interagency Collaboration
6. Program Structure
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The Center on Community Living and Careers is one of eight centers located at the Indiana Institute on Disability and Community, Indiana University, Bloomington. The work of the Indiana Institute encompasses the entire life span, from birth through older adulthood, and addresses topical areas that include:

- Young children and families
- School inclusion
- Transition
- Employment
- Community Living
- Aging
- Autism
- Information and referral
- Planning and policy studies
- Technology and technological adaptations
- Individual and family perspectives

The Indiana Institute on Disability and Community pursues its mission with support from Indiana University and funding from federal and state agencies, and foundations.

The mission of the Center on Community Living and Careers is to partner with people with disabilities, their families, and their communities to effect systems and organizational change through training, technical assistance, research, and by promoting advocacy.

The Center focuses on improving transition and adult services by supporting person-directed planning, career development, community living, home ownership, community membership, and organizational development.

For more information, please contact the Indiana Institute on Disability and Community at 2853 East Tenth Street, Bloomington, Indiana 47408-2696 or call (812) 855-6508. www.iidc.indiana.edu

All materials developed by the Indiana Institute are available in alternative formats upon request.
Seeds of Success:
Growing Transition Services for Young Adults

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We would like to express appreciation to the Vocational Rehabilitation Services staff throughout Indiana who have worked collaboratively with us on this project as well as with all the school systems to enhance transition outcomes. We also would like to thank the numerous school districts who continue to pursue excellence in serving youth with disabilities as they transition to adult life. The following individuals were gracious in giving their time and feedback in developing this publication:

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Many students, families, schools, agencies, and collaborative groups throughout Indiana are nurturing and growing transition services for young adults. These stakeholders are working hard to improve the outcomes of students with disabilities as they move from high school to adult life. There are many successful strategies used across the state that are creatively supporting students to secure permanent employment, link to postsecondary education and training, explore living options, and become valued members of their communities.

Since the Individuals with Disabilities Education Act (IDEA) of 1990 and the 1997 amendments mandated transition services, schools have focused their efforts to develop services that prepare and connect students for life after high school. Schools have improved transition outcomes of students with disabilities by offering community-based activities, developing experiential education projects, and providing person centered services. Many schools have ensured the successful transition outcomes of students by collaborating with various community stakeholders. These collaboration efforts have been supported by the Rehabilitation Act 1992 and its subsequent 1998 amendment. In Indiana, Title 511, Article 7 of the Special Education Law, Senate Enrolled Act 606, and Vocational Rehabilitation Services policy outline the requirements and opportunities for collaboration on behalf of transition students.

Recognizing the commitment to quality transition services and the need to share information across Indiana, this publication was developed to share the successes and the implementation strategies used by each of the selected schools and communities. The goal of this publication is to provide information for replication of ideas and/or peak the reader’s interest to follow up with the local contacts for in-depth information. Each school, agency, or collaborative workgroup highlighted contains local contact information and local statistics about the community, school, and disability areas served. In addition to a brief overview of services, highlights demonstrate specific accomplishments and insight into the seeds of their success. As the selected schools, agencies, and collaborative workgroups look to the future, growth areas are also given indicating where they would like to strengthen their services.

The selection process for this publication began with self nominations and peer nominations responding to the request entitled Promising Transition Practices Benefiting Hoosier Students. The categories selected for promising transition practices are based on the research of Dr. Paula Kohler from A Taxonomy for Transition Program: Linking Research and Practice (1996). Dr. Kohler identified five criteria of promising transition practices: student-focused planning, student development, family involvement, interagency collaboration, and program structure. Nomination forms were based on these components. An objective panel used an evaluation rubric to review the nominations. Selected nominations demonstrate effective transition services and/or are striving to strengthen their services.

Realizing there are many schools, agencies, and collaborative groups providing creative and quality transition services, the schools and agencies featured in this publication are only a glimpse of the growing transition practices in Indiana. By sharing the successful strategies used across the state, it is hoped others will be inspired to focus on their transition services so other students may reap the benefits of effective transition practices.

Section 1 Vocational Rehabilitation Services Grant Sites
Section 1 Vocational Rehabilitation Services Grant Sites

Reaping the Benefits of VRS Grant Sites

Vocational rehabilitation counselors and transition staff foster interagency service collaboration and coordination.

Vocational rehabilitation counselors and transition staff facilitate parent/family involvement and natural supports.

All students supported by the programs are linked to VRS prior to exiting high school.

The school staff and the vocational rehabilitation counselor coordinate the transition goals of the IEP (Individualized Education Program) and the IPE (Individualized Plan for Employment).

Education and training opportunities are offered to teachers, parents and community stakeholders on transition issues.

Overlap of school staff and community rehabilitation provider supports during a student’s final semester to ensure permanent supports are successfully in place.

In an effort to cultivate and enhance transition services for students with disabilities, the Indiana Office of Vocational Rehabilitation Services (VRS) sent a broad agency announcement in 1995 soliciting grant proposals to special education planning districts. The special education cooperatives and districts awarded the grants provided 20% matching funds for their projects. All students receiving services have been screened into their respective programs and determined potentially VRS eligible upon exiting high school. With the support of the grant, four strong employment programs have been built that prepare students for their adult roles in the community. Specific information about these programs can be found in the following section.

The strength of the programs at Greater Lafayette Area Special Services, New Albany-Floyd County Consolidated School Corporation, Richmond Community Schools, and South Central Area Special Education Cooperative is rooted in the philosophy to remain student-focused while providing holistic services. These four grant sites have grown into strong and vibrant student-focused programs by nurturing program development, sharing resources and information, and focusing on student outcomes. The primary goals of the programs are to:

- Increase career exploration opportunities that give students first-hand experiences in community jobs.
- Increase the number of students with disabilities exiting high school into permanent, paid employment in integrated community settings and/or into postsecondary education programs.
- Decrease the number of students exiting high school into sheltered employment and day programs.
Overview

Adult Community and Employment Skills (ACES) is a joint venture between Greater Lafayette Area Special Services (GLASS) and the Office of Vocational Rehabilitation Services (VRS) to support students with disabilities transition from high school to adult life. The program serves students age 16 to 21 years old. With grant funding from VRS, GLASS expanded its vocational and career community-based employment services to include students in residential settings, students in alternative school programs, students with moderate/severe disabilities, and students with court orders to attend school on probation. A majority of the students with severe emotional disabilities are involved with the local juvenile justice department.

Students enrolled in the ACES program are assisted with career exploration opportunities, vocational assessment, job placement and training, job-related instruction, and independent living skills. These activities facilitate the movement of students needing on-going adult services from the high school to the community.

With support from two transition coordinators and three employment specialists, students learn daily living skills in community-based settings. Students gain employment experiences through paid and volunteer jobs of their choice. Jobs are matched to each student’s interests and capacities. Each student also receives support individually or in small groups to learn job skills such as punctuality, safety procedures, interpersonal skills, and communication skills. The program also focuses on job retention skills with the goal of preparing students to live independently in the community.

The Numbers

Contact Information

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Local Statistics

Setting..............................................................City, North Central Indiana
Tippecanoe County Population ..................................130,598 residents
West Lafayette Junior-Senior High.................................943 students
Jefferson High ......................................................2,025 students
Harrison High .......................................................800 students
McCutchison High ..................................................1,288 students

Disability Areas Served ...........................................Autism spectrum disorder, communication disorder, emotional disability, hearing impairment, learning disability, mental disability, multiple disability, orthopedic impairment
of increasing the length of time students remain employed in the same position. It is the goal of the ACES program for students to exit school with permanent employment secured.

During regular monthly meetings with VRS, the ACES’s Teacher/Transition Coordinator presents project updates. In order to assure that the ACES students are potentially VRS eligible, eligibility reviews of students are also conducted during the meeting. As a result of school and VRS collaboration, Individualized Plans for Employment (IPE) are developed prior to eligible students exiting high school. The IPE employment goals mirror the student’s transition goals within the Individualized Education Program (IEP).

During the 2000-2001 school year, a new program was launched for students with disabilities ages 18-21 years old. The PACE (People Achieving through Community Employment Skills) program centers on functional academics, occupational training, personal/social/life skill development, and community free-time activities. Students are referred to PACE based on their need for further training in their final two years or last year of high school.

Highlights

The vocational rehabilitation counselor works closely with employment specialists and individual students. Monthly meetings are scheduled with a vocational rehabilitation counselor to:
- receive ACES program updates from the transition coordinator;
- review VRS eligibility for all students in the programs;
- review all transition-aged students monthly and annually; and
- discuss inservice opportunities for transition staff.

Collaboration is formalized through membership in the local community transition council. Local agencies conduct presentations at high schools and during parent-focused educational events. Family participation is encouraged and supported at annual case conferences, individual student-teacher-parent conferences, and meetings held with job coaches. Each alternative school and high school offers vocational and career classes. School-based guidance counselors, a transition coordinator and a job coach are available for each student entering the ACES program.

Student outcomes are evaluated as part of the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System.

All high school students have free access to the local community bus system by presenting their student identification card. Technical on-site support is provided to the program staff by the Indiana Institute on Disability and Community.

Seeds of Success

Vocational profiling and interest inventories are methods used to identify students’ interests and improve job matches.

Parents endorse the program and advocate for an increase in services.

Administrative support and funding for services.

Acquisition of job coaching skills through on-the-job training and the Indiana Supported Employment Training Team (ISETT) employment specialist training.
Vocational rehabilitation counselors involvement in the program and Vocational Rehabilitation Services grant funding.

Students job shadow before accepting positions to ensure it meets their needs and expectations.

Employers give students an opportunity to succeed in competitive employment in integrated community settings.

Active community transition council that participates in community systemic change. For example, the community transition council is currently working with the community bus system on a proposal to expand services to allow people with disabilities more access to citywide transportation.

Students are assisted in developing problem solving skills rather than being handed solutions.

Growth Areas

Continue developing students’ interpersonal skills to improve their relationships with coworkers.

Continue enhancing and modifying the PACE program to provide age-appropriate activities in integrated community settings.

Continue supporting the development of additional modes of dependable transportation in Lafayette.
Overview

The transition program is designed to prepare students with disabilities for life after high school. While efforts are focused on employment, students are assisted with other areas of transition including residential, postsecondary education and training, leisure activities, and social relationships. The program’s goal is to link students to the appropriate resources to achieve their future goals. Supports and services are based on each student’s interests and needs. The employment training specialists (job coaches) provide year round support to students. For the students who are interested in postsecondary training, the transition staff assist students and their families arrange college visits, complete applications and financial aid forms, and secure the needed supports.

Students receive both classroom and community-based instruction for the development of work skills. The Life Centered Career Education curriculum is used in the “World of Work” class. Classroom activities include teaching skills such as social skills, employer expectations, and job search strategies. Students are offered a variety of community-based work experiences throughout high school. Freshmen and sophomore students often participate in job shadowing experiences to assist them in identifying their career interests. Businesses located near the high schools are used to enable students to spend as much time as possible on the worksite. Students rotate job shadowing experiences each nine weeks enabling each student to job shadow at four different employers.

The Numbers

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Local Statistics
Setting ............................................................Suburban, Southern Indiana
Floyd County Population.................................72,243 residents
New Albany Senior High School .........................1,378 students
Floyd County Junior - Senior High School ........2,079 students
Scribner Junior High...........................................748 students
Hazlewood Junior High.................................785 students

Disability Areas............................................Autism spectrum disorder, communication disorder, deafblind, emotional disability, hearing impairment, learning disability, mental disability, multiple disabilities, orthopedic impairment, other health impaired, traumatic brain injury, visual impairment

continued on page 10
An emphasis is made to secure paid employment opportunities for students in their final two years of high school. Job development is done for each individual student based on his/her interests, strengths, and residence. If the student cannot drive, public transportation is used whenever possible. School buses and the employment training specialists also provide transportation when necessary.

During the students’ final two years of high school, Vocational Rehabilitation Services (VRS) is invited to case conferences. The transition staff ensures students are linked with VRS prior to exiting high school by scheduling appointments for students and parents to meet the counselor in the school. At this meeting, the counselor completes the application for services. All parties have commented that this has been beneficial and resulted in a smooth transition process to VRS.

The transition coordinator supports information sharing and networking within two groups. A parent group meets each month at the local library. Based upon parent’s requests, guest speakers share information and guidance with the parents. Past speakers have presented topics such as estate planning, social security, Special Olympics, VRS, Medicaid Waiver, respite services, and American’s with Disability Act (ADA). In addition to the parent group, community stakeholders have formed the Floyd County Transition FOCUS Group which addresses the transition needs of students. Their networking meeting provides local stakeholders the opportunity to share updates on their organizations’ activities and local training events. This meeting also enables the transition coordinator to give updates on grant activities and student placements.

One of the highlights for the students is a transition fair held off campus each spring for approximately 150 students. The fair is kicked off with a motivational speaker who inspires students to stay in school and follow their dreams. Presentation sessions are held for all transition planning areas. Students select which presentations they are interested in attending. In addition, local employers set-up booths for students to learn about job opportunities. Adult service providers also have booths providing information about available services. The fair concludes with a drawing for door prizes donated by local businesses.

### Program Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Served</th>
<th>Paid Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>63</td>
<td>63 paid placements</td>
</tr>
<tr>
<td>1996-97</td>
<td>52</td>
<td>52 paid placements</td>
</tr>
<tr>
<td>1997-98</td>
<td>56</td>
<td>56 paid placements</td>
</tr>
<tr>
<td>1998-99</td>
<td>49</td>
<td>49 paid placements</td>
</tr>
<tr>
<td>1999-00</td>
<td>71</td>
<td>71 paid placements</td>
</tr>
</tbody>
</table>

### Staff

- 1 full-time Transition Teacher/Coordinator (funded by cooperative)
- 3 full-time Employment Training Specialists
Highlights

The local vocational rehabilitation counselors provide strong support by:
- attending annual case conferences for students in their final two years of high school; and
- consulting with students, parents and transition staff throughout the year.

Resource booklet containing service descriptions and contact information for state and local agencies is published annually for students and parents.

Transition staff assist students in preparing for and obtaining drivers’ permit and licenses.

Natural supports are developed and nurtured on the worksites and in their communities.

Provide vocational/career transition services to an alternative learning site.

Quarterly updates are given to Vocational Rehabilitation Services (VRS) Area Supervisor, Director of Special Education Services and VRS program coordinator.

Seeds of Success

Classroom instruction supplements community-based employment activities.

Strong relationship with VRS counselor enhances collaborative efforts.

Transition staff’s knowledge of VRS and eligibility requirements.

Trained employment specialists utilize job carving techniques and natural supports.

Excellent teacher and enthusiastic training specialists strive to provide student-focused services.

Year-round workplace supports for students.

Parent Group holds monthly meetings to share information and concerns.

The Floyd County Transition FOCUS Group holds monthly meetings to network and share transition information between community stakeholders.

Participation in the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System.

Administration support and funding for teacher position for transition program.

Growth Areas

Continue developing accessible transportation for students.

Continue increasing parent and family involvement in transition services and planning activities.
Overview

In 1995, the transition employment program was started at Richmond High School with funding from a Vocational Rehabilitation Services (VRS) grant. Their goal is for all students to exit high school with competitive, paid employment in integrated community settings. The program structure gives the students increasingly responsible experiences as they move through the sequence of the program. There are two components to this program, the first providing services to students ages 15-18 years and the second for students ages 18-21 years. Skills are built as students move from classroom and community-based career exploration activities during their sophomore year to work experiences their junior year and paid employment in permanent placements their senior year. Employment and community activities are supported by job coaches who are available to work year round, any shift, any day of the week, including holidays. In addition to the services available for students at Richmond High School, students receiving services at the Richmond State Hospital are also served through this program.

The Numbers

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Local Statistics
Setting ...................................................... City, East Central Indiana
Population of Richmond ................................ 38,705 residents
Richmond Community High .......................... 1,677 students

Disability Areas ......................................... Autism spectrum disorder, communication disorder, emotional disability, learning disability, mental disability, multiple disabilities

Program Statistics
Students served
1995-96 ......................................................... 47 students ....................... 13 employed
1996-97 ......................................................... 55 students ....................... 18 employed
1997-98 ......................................................... 55 students ....................... 12 employed
1998-99 ......................................................... 68 students ....................... 12 employed
1999-00 ......................................................... 70 students ....................... 15 employed

Staff
1 Full-time Teacher/Transition Coordinator
14 Part-time Job Coaches
The 18-21 young adult component supports students to further develop their daily living skills. Students complete the graduation exercise with their peers during their senior year of high school. The next fall, students return to receive services from the school system as a young adult.

Historically, the services have been based in the school with a majority of the students’ time spent in the community. In the future, the majority of services will be community-based. The young adult program has enabled students to secure permanent employment with competitive wages and focus on adult living skills in a typical community environment. See the summary of Richmond Community Schools transition activities in the chart below:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Vocational Services</th>
<th>Community Services</th>
<th>Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Associate specific skills to job</td>
<td>Money skills</td>
<td>Add transition goals to the Individualized Education Program (IEP) and monitor progress.</td>
</tr>
<tr>
<td></td>
<td>Research jobs</td>
<td>Public transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare initial resume</td>
<td>Community activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job shadowing</td>
<td>Business tours/speakers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During the first semester students receive classroom instruction. In the second semester, students experience various career fields by rotating job shadowing experiences every 6 weeks. Students spend three days per week for two blocks each at the worksite.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Interviewing skills</td>
<td>Reinforce and expand on money skills.</td>
<td>Add to and monitor transition goals in the IEP.</td>
</tr>
<tr>
<td></td>
<td>Job placement based on student’s interests and skills (unpaid)</td>
<td>Budgeting</td>
<td>Invite VRS counselor to conference and begin VRS application process.</td>
</tr>
<tr>
<td></td>
<td>Students participate in the work experience program. Students are placed in a career cluster based on their interests and skills. They rotate positions within this career field to identify which specific occupation interests them the most. Students are on a 4-hour release from school and work 5 days per week for 3 weeks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Highlights

- Modified PATH plans (a person centered planning tool) are developed with students each year to identify their dreams and interests for the future. Individual action plans are developed to guide students as they work toward their goals.
- Students operate the school bookstore.
- Resource library of training materials and curricula has been developed for job coaches and special education teachers.
- 130+ businesses have participated in the program by offering job shadowing experiences or competitive employment to students.
- Monthly newsletter is distributed to parents, students and community members to share current transition activities, upcoming events, and highlight successes.

### Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Vocational Services</th>
<th>Community Services</th>
<th>Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Money issues: taxes, insurance, budgeting, and savings</td>
<td>Banking, paying bills, insurance, savings, and budgets</td>
<td>Identify adult services.</td>
</tr>
<tr>
<td></td>
<td>Job Placement is based on student’s interests and skills (paid)</td>
<td>Obtain official ID</td>
<td>VRS and adult service providers attend all conferences.</td>
</tr>
<tr>
<td></td>
<td>Students are placed in the paid jobs of their choice based upon their previous experiences in job shadowing and work experiences. These are permanent positions that the students will continue after exiting high school.</td>
<td></td>
<td>Develop plan and begin overlapping of services for transition to adult life.</td>
</tr>
<tr>
<td>Young adult</td>
<td>Reinforce skills needed on an individual basis</td>
<td>Register to vote</td>
<td>Continue monitoring transition goals and adding any information as needed by school and adult services.</td>
</tr>
<tr>
<td></td>
<td>Work in the community</td>
<td>Knowledge of community, state and national leaders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are placed in the paid jobs of their choice based upon their previous experiences in job shadowing and work experiences. These are permanent positions that the students will continue after exiting high school.</td>
<td>Reinforce previously taught skills on an individual basis as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expand community activities.</td>
<td>Obtain official ID</td>
<td></td>
</tr>
</tbody>
</table>

### Section 1

Vocational Rehabilitation Services Grant Sites
Community job fair is held each spring in conjunction with the local Indiana Department of Workforce Development’s One Stop Center. All high school students and community members are able to meet local employers, participate in mini-workshops, and complete employer applications on site.

Seeds of Success

Participation in the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System allows the school to identify their strengths and growth areas for improving student outcomes. Each participating business receives an employer packet that includes the school calendar, program brochure, Child Labor Laws, employee/student evaluations, and a signed training agreement between the school and the worksite. Job coach training manual has been developed specific to this program. Strong public relations with the business community are maintained through letters, cards, and newspaper articles. Transition coordinator trains the special education teachers in the high school and middle schools each fall on transition issues. Teachers are trained on the referral process to the transition program, Indiana Title 511, Article 7 requirements and Vocational Rehabilitation Services’ eligibility requirements and referral process. Portfolios are developed by each student demonstrating his/her interests and experiences.

Growth Areas

Continue promoting the inclusion of students with disabilities in school activities and community employment events. Continue nurturing relationships with local VRS staff and other agency personnel. Continue advocating for person centered services for students with disabilities.
Overview

The School-to-Work Transition Program improves the quality and availability of vocational training and provides linkages to postsecondary options for students with disabilities during their final two years of high school. Participating students receive career exploration opportunities, vocational assessment, job placement assistance, job-related instruction, and independent living skills training. Assistance with other aspects of transition planning is given to ensure a successful transition from school to adult life in the community. The outcome for students exiting high school is either job placement in competitive, integrated employment or enrollment in a postsecondary education setting.

Offering students opportunities to take risks and participate in decision making develops student empowerment. The program structure gives each student a variety of community-based work experiences to develop career interests and job skills. An employment training specialist (job coach) provides the training and supports needed for the student’s success in the workplace. For students interested in postsecondary education, the program offers guidance in the selection of programs of study and identification of appropriate vocational training opportunities.

Contact Information

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Local Statistics

Setting ............................................................Rural, Southern Indiana
County Populations and High Schools
Crawford County ............................................10,739 residents
Crawford County Junior-Senior High ..............813 students
Orange County ................................................19,835 residents
Paoli Junior-Senior High ................................805 students
Springs Valley Community High ......................405 students
Washington County ..........................................28,233 residents
Eastern High ..................................................480 students
Salem High ....................................................543 students
West Washington Junior-Senior High ..............497 students

Disability Areas............................................Autism spectrum disorder, communication disorder, deafblind, emotional disability, hearing impairment, learning disability, mental disability, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, visual impairment

continued on page 18
Program Statistics

Students served
1996-97 ..................................120 students served ........................25 paid employment
1997-98 ..................................135 students served ........................53 paid employment
1998-99 ..................................137 students served ........................68 paid employment
1999-00 ..................................156 students served ........................59 paid employment

Staff
1 Full-time Transition Coordinator
3 Full-time Job Coaches (80 students per caseload)

Indiana Department of Education, Division of Special Education’s Graduate Follow Up System. The transition staff conducted 65 senior exit surveys and 68 follow-up surveys of students exiting four years ago. The data are used during the annual curriculum review to drive the formulation of next year’s program objectives. The study data is shared with teachers, principals, superintendents, governing boards, and local community stakeholders.

Highlights

- The local vocational rehabilitation counselors provide strong support by:
  - attending annual case conferences for students in their final two years of high school;
  - speaking at local transition educational events each year; and
  - consulting with students and parents throughout the school year.
- 158 community worksites participate in the program.
- Students prepare for and obtain their driver’s licenses with staff support.
- Develop and nurture natural supports for students at worksites and in communities.
- Provide vocational/career transition

training, opportunities are available to visit college campuses, and to learn how to complete applications for financial aid and scholarships. Student empowerment often improves self-image and motivation. The absenteeism rate and school dropout rates have both decreased since the implementation of the program.

Not only do students benefit from the School-to-Work Transition Program, but parents also benefit. The employment training specialists provide wrap-around services to each student and holistically support students and their families. The staff offer families several educational opportunities each school year. A transition manual on issues and available services is updated annually and shared with students and parents. In addition, the employment training specialists assist the students and parents by coordinating meetings with Vocational Rehabilitation Services (VRS) and other adult agencies. If families prefer, staff make accommodations to meet in their homes.

The curriculum followed within this project is reviewed yearly to guarantee that activities directly address students’ needs. During the 1999-2000 school year, the South Central Area Special Education Cooperative joined the
services at alternative learning sites.

**Seeds of Success**

- Excellent teachers and enthusiastic employment training specialists.
- Year-round workplace supports for students.
- Encouraging and nurturing parent/family involvement.

**Growth Areas**

- Continue educating local community leaders, businesses and citizens about the skills and abilities of students with disabilities.
- Implement a Summer Enrichment Program. Students eligible for special education will be offered an extended school year to focus on adult personal life skills. In addition to life skills training, students will be offered community-based activities that introduce students and parents to adult services and community resources. A special education teacher, parent volunteers and employment specialists will staff the program.
- Continue developing employment training specialists’ skills in person centered planning facilitation.

Annual orientation and transition inservice is given to all high school guidance counselors and teachers including general education, special education and vocational education. Local and state transition personnel are invited to an annual conference with presentations from national and state speakers on current transition issues.

The transition staff and administrative leaders educate the community members about the program and advocate for inclusive community activities by attending community organizational meetings.

Public relations: Staff delivers presentations and printed materials to six adult service agencies throughout southeastern Indiana. Semi-annually the director of special education provides a detailed progress report to the governing board of the cooperative.

Annual updates on outcomes of the School-To-Work Transition Services are given to the superintendent and governing boards of each school corporation.
According to Brandon, he has the “perfect job”. He works four hours, three days a week at a local grocery store. Brandon likes his job because there are many people who come into the store that he knows. People his age work there. Also important to Brandon is the closeness of the store to his house.

Brandon’s perfect job was developed based upon the student-focused planning that has driven his transition goals since the eighth grade. He chose this position after having five job trials at various job sites in the community. Quick to advocate for his interests and desire to work during meetings, Brandon has been supported to express his interests, goals, and dreams by the special education staff and his family. His middle school teacher kicked off his student-led IEP (Individualized Education Program) meetings with Brandon sharing a collage of pictures he made depicting his interests and goals. Four years later at age 18, Brandon continues to express his interests and goals during case conferences through a “ME” book he has developed with his teacher.

Student-focused planning has been essential for Brandon’s success!
Student-Focused Planning
All promising transition practices are grounded in student-focused planning for individualized and flexible services. Holistic life planning should include the student’s choices and goals for employment, postsecondary education and training, residential, and recreation. Programs rooted in a student-focused philosophy offer creative approaches tailored to match each student’s interests and support needs. This level of individualization requires students to meaningfully participate in planning activities. Meaningful participation does not occur without self-advocacy and self-determination skills being developed, nurtured and supported by teachers, parents and families.

Throughout the student-focused planning process, self-advocacy and self-determination skills should be encouraged and practiced in multiple decision making opportunities. It is essential that students are given community experiences to base their decisions upon. Decisions should be made with the students, not for the students. It is critical that students’ choices are heard and respected. By supporting their decisions, students are given the dignity of taking risks and pursuing their interests and goals.

Because being present does not ensure respect or equal participation, students should be supported to voice their preferences during planning meetings. For example, Indiana Title 511, Article 7 requires students to be invited to Individualized Education Program (IEP) meetings where transition goals are discussed. This presence does not ensure that students’ interests will be considered, especially if students have not developed the skills necessary to advocate for their preferences. Skill development in self-advocacy and self-determination must begin early and gradually. Responsibilities can be increased as students mature, gain self-confidence and experience success. The special education districts and cooperatives highlighted in this section have used multiple methods to prepare students for active participation in planning sessions and to support students in expressing their interests and goals.

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**Reaping the Benefits of Student-Focused Planning**

- Students assume valued roles and responsibilities in their schools and community.
- Students are empowered to make decisions and feel respected as members of their school and community.
- With support, students identify their goals and develop an action plan to work toward goals.
- Students identify and make linkages with needed adult services, supports, and/or programs before exiting the school system.
- Students practice self-advocacy skills in a variety of integrated community settings.
- Students achieve improved transition outcomes.
- Students practice the self-advocacy and decision making skills that they will utilize throughout their lives.
Overview

Bartholomew County School Corporation (BCSC) strives to infuse student-focused planning throughout its transition services. Typically, planning begins during classroom activities that support students to identify and express their interests, needs, and long-range goals. Many activities are incorporated in the curriculum to meet transition goals, as well as, provide a means to enhance students’ self-advocacy skills. For example, a student with the objective of learning how to read is supported to create a “ME” book. This book is written by the teacher with the student’s input to include the student’s interests and goals for the future. In addition, teachers often identify students’ transition goals using person centered planning tools. It is the goal of BCSC for all students to have a role in their case conferences. The roles vary from preparing invitations to presenting their person centered planning documentation.

Individualized transition services are based upon each student’s interests, needs, and long-range goals. If students are interested in employment, a variety of activities are offered to build job skills. Vocational skills are introduced through an in-school job where students make and sell items in the Olympian Café. A service learning project at a natural arts facility in the community also develops work skills such as perseverance, initiative, reliability, and interpersonal skills. Paid, community-based jobs are also developed for students in their final years of high school. Job development is based on each student’s interests, needs, and long-term goals. Students with mild-moderate disability labels often exit high school in permanent, paid jobs in integrated community settings.

In addition to obtaining vocational skills, BCSC staff supports students and their families to connect with local agencies at

The Numbers

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Local Statistics
Setting............................................................City, South Central Indiana
City Population ................................................27,826 residents
Columbus East High..........................................1,298 students
Columbus North High........................................1,723 students

Disability Areas ............................................Autism spectrum disorder, emotional disabilities, learning disability, mental disability
case conferences. Examples of agencies that have attended conferences are Vocational Rehabilitation Services (VRS), Medicaid Waiver case managers, community rehabilitation providers and Bureau of Development Disabilities Services (BDDS). During case conferences, students and parents are able to learn how to access available services from each agency. Further information is provided to students and parents during a community transition fair held each January for BCSC schools. The fair is hosted by both high schools. Agencies, postsecondary institutions, armed services, and community rehabilitation providers participate in this event.

For students pursuing postsecondary education or training, BCSC teachers provide additional resources. Information shared with students and families includes scholarship information, financial aid procedures, lists of schools with supports for students with learning disabilities, plus information on accommodations for the SAT and ACT.

**Highlights**

- Commitment of administration and staff to student-focused planning strategies.
- Creativity of BCSC supporting students to articulate their interests, needs, and goals.
- Strive to support students to develop full lives as active members of their community.

**Seeds of Success**

- Teachers are trained in the best practices for transition services.
- Creative funding streams have been sought to support classroom and community-based instruction.

**Growth Areas**

- Continue strengthening services with the support of job coaches.
- Nurture relationships with community stakeholders through formal interagency agreements.
- Research the possible methods for data collection to demonstrate the success of the transition services.
Section 2  Student-Focused Planning

County Transition Council, Life After High School: A Guide to Transition Planning provides information to students and families on employment, residential options, social security administration, health insurance, selective service registration, and guardianship. Local contact information is given for agencies who may assist in these areas. The council also publishes a quarterly newsletter that is mailed to students’ homes. Council members volunteer to be writers and editors for one publication. Each newsletter focuses on one area of transition. This allows for in-depth information and details about local resources.
In the final year of high school, transition planning and coordination of adult services are priorities. Typically, students apply to Vocational Rehabilitation Services (VRS) the summer prior to their final year of high school. Depending on the student’s transition goals and support needs, between three and five transition meetings are held throughout the year. At these planning sessions, a definitive timeline is collaboratively developed by the student, parents, school staff, and adult services providers, as appropriate. By working with students and families to plan for specific details for life after high school, most students know exactly what their first day after high school will look like. This enables students to exit high school confident about their futures and connected to their communities. For students exiting high school into supported employment, the timeline specifies coordination with the community rehabilitation provider of the students’ choices and fading of MCCSC job coaches. It is the goal of MCCSC for the final week of high school to be exactly as their first day after high school. This means all supports and services are provided by the community providers and the school acts as a consultant to ensure the hand off is successful.

For students who have not reached their transition goals after completing their senior year, MCCSC has implemented community-based services for students. Through this one or two year opportunity, MCCSC special education staff are able to focus on the individual student’s goals and prepare the student for life as an adult.

**Highlights**
- Strong relationships with students, parents and families.
- Comprehensive look at all transition areas for each student with an Individualized Education Program (IEP).
- Dynamic and productive transition council that disseminates information to students and parents through a quarterly newsletter and website.
- Use of person centered planning tools by some special education staff.

**Seeds of Success**
- Inclusive philosophy and student-focused planning are the grounds on which decisions are made.
- MCCSC staff is knowledgeable of area agencies, their services, and eligibility criteria.
- Commitment of teachers and administrators to mindfully plan with students and families for life after high school.
- Collaborative relationships with adult agencies, community employers, and generic community supports.

**Growth Areas**
- Continue supporting students to develop relationships in the community and promote natural social activities.
- Continue developing sustainable services for students in the community.
- Continue offering training and information to parents and families on transition issues.
- Expand person centered planning, self determination and self advocacy training programs for special education staff.
Overview

Beginning in the fall of 2000, North Central High School began offering Off-Campus Service Options for six students with disabilities. The purpose is to prepare students and families for adult life while providing a safety net of school supports and services. By figuring out how to organize and support a full and satisfying adult life for the young adult with disabilities, students are able to transition to adulthood with the last day of high school looking the same as the first day of adult life. This complex transition to adulthood requires pieces of services to be provided by a variety of adult service providers with varying funding streams and eligibility criteria.

After sharing in high school graduation ceremonies with their peers, students requiring high levels of support receive age-appropriate, community-based services from the special education cooperative. These services are designed to mirror an adult’s typical day when school supports are no longer available. Activities are individualized to meet each student’s specific interests, goals, and needs as identified through person centered planning. A variety of daily and weekly activities have been chosen by students including physical fitness activities at the YMCA, adult education at local library, continuing education classes at Indiana University-Purdue University-Indianapolis, job internships, volunteer activities, and paid employment. Because services are individualized, the involvement of agencies supporting students is made on an individual basis. During the first year of implementation, agencies that have been involved in services include Vocational Rehabilitation Services (VRS), Area Agency on Aging (AAA), Bureau of Developmental Disabilities Services (BDDS), and Social Security Administration.

A principle goal of these services is teaching students and families how to prepare for the challenges facing adults with disabilities. Transition service strategies are designed to address the issues of employment, volunteerism, fun time, supervised activities, and unsupervised time. The transition staff coaches the family to assume the role of case manager and service coordination.

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Local Statistics

Setting .............................................................................Metropolitan, Central Indiana
Washington Township Population ....................84,523 residents
North Central High School Population ..............3,118 students

Disability Areas...............................................................Students whose peers have exited high school and have ongoing support needs.
which the school has been handling since preschool. By partnering with and respecting families, the design and implementation of services has been improved and enhanced during on-going team meetings between the school, student, and families. All partners are committed to the services and to support each student to make a difference in their communities. The strengths and improvement areas have been discussed and open communication has offered opportunities to brainstorm strategies and solutions. Based upon their experiences, service guidelines have been formulated including the following items:

- services follow a year round calendar and not the school calendar;
- services are provided from 7:30 a.m. through 5:00 p.m.;
- students are screened into the service based upon their transition IEP outcomes at age 18;
- development of a parent educational component;
- identify the off-campus safety net when the unexpected happens (such as a snow day);
- identify staffing and funding necessary to provide services for individual adult outcomes;
- transportation is provided by the school or would typical adult transportation be utilized, and evaluate services to demonstrate student outcomes.

**Highlights**

Utilize the Indiana Department of Education, Division of Special Education's Graduate Follow Up System data for decision making on activities and curriculum.
- Identify the cost of services and determine which activities can be sustained and supported after the student exits special education services.
- Several students have commented that their life off-campus is much more interesting and fulfilling than it was on the high school campus.
- Individualized planning occurs through a person centered planning process.
- Transition services are provided on a year round basis. The calendar of services is aligned with the adult world.
- Transition staff meets and coaches parents/families in their own homes to assist in their understanding of adult services and case management.

Transition services are provided in typical community settings frequented by adults. Services include employment, postsecondary education, community businesses, recreation, health, social, and volunteer activities.

**Seeds of Success**

Creative leadership and vision of the director of special education services and school administration to refocus and reprioritize typical school funding to meet the needs of off-campus services.
- Transition coordinator, teacher, and instructional assistant and job coach hold shared vision of desired student outcomes.
- Courage and motivation of students, parents and transition staff to try new approaches to services.
- Honest communication with parents and families about the difficulties assisting an adult with a disability in a community with fragmented services and supports.
- Partnerships with families.
Students approximate a daily schedule that will continue after exiting high school services. Students may begin their day at home (e.g. meal preparation, housekeeping), go to work, audit college classes, and access various generic community settings and resources.

Growth Areas

Based on individual student's needs, continue discussions with Family and Social Services Administration's bureaus (i.e. Vocational Rehabilitation Services and Bureau of Developmental Disabilities Services) about service gaps and the complexity, fragmentation and unavailability of adult services.

Continue analyzing and learning from experiences new ways to improve service delivery structure.

Recruit college students and other volunteers to partner with students.

Continue developing the parent education component.
Student Development
Promising transition practices related to student development stem from the efforts to prepare students for full lives as active members of their communities. A successful transition from school to adult life requires more than just identifying post-school outcomes for students with disabilities. It requires varied community experiences to identify needed services and supports for students to achieve their goals and link to their communities.

Multiple instructional areas and supports are needed to develop students into well-rounded adults. Characteristics of promising transition practices in student development include:

- All instruction and community activities should be based upon curriculum assessments and functional vocational assessments.
- Student’s leisure skills, social skills, self-determination, self-advocacy, independent living skills, community participation, and life-long learning strategies are developed through life skills instruction. These skills are taught in the context of real life. For example, students are taught to use public transportation and develop safe mobility skills.
- Work-related behaviors, job seeking skills, and specific job skills are taught in employment skills instruction.
- Work experience includes opportunities in the community such as apprenticeships, paid work experience, work-study program, and job placement services (prior to school exit).
- Job placement services allow for an overlap of support of school and community rehabilitation staff.
- Career and vocational curricula should include developing career awareness, career education, tech prep or cooperative education curriculum.

Support services are identified and developed for environmental adaptations, accommodations, assistive technology, and natural supports. Related services such as occupational therapy, physical therapy, and speech therapy should be embedded throughout the day.

Reaping the Benefits of Student Development

- Students are encouraged to talk about possible future valued life roles and responsibilities.
- Students are given numerous opportunities to try out various roles and future life options in real life settings.
- Students have community-based experiences to base their decisions upon.
- Through well-designed community exploration, work-based activities, or school-to-career activities, students define for themselves what is and is not realistic.
- Students develop skills that will be utilized throughout their lives.
The work experience program at East Central Special Services District provides students in their final two years of high school the opportunity to explore various jobs in the community. Each student in the program will have one job each semester during his/her final two years of high school. This program was developed to give students with mild and moderate cognitive disabilities community-based experiences. The transition coordinator develops individual worksites for each student based on the individual's interests, long-range goals, and county of residence. The student...
works three hours, four days a week, for three weeks. The student receives support from one of the two job coaches employed by East Central Special Services District. The job coaches provide transportation to and from the worksites.

As part of the work experience program, video resumes are created for each student. The videos are used by the students to demonstrate their experiences, skills, and interests as they pursue their permanent employment goals. Often the videos are shown to the vocational rehabilitation counselors, adult service providers, employers, and the case conference committees for students to demonstrate and market their skills. Funding for the camcorders and videos was received through a grant with the local Step Ahead Council.

Students in the work experience program also attend a job club meeting one day per month. During the job club, students discuss employment issues and often have community speakers who address job search strategies, employers’ expectations, and other related issues.

The transition cooperative program was designed for students with minimal support needs whose Individualized Education Program (IEP) identified employment as a transition goal. Students in this program find their own jobs in the community. If they are unable to secure employment, the transition coordinator will locate a job for the student based on the individual’s interests. Students participating in this early-release program receive high school credit, as well as, an hourly wage from the employer. The employer evaluates the students’ performance each semester. The transition coordinator monitors the worksites on a weekly basis.

**Highlights**

- Students are assessed and career interests are identified through traditional written inventories and job shadowing experiences.
- A minimum of three work experiences is developed for each student based on his/her interests.
- Students with high incidence disabilities participate in a transition employment cooperative program that offers school credit for paid employment in the community.
- Students with low incidence disabilities receive daily living skills instruction in a house owned by the special education cooperative.
- Students leave the work experience program with a portfolio and/or a video resume demonstrating their skills, experiences, and interests.

**Seeds of Success**

- 20+ businesses participate in work experience program.
- Strong community support for activities. Many philanthropic groups and community members donate annually to Cornerstone House.
- Open communication between teachers and transition staff ensures that students are referred to the appropriate programs and services.

**Growth Areas**

- Develop paid employment for students with low incidence disabilities.
- Refine the development of the video resumes.
- Enhance self-determination curricula and offer teacher inservices on transition issues.
- Increase the number of students and families connecting to adult services prior to exiting high school.
Overview

The Employment Skills Training Program is grounded in the goal of supporting students to prepare for independence by focusing on informed choice and individualization of services. The program serves 40-50 students each year offering classroom instruction and community-based work experiences. The objective of classroom instruction is to prepare students for employment. Topics discussed include job behaviors and employers’ expectations. Students also learn how to complete applications, prepare resumes, and learn job search strategies. Mock interviewing sessions allow students to practice their interviewing skills. After students identify their career interests, strengths, and needs, job developers locate community-based positions which match their employment goals. Often, job carving strategies are used to meet the student’s specific job choice.

Responsive to local issues, this program is guided by the community and employer advisory board. Thereby, ensuring the program is fulfilling the needs of the community. To further promote community involvement in the program, a community transition

The Numbers

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                                        Sheila Cox, Coordinator/Teacher
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                                        Anderson, Indiana 46013
                                        Telephone Number: (765) 641-2121

Local Statistics
Setting ............................................................Urban, Central Indiana
Anderson Population ......................................63,000 residents
Anderson High School .................................1,454 students
Elwood Community High ....................................600 students
Alexandria-Monroe High ....................................550 students
Blue River Valley School ...............................235 students

Disability Areas Served...............................Autism spectrum disorder, communication
disorder, deafblind, emotional disability,
hearing impairment, learning disability,
mental disability, multiple disabilities,
orthopedic impairment, other health
impairment, traumatic brain injury
The council was established. This council is very active and has broad-based representation from agencies, including Vocational Rehabilitation Services (VRS), Indiana Department of Workforce Development (DWD), local mental health agency, Social Security Administration (SSA), IN*SOURCE (Indiana Resource Center for Families with Special Needs), community rehabilitation providers and local university and trade school staff. The council is pleased with the annual transition fair held each spring. Students and parents attending the transition fair meet community stakeholders who offer postsecondary options for students.

Representatives typically include the community rehabilitation providers, armed services, local universities and colleges, trade schools, Social Security Administration, Indiana Department of Workforce Development and Vocational Rehabilitation Services. See the transition fair agenda below.

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**“SUCCESS...MAKING GOOD CHOICES AFTER HIGH SCHOOL”**

**Presented by:** Anderson Community School Corporation, Anderson University, Center for Mental Health, Hopewell Center, Ivy Tech, Life Stream Services, Social Security Administration, Vocational Rehabilitation Services, and Indiana Department of Workforce Development

**For:** Secondary Students with Disabilities, Parents and Teachers

**Time:** 6:00 - 9:00 P.M.

**Location:** Anderson High School

**Schedule of Events:**

6:00 - 6:45 P.M. Representatives available to answer individual questions
Ball State, Anderson University, IUPUI, Vincennes University, and Ivy Tech presentations

6:45 - 8:00 P.M. General Session Presentation: Anderson Community School- Director of Special Education
IPIN (Indiana Parent Information Network), Social Security Administration, Vocational Rehabilitation Services, Indiana Department of Workforce Development, Life Stream Services, and recent graduates.

8:00 - 9:00 P.M. Representatives available to answer individual questions
Ball State, Anderson University, IUPUI, Vincennes University, and Ivy Tech presentations
### Highlights

- Marketing materials promote program to community businesses and other employers.
- Majority of students exit high school with paid employment.
- Majority of students perform a volunteer service of their choice within the community while enrolled in this program.
- Increase in attendance and reduction in drop out rates of students enrolled in program.

### Seeds of Success

- Job carving techniques are used to develop positions that match students’ interests.
- Cultivating natural worksite supports.
- Each student has a vocational assessment.
- Excellent communication by school and program staff with parents and families.
- Home visits keep parents and families involved in program activities.
- Annual collection of data from the business/employer community.
- Student data is tracked individually to clearly identify the causes for student outcomes. This information is shared with students, parents, job coaches, and teachers.

### Growth Areas

- Collaboratively address the need for public transportation in rural areas and during non-business hours within city limits.
- Continue opening doors in the business community for students with disabilities.
Friends That Care and Count is a self-advocacy group established to assist students transitioning from high school to adult life. The group is comprised of individuals of all ages, including transition-aged students. Friends That Care and Count have elected officers who facilitate their weekly meetings. A paid professional facilitator acts as a mentor during the meetings. Members determine local projects of interest, select their roles and plan their participation in community activities.

During the Friends That Care and Count weekly meetings, the facilitator provides instruction on social skills, self-advocacy, and leadership. In addition, the facilitator provides counseling to young people through a person centered planning process. Further assistance is given to help group members identify their personal and vocational goals, find needed community supports, and learn how to select a job coach.

### The Numbers

**Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
<th>Phone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope Clausman</td>
<td>Facilitator</td>
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<td>(812) 888-4501</td>
<td><a href="mailto:hsclausman@indian.vinu.edu">hsclausman@indian.vinu.edu</a></td>
</tr>
<tr>
<td>Pat Stewart</td>
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</tr>
</tbody>
</table>

**Local Statistics**

- **Setting**: Rural and City, Southwestern Indiana
- **Knox County Population**: 39,388 residents
- **Disability Areas Served**: Communication disorder, emotional disability, learning disability, mental disability, multiple disabilities
**Highlights**

- Collaborated with the local Special Populations Commission to develop 2 videos and a poster “Familiar Faces in Community Places” depicting people at work in their community.
- Peer support is received from Vincennes University students who actively participate in the Friends That Care and Count meetings and group activities.
- Thanksgiving meal was prepared by self-advocates and their peers for friends, family, and local elected officials. During the meal, a presentation was given by the self-advocates discussing their desires for competitive, paid employment in integrated community settings and the need for accessible public transportation.

**Seeds of Success**

- Adult self-advocates act as mentors to student members by giving personal insight into issues facing young adults with disabilities and their inclusion in the community.
- Provide leadership and support to individuals living in surrounding counties who want to begin self-advocacy groups.
- Ownership of self-advocates of the Friends That Care and Count group.
- Motivated parents and professionals remain focused on the goal of full inclusion of people with disabilities in their community.
- Community looks to Friends That Care and Count as a collaborative partner in a variety of activities.

**Growth Areas**

- Continue the development of self-advocacy skills of younger students.
- Recruit new members.
- Continue supporting the development of an inclusive community. The group plans to continue talking about important issues facing their community - accessible, public transportation; affordable housing; and employment/educational opportunities with the appropriate and necessary supports.
Overview

INTERN is a job training program designed to support students with disabilities as they prepare for adulthood and their roles as working members of the community. The goal of the INTERN program is to provide realistic, community-based job exploration and training experiences. These experiences improve students’ decision making regarding their employment and postsecondary training goals. Eighty to ninety students each semester enroll in the program. By continuing their education and job-training, students develop a strong work ethic, learn job-related skills, and secure employment in their chosen field.

Students meet with transition coordinators from their home schools and choose from the 90+ training positions available. They are given job descriptions for positions that interest them and select their top three choices. Then, the transition staff coordinates the job placements of students. Students spend half of their day in school and the other half on the job sites. Students receive school credit for these non-paid work experiences.

The Numbers

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Local Statistics
Setting ............................................................Urban, Northern Indiana
South Bend Population ...........................................99,420 residents
Population of High Schools Involved
- Clay High ................................................................1,243 students
- Hamilton Alternative School ................................130 students
- James Whitcomb Riley High ..............................1,517 students
- John Adams High ...........................................1,216 students
- LaSalle High ....................................................981 students
- Washington High ............................................1,042 students

Disability Areas Served ....................................Autism spectrum disorder, emotional disability, hearing impairment, learning disability, mental disability, orthopedic impairment, visual impairment
One innovative aspect of INTERN is the degree of commitment from the business partners. Each of the four transition teams maintains an office within the business partners in the community. The INTERN teachers and employment specialists do not go to the school campus. Their offices are located at the business partner in their geographical region of the city. The business partners donate the office spaces. Other equipment needs (desks, computers, telephone, etc.) are supplied by sharing resources between the business partners and the school corporation.

In order to monitor the success of the INTERN program, a strong evaluation component has been implemented. Data are collected on each student's general work related behaviors, specific training site outcomes, and Individualized Education Program (IEP) vocational goals and objectives. This data are compiled, reported quarterly and shared with parents/families along with the student's report card.

**Highlights**

- Job descriptions are taken home by the students and discussed with their families.
- Training agreement is signed by the student, family member, school transition coordinator, and a representative of the business partner to clarify individual roles and responsibilities.
- Some students have been able to successfully complete three semesters in the program. This has allowed students to work at a new worksite each semester.
- All staff have two-way radios and are able to request additional staff support as needed.

**Seeds of Success**

- Willingness of business partners to actively support the program and share resources.
- Diverse training experiences are offered to students.
- All job-training experiences take place in integrated community settings.
- Trained employment specialists who are knowledgeable in supported employment strategies support students and employers.

**Growth Areas**

- Continue marketing the program to high schools in South Bend to increase student referrals to INTERN.
- Explore formal evaluation methods that could demonstrate the impact of INTERN on students' transition outcomes.
**Overview**

Pathways To Careers is a school-to-work system which provides opportunities for students with disabilities to prepare for competitive, paid employment and active involvement in their community. This program teaches functional academics, personal management and community/vocational skills by offering several opportunities for students to explore careers. Assistance is provided to all transition aged students at Pike High School based upon individual interests and needs. During the 2000-01 school year, 60 students were enrolled on the program. The Pathways to Careers program is achieved through the collaborative efforts of the school, businesses and a local community rehabilitation provider (Noble of Indiana). The school corporation and private businesses pay the salary of the transition coordinator, who is employed by Noble of Indiana. The transition coordinator is housed in Pike High School and directs and manages the program.

Three essential components comprise the Pathways to Careers program—Life Skills/Job Shadowing, Apprenticeships and Work Experience.

**The Numbers**

Contact Information

- **Tom Doyle**, Director of Special Ed.
- **Jackie Tijerina**, School-to-Work Coordinator
- **Marie Chynoweth**, School-to-Work Coordinator
  Pike High School
  5401 West 71st Street
  Indianapolis, Indiana 46268
  Telephone Number: (317) 216-5420
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Local Statistics

- Setting: Suburban, Central Indiana
- Pike Township Population: 45,817 residents
- Pike High School Population: 2,492 students

Disability Areas Served

- Autism spectrum disorder, communication disorder, emotional disability, hearing impairment, learning disability, mental disability, multiple disability, orthopedic impairment, traumatic brain injury, visual impairment

These components provide a foundation of experiences for students to develop their interests and skills for permanent employment. The Life Skills/Job Shadowing course is designed for Sophomore/Junior students with a disability who are interested in a community-based learning experience. Job shadowing is an opportunity for students to learn about careers, develop social skills and explore personal career goals. Students are able to explore several careers of interest through observation and hands-on performance of job duties. Students spend approximately five hours...
per week at a business for a three-week period with a mentor. During the first three weeks, students participate in job shadowing experiences. Students are evaluated at the end of the three weeks. The following three weeks instruction occurs in the classroom. This format rotates throughout the fall and spring semesters. This rotation provides students the opportunity to experience non-paid job opportunities in a variety of businesses. Typically, students sample four different occupations each year.

The second component is apprenticeships. All apprenticeships are registered with the Bureau of Apprenticeship and Training and provide paid on-the-job training in skilled occupations. This training offers students the opportunity to learn a skilled trade while earning money. Most apprenticeships require 3-5 years of training. Therefore, students often complete the apprenticeship programs after exiting Pike High School.

The third component offered to students is work experience. Students receive on-the-job training for a minimum of 15 hours per week and are paid a competitive wage. Work sites are developed by the school-to-work coordinators based on the individual student's interests, strengths, and long-range goals. Job placement and supported employment services are also provided by the program's staff.

**Highlights**

- Increase in the number of students exiting high school in supported and competitive employment.
- Improved attendance rate of students participating in program.
- Marketing materials have been developed to promote program to local businesses.
- Community information about transition related resources and adult agency information is kept current and accurate.
- A training agreement signed by the student, parent, teacher, and worksite supervisor outlines the responsibilities of all parties.
- A career portfolio is developed with each student participating in the program.
- Transition survey is completed each year by students.

**Seeds of Success**

- Personal Futures Planning is used to assist students and their families to identify their vision and set goals for the students' futures.

- Job placement is based on each student's interests and skills.

- Job coaches provide follow-along services with businesses.

- Strong business partnerships offer employment sites and funding supports.

- Open dialogue with parents.

- Linkages to adult services are made prior to students exiting high school.

- Formal written agreement with a community rehabilitation provider to integrate a transition coordinator into the school setting.

**Growth Areas**

- Cultivate employment opportunities for youth under the age of 18.

- Continue nurturing relationships with local vocational rehabilitation counselors.

- Explore funding options for assistive technology.
Overview

In partnership with business and industry, Prosser School of Technology prepares students for continuous learning, the acquisition of technical proficiencies and the development of work ethics. Students from 22 public and private high schools in Clark, Floyd, Harrison, Scott, and Washington counties may receive vocational training at Prosser School of Technology. The technical programs offered at Prosser reflect the demands of the local labor market. Examples of programs include aviation maintenance training, bricklaying and concrete finishing, and machine tool technology.

Most students are enrolled in Prosser for two years. The first year focuses primarily on classroom instruction with hands-on lab experiences. A special education facilitator assists classroom teachers with curricular adaptations and accommodations for students with disabilities. On-the-job training is arranged with community employers during the second year. These are paid positions that will further develop students’ technical skills. Additional supported employment supports are provided to students enrolled in the transition programs with Clark, Floyd, Harrison, and Washington County's special education districts.

A growing list of colleges have formal agreements to award college credit for their coursework at Prosser if the student enrolls in the college. The high school student must have earned a B or better or be recommended by the high school instructor to receive college credit.

The Numbers

Contact Information
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www.nafcs.k12.in.us/schools/high/Prosser/index.html

Statistical Information
Setting ............................................................Suburban, Southern Indiana
Floyd County Population ..................................72,243 residents
Prosser School of Technology ............................1,200 students

Disability Areas Served....................................Autism spectrum disorder, communication disorder, emotional disability, hearing impairment, learning disability, mental disability, orthopedic impairment, other health impairment, traumatic brain injury, visual impairment
**Highlights**

- Public transportation is accessible to the campus of Prosser School of Technology.
- Frequent collaboration with transition staff to coordinate supports for students living in Clark, Floyd, Harrison, and Washington Counties.
- Local employers are supportive of the instructional programs and are eager to hire students.
- Student performance is monitored by the special education facilitator to provide support and accommodations as needed.

**Seeds of Success**

- Connection with Vocational Rehabilitation Services prior to exiting high school ensures a smooth transition of employment supports for eligible students.
- Advisory board of businesses review programs to ensure curricula aligns with local labor market demands.

**Growth Areas**

- Continue offering technical programs based on the local labor market demands.
- Continue assisting classroom teachers with modifications and accommodations.
**Overview**

The VEST program at Frankfort High School is an example of a program that is determined to improve its transition services for students with disabilities. There are five teachers, one job coach and one vocational counselor who provide transition services to students. Typically, there are 15 students receiving transition services. Students participate in a vocational education class where they are involved not only in functional vocational skills instruction, but also learn valuable job skills and work ethics. A school-wide recycling program develops work-related skills with younger students. A blend of school-based and community-based activities improves the self-esteem and self-reliance of students. Older students are interviewed and assessed to identify their career interests. Job development and job placement activities are done based on these interests. With the support of a job coach, students complete applications and the interview process to secure the job placement of their choice in a competitively paid job in the community.

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**The Numbers**

**Contact Information**

Dr. Steve Wornhoff, Director of Special Ed.
Kimberly Walsh, Special Ed. Chair
Wanda Smith, Vocational School Counselor

Frankfort High School
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Frankfort, Indiana 46041
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**Local Statistics**

Setting ............................................................ Rural, Central Indiana
Clinton County Population ................................ 32,964 residents
  - Clinton Prairie Junior-Senior High .....................805 students
  - Frankfort Senior High School .........................805 students
Boone County Population ..................................44,835 residents
  - Western Boone Junior-Senior High ....................881 students
  - Lebanon High .............................................876 students
  - Tri-West Junior-Senior High .........................651 students
  - South Vermillion High ...............................574 students
  - Rossville Middle-Senior High .......................528 students

**Disability Areas Served**

Autism spectrum disorder, communication disorder, emotional disability, learning disability, mental disability, multiple disabilities, other health impairment, traumatic brain injury, visual impairment
As with many schools, Frankfort High is looking for creative funding sources for transition services. One means of building local capacity has been the establishment of a local transition council. Currently, this council membership is predominately school personnel. However, they are working on strengthening their relationships with the community stakeholders and Vocational Rehabilitation Services.

**Highlights**
- Annual transition fair is sponsored by the Clinton County Transition Council to provide resources and contacts for transition services.
- Prioritized goals to focus efforts on improving the transition planning and services for students with moderate and severe disabilities.

**Seeds of Success**
- Determination and commitment of school personnel to transition program.
- Starting small to establish a solid foundation on which to build a stronger transition program.

**Growth Areas**
- Increase community participation of students with low incidence disabilities.
- Nurture relationships with community stakeholders and Vocational Rehabilitation Services.
- Develop creative approaches to increasing parent involvement and attendance at training events.
- Continue identifying local, state, and national grant funding.
- Continue sharing resources with community stakeholders through local community transition council.
Family Involvement Success Story: A Parent’s Perspective

Throughout his school experience, careful consideration was given to ensure that our son, Joel, participated in age-appropriate learning activities in typical environments. IEP goals and objectives were always developed for a productive, meaningful activities in real life places.

After twelve years of school, Joel determined that it was time to move forward. Together with his support staff, Joel and his family developed a weekly schedule to resemble the kind of day-to-day life he would like as a young adult. The noncampus school option was a wonderful opportunity for Joel to test out the transition plan that we had developed and refined over the years while still maintaining the supports and safeguards of the educational entitlement. As a result, Joel is employed and doing the kind of work he believes he would like as an adult. He spends other parts of his day at the YMCA, the library, various restaurants and community establishments. Joel is not only gaining valuable life experiences, but we are also developing a literal sense of the kind of supports he will need to sustain his life beyond the entitlement. The next phase will involve a hands-on exploration of the systems and agencies that
we will be accessing and negotiating in order to procure the appropriate support for Joel.

Through this real life opportunity, Joel is able to make a much clearer assessment of his hopes and dreams. He is growing his ability to direct decisions as well. As his family, we are coming to understand the need for our own capacity building as we become more familiar with the strengths and gaps of the next support systems.
Quality transition services are grown from the respected input and involvement of parents and families in the planning and service delivery process. Parents and families should be involved in all facets of planning, including: transition planning, program development, service delivery, and service evaluation. Parents and family members have critical information for the planning process. They have essential knowledge that should be incorporated into the student assessment/student profile such as the student’s preferences, experiences, and support needs. This source of information is critical in the development of student-focused transition plans.

Parent and family input should be nurtured and encouraged by the school staff. Parents and families should receive written materials on education, training and transition issues. Parents should feel empowered through pre-IEP planning activities to play active roles in the transition planning process. Parents and families have critical information that will benefit all parties in the process. Parents and family members actively involved in planning meetings should be encouraged to act as mentors to other parents who could benefit from their knowledge and experiences in the transition process.

Not only do parents and families assist in the planning process, but they also take responsibility for supporting the development of their child’s life skills within their home. By offering opportunities to practice skills taught in school or teaching their children additional skills, students will be better prepared for their adult roles.

It is important for families and schools to assist students to enter adult life as confidently and successfully as possible. One important skill that families can focus on is the development of self-determination.

Parents and families should begin early to involve their children in developing appropriate education programs based on individual transition goals. These include:

- **How to choose goals.** Provide experiences for students to identify their interests, skills and needs across transition areas.
- **How to participate in and lead their IEP meetings.** Teach students self-determination, self-advocacy and meeting skills.
- **How to accomplish goals.** Teach students how to develop a plan to attain goals, take action on the plan and evaluate the plan of action.

The special education districts and cooperatives contained in this section have consciously focused their efforts to increase parent and family involvement. While methods have varied, listed below are ways parents and families may become more involved in their child’s education and transition services.
Reaping the Benefits of Family Involvement

- Advocate for functional curriculum that will prepare your child for work and community life.
- Investigate postsecondary education and lifelong learning options with your child. Obtain information about admission requirements, accessibility, adaptations, and supports available to students with disabilities.
- Maintain close communication with teachers throughout the school year and attend all IEP conferences and transition meetings.
- Participate in community transition council activities.
- Communicate the value of work to your child.

- Emphasize behaviors that will support employment, postsecondary education, and community living.
- Meet with Vocational Rehabilitation Services and community rehabilitation providers. Express the preference for competitive community jobs rather than segregated placements.
- Meet with the Bureau of Developmental Disabilities Services and community living providers. Express the preference for small-personalized homes or supported living arrangements designed around individual choice.
Overview

The Community Vocational Experience program is designed to prepare students with disabilities for the working world. This program includes both paid and unpaid training sites. Some students earn credit for their work. For freshman and sophomore students, in-school jobs are available. An in-school business class involves students in planning through sales of their products.

During the 1999-2000 school year there were 30+ students working in paid positions. The majority of the students enrolled are juniors and seniors. Students’ interest areas are explored through a variety of methods including written interest inventories and community-based exploration activities. After assessing student’s strengths and determining the student’s vocational area of interest, the transition coordinators facilitate an appropriate job match. On the work sites, students receive training and instruction for specific job skills. In addition, students learn and practice the skills necessary to meet the employer’s expectations. Skills developed include work ethic, appearance, positive attitude, and initiative.

The Numbers

<table>
<thead>
<tr>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Roger Kryder, Director of Special Ed.</td>
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<tr>
<td>Debbie Cook, Special Ed. Teacher/Vocational Experience Coordinator</td>
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<td>Telephone Number: (219) 347-5236</td>
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<tr>
<td>ext. 25 or 1-800-589-5236</td>
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Local Statistics

Setting ............................................................ Rural, Northeast Indiana

Counties and High Schools

- DeKalb County .............................................. 35,324 residents
- Eastside Junior-Senior High ...................... 663 students
- DeKalb High .................................................. 1,164 students
- Garrett High .................................................. 497 students
- LaGrange County .......................................... 29,477 residents
- Lakeland High .............................................. 668 students
- Prairie Heights Senior High ..................... 564 students
- Noble County ................................................. 37,877 residents
- Central Noble High .................................... 429 students
- East Noble High .......................................... 1,269 students
- West Noble High ......................................... 661 students
- Steuben County ............................................. 27,446 residents
- Angola High .................................................. 841 students
- Fremont High ................................................. 371 students
- Hamilton Community High ....................... 342 students

continued on page 64
During the student's final year of high school, the school plays a vital role in connecting the student and his/her family with the appropriate adult service agencies. With the permission of the student and parents, the school invites adult agencies to the annual case conferences. Agencies have included: Vocational Rehabilitation Services (VRS), Bureau of Developmental Disabilities Services (BDDS), Family and Social Services Administration (FSSA), Aging and In-Home Services, Department of Family and Children (DFC), Probation Department, Social Security Administration (SSA), and community rehabilitation providers. A VRS counselor meets with students and parents at a convenient site to complete the necessary paperwork prior to second semester.

Other sources of information for students, parents and families are agency brochures and a transition manual which is updated annually. The brochures and manuals are distributed during case conferences. The manual assists students, parents and families in formal transition planning. Information in the manual includes the following topics: adult service programs, post-school employment options, residential supports, leisure/recreation services, social security benefits, health insurance, selective service registration, citizen's identification card, transportation, guardianship, advocacy, day program information, residential information, resource and service directory, and glossary of terms.

Parent and family involvement is propagated through open communication with the school staff. Parents and families are equal partners in the transition activities of their children. This can be demonstrated by parents and families providing transportation to worksites during non-school hours. A range of methods are used to include parents and families in transition activities. A formal communication method is a supported employment agreement that must be signed by the parent of a minor student. The agreement outlines the employment arrangement, the employer, time requirement, and expectations for the student. Employer evaluations are also sent home to update the parents and families on the student's work performance.

Not only are parents and families supported by school staff, but they are also empowered by the leadership and experience of a parent advocacy group. Parents in DeKalb County are advocating for improvement in the availability of services for individuals with high support needs. Parents have begun approaching several community rehabilitation providers and community service organizations in surrounding counties to develop needed community-based services. Through their advocacy efforts, parents are committed to their children's full and rewarding lives as active members of their communities.
Highlights

Annual meeting with agencies and students and parents to discuss anticipated services for exiting students.

A transition manual is updated annually and distributed to students and parents during their first transition Individualized Education Program (IEP) meeting.

Agency brochures are passed out annually to students, parents, and families.

Reminders are given to students, parents, and families to contact adult agencies for organizing specific post school supports and services.

Seeds of Success

Student participation and outcomes are completely individualized. Students and parents are part of the annual transition IEP process and all planning for transition to adult life.

The vocational rehabilitation counselor attends annual junior and senior case conference.

Daily and/or weekly communication by teachers with parents.

Flexible programming involves scheduling time for both required academics and community based instruction and vocational activities.

Evaluation Component: Northeast Indiana Special Education Cooperative participates in the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System. The results of these surveys are shared with appropriate staff in order to evaluate programs and services.

Growth Areas

Encourage parent and family involvement in program planning and curriculum development for all students to ensure that activities meet the needs of students, parents and the community.

Identify and develop alternative methods for transportation. Currently, parents transport their child to and from work if the student cannot drive.

Continue advocating for accessible services for individuals with multiple disabilities.
Overview

Beginning in the fall of 2000, North Central High School began offering Off-Campus Service Options for students with disabilities. The purpose is to prepare students and families for adult life while providing a safety net of school supports and services. By figuring out how to organize and support a full and satisfying adult life for the young adult with disabilities, students are able to transition to adulthood with the last day of high school looking the same as the first day of adult life. This complex transition to adulthood requires pieces of services to be provided by a variety of adult service providers with varying funding streams and eligibility criteria.

After sharing in high school graduation ceremonies with their peers, students requiring high levels of support receive age appropriate, community-based services from the special education cooperative. These services are designed to mirror an adult’s typical day when school supports are no longer available. Activities are individualized to meet each student’s specific interests, goals and needs as identified through person centered planning. Examples of activities that students have chosen to include in their day are physical fitness activities, adult education at a local library, continuing education classes at Indiana University-Purdue University-Indianapolis, job internships, volunteer activities, and paid employment. Because services are individualized, the involvement of agencies supporting students is made on an individual basis. During the first year of implementation, agencies that have been involved in services and funding include Vocational Rehabilitation Services (VRS), Area Agency on Aging (AAA), Bureau of Developmental Disabilities Services (BDDS), and Social Security Administration (SSA).
An integral part of the service design is teaching students and families how to prepare for the challenges facing adults with disabilities. Transition service strategies are developed to address the issues of employment, volunteerism, fun time, supervised activities, and unsupervised time. The transition staff coaches the family to assume the role of case manager and assume the coordination role which the school has been handling since preschool. By partnering with and respecting families, the design and implementation of services has been improved and enhanced during on-going team meetings between the school, student, and families. The strengths and improvement areas of services have been discussed and open communication has offered opportunities to brainstorm strategies and solutions. All partners are committed to the services and to support each student to make a difference in their communities.

**Highlights**

- Transition staff meets with and coaches parents/families in their own homes to assist in their understanding of adult services.
- Offer parent training events to provide information on adult agencies, eligibility criteria and services available
- Utilize data from the Indiana Department of Education, Division of Special Education Graduate Follow Up System for decision making on activities and curriculum.
- Identify the cost of services and determine which activities can be sustained and supported after the student exits special education services.
- Several students have commented that their life off-campus is much more interesting and fulfilling than it was at high school.

**Seeds of Success**

- Partnerships with families to organize services and sustainable activities.
- Respect parents and families input.
- Courage and motivation of students, parents, and transition staff to try new approaches to services.
- Honest communication with parents and families about assisting an adult with a disability in a community with fragmented services and supports.
- Creative leadership and vision of the director of special education services and school administration to refocus and reprioritize typical school funding to meet the needs of off-campus services.
- Shared vision of desired student outcomes is held by students, parents, transition coordinator, teacher, instructional assistant, and job coach.
Growth Areas

Continue discussions with Family and Social Services Administration’s bureaus (i.e. Vocational Rehabilitation Services and Bureau of Developmental Disabilities Services) about unmet needs and the complexity, fragmentation, and unavailability of adult services.

Analyze past year’s experiences and solicit parent and family input to identify new ways to improve service delivery and service structure.

Continue working cooperatively with students with disabilities and their families to complete high school at age 18 and move on to adult pursuits such as postsecondary education, employment, living on their own, and marriage and family.

Continue exploring and adjusting strategies that promote inclusive education, early transition planning, and typical adult lifestyles for youth with disabilities, while providing services for students with disabilities that align with their same age peers.
Interagency Collaboration Success Story

The influence and leadership of Jim Hackman in southern Indiana is demonstrated in the collaborative involvement of vocational rehabilitation counselors in Jackson, Jefferson, Jennings, Scott, and Washington Counties. As the Vocational Rehabilitation Services (VRS) Area Supervisor, he has encouraged his counselors’ active involvement in transition activities and participation in local transition councils. Through his leadership and support, counselors have taken proactive roles by: attending junior and senior case conferences for students with disabilities; founding community transition councils; taking application on students the fall semester of the student’s final year of high school; and encouraging counselors to begin offering employment supports to students during their final semester of high school, if needed. In addition, Jim has encouraged and promoted transition fairs in all of the counties under his supervision. He attends events showing his support of the counselors’ efforts. Jim has also spoken to other communities outside of his area who are interested in establishing a transition council.
Jim is the grant manager for the VRS Grant with South Central Special Education Cooperative. He is very proud of the quality of services that have been offered to students in that cooperative. Jim is pleased that so many students have been able to smoothly transition from high school to adult life as the result of the grant.

In addition, Jim represented VRS on the workgroup for the guidebook “Transition to Adult Life: A Shared Responsibility.” As a regional trainer, Jim lead a training in New Albany which introduced the guidebook to vocational rehabilitation counselors, educators, adult agency representatives and, community rehabilitation providers.

Through his example, Jim has motivated VRS counselors and other community stakeholders to work together to enhance the transition of students from school to adult life.
Interagency collaboration is an important component to providing quality transition services. By coordinating services between school and adult agencies, there is an increase in the positive outcomes, a reduction in barriers for students, and smooth transition from high school to adult services.

Collaboration can take many forms with the various partners in the transition process. Examples of agencies that might be collaboratively involved in transition issues are Vocational Rehabilitation Services, Division of Mental Health, Bureau of Developmental Disabilities Services, Indiana Department of Workforce Development, Workforce Investment Board (WIB)/Youth Council, Area Agency on Aging, Step Ahead Council, and community rehabilitation providers.

Throughout this publication, examples can be found of schools and agencies working together to improve transition outcomes for students. The groups highlighted in this section are comprised of stakeholders working together to improve transition services for young adults in their community.

Reaping the Benefits of Interagency Collaboration

- Creatively sharing resources offers more ways to reach students, parents, educators, and employers without putting the financial burden on one agency.
- Students transitioning to adult service providers prior to exiting school facilitate a smooth transition of services and supports from high school to adulthood.
- Through networking, relationships are established and the lines of communication are opened between the school faculty and the adult service agencies.
- Students and families have the opportunity to learn about and connect to services prior to exiting high school.
- Shared resources to fund projects and events.
- Broad knowledge base of available services and community resources.
- Increase areas of expertise and experiences.
Overview

The Huntington-Whitley Transition Council was developed to provide an opportunity for community stakeholders to share information and distribute resources to students and families related to transition. Council membership includes a variety of stakeholders including parents, school personnel, Vocational Rehabilitation Counselor(s), community rehabilitation providers, Indiana Department of Workforce Development staff, Huntington Chamber of Commerce staff, and Huntington College representative. Its monthly meetings are held at Huntington North High School. The council is organized and facilitated by the transition coordinator.

While the council facilitates a variety of activities, it has specifically focused on disability awareness for the entire student population. For the past two years, the council has sponsored a national speaker to address the student body during a convocation at each high school. These speakers have provided insight into disability discrimination issues and the importance of community inclusion for people with disabilities. The funding for these events have been provided through donations from local businesses.

In addition to the national speakers, students with disabilities participate in a one-day workshop away from their high school campuses. Instruction is given on issues such as self-advocacy, recreation/leisure, job seeking, and job retention.

The Numbers

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Local Statistics
Setting: City and Rural, North Central Indiana
Huntington County Population: 37,287 residents
Huntington North High: 2,078 students
Whitley County Population: 30,465 residents
Columbia City High: 1,078 students
**Highlights**

- Recognize employment successes during employer-student luncheon each spring to acknowledge the working relationships in the community.
- Updated resource brochure of community services is produced to share with families and faculty. This brochure has been helpful to all students in the high school community. The brochure can also be located at the Huntington County Chamber of Commerce.
- Maintain a local job bank, in conjunction with the Huntington Chamber of Commerce and the Department of Workforce Development. This allows for guidance counselors and faculty to refer students to available jobs in the community. The local job bank gives details about the job placements including wages, benefits, and education requirements. During council meetings, job leads are also exchanged.

**Seeds of Success**

- Collaborative exchange of information between stakeholders. For example, the Huntington Chamber of Commerce and the school have combined efforts to educate employers and students of Department of Labor regulations.
- Involvement and commitment of council members representing the community. Members include the following: parent community rehabilitation providers, Vocational Rehabilitation Services, Huntington Chamber of Commerce, school faculty (teachers, administrators, and guidance counselors), and Huntington College.
- Support of school administration and community stakeholders for activities. The school administration volunteers time and efforts as well as financial support. The community also participates in school activities and provides financial support.
- Fundraising letters and presentations to local philanthropic organizations have resulted in donations for activities.
- Increased awareness of entire student population and general staff on disability discrimination and the benefits of full inclusions.

**Growth Areas**

- Develop more supported employment opportunities for students with significant disabilities.
- Identify options for transportation needs of students.
Overview

The Indiana Deafblind Services Project is a federal funded project administered by the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University. This project is also part of the Division of Special Education’s State Improvement Plan. The goal of the project is to improve the quality of educational services available to Indiana’s infants, toddlers, children and youth with dual sensory impairments.

The project provides technical assistance, training and support services to service providers and families of children with dual sensory impairments. Project activities include: site-based and child-focused consultations, a mentor teacher training project, family retreat weekends, a statewide newsletter, a parent/professional resource library, an usher syndrome screening project, and a statewide census of students (birth-21) who are deafblind.

Any parent, family member or care provider for a child with deafblindness, ages birth-21 years, may request services from the project. In addition, educational personnel and service providers from state and community agencies, as well as, others who provide services to individuals with dual sensory impairments may receive project services.

The Numbers

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Lisa Poff, Program Coordinator
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E-mail: soegoeh@befac.indstate.edu
Web site: http://web.indstate.edu/soe/blumberg/Homepg2.htm

Local Statistics
Setting: Statewide project
Disability Area Served: Deafblind
Highlights

Facilitate strategic planning with educational setting, communities and families to improve the transition outcomes for students who are deafblind.

Strategize with local support teams to break down barriers and change attitudes about the skills and potential options for individuals who are deafblind.

Facilitate team trainings.

Develop publications and videos.

Maintain a materials resource library.

Host an annual families learning event.

Provide inservice trainings for teachers.

Publish a Deafblind focus newsletter.

Facilitate distance learning college credit classes for an endorsement in visual impairments.

Seeds of Success

Develop local support teams with the student who is deafblind as the focus person. The student, family and local support team strategize and plan for the adult outcomes identified with the student.

Strong local planning teams listen to the interests and needs of the student and family. Then, they plan for local community-based outcomes in employment, adult living, adult education and free-time pursuits.

Student is the central focus person and assumes as much leadership and decision making as possible.

Participation in Personal Futures Planning (a person centered planning tool) with students to identify their long-term goals.

Focus groups are utilized to evaluate the project’s fulfillment of grant objectives and to evaluate each large training event.

Student-family interviews and student-family stories are gathered.

Growth Areas

Continue supporting the development of available and accessible transportation in Indiana.

Continue advocating for more skilled occupational-mobility trainers to support individuals with deafblindness.

Continue breaking the stereotypical attitudes of communities about the skills and potential of individuals with deafblindness.
Overview

The Jackson County Transition Council was developed to provide a source of information to students, parents, families, school personnel, employers and adult service providers on transition issues. This council has taken an active approach in producing written information. They have also sponsored student and parent training events and teacher inservices.

Each fall packets are created with updated information and distributed during junior and senior case conferences and transition fairs. Information is included about: employment providers, housing options, residential service providers, health care agencies, social security administration, legal aid, alcohol/drug abuse counseling, mental health counseling, children and youth services, and adult service providers. In addition, current updates on legislative issues that could impact transition services are shared.

This council sponsors teacher inservice luncheons funded by the local community rehabilitation providers. During the luncheons, teachers are given an overview of the council activities and specific information about the local adult service agencies (i.e. Area Agency on Aging and community rehabilitation providers). Also, Vocational Rehabilitation Services (VRS) provides an overview of their referral process, eligibility determination and available services.

Contact Information

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Local Statistics

Setting: South Central Indiana

Jackson County Population: 41,021 residents
Brownstown Central High: 580 students
Medora Junior & Senior High: 144 students
Seymour Senior High: 1,175 students
Crotersville Jr. High & Senior High: 261 students

Disability Areas Served:
- Autism spectrum disorder
- Communication disorder
- Emotional disability
- Hearing impairment
- Learning disability
- Mental disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Traumatic brain injury
- Visual impairment
Highlights

- Monthly council meetings are rotated to each of the four local high schools as a means to reach all special educators and community stakeholders.
- Sponsor school fairs during disability awareness month.
- Sponsor parent training at convenient times and locations with childcare provided.
- Local funding is received through grants from Indiana ARC and the local Step Ahead Council to sponsor events.
- Because the students are aware of services available, students are connecting with Vocational Rehabilitation Services during their final year of high school. Eligible students are able to receive services during their final semester. Job placement supports are available to stabilize students in permanent positions prior to exiting high school.

Seeds of Success

- Active involvement of local community rehabilitation providers, vocational rehabilitation counselor, Area Agency on Aging, Step Ahead Council, community stakeholders, special education administrator, and parent advocate.
- Transition newsletter is distributed to all transition-aged students with an Individualized Education Program (IEP).
- Local community rehabilitation providers give employer training on disability issues.
- Shared resources of council members include money, supplies, staff time, postage, and refreshments.

Growth Areas

- Increase the parent and family participation on the council.
- Continue promoting the connections between school faculty and community stakeholders to ensure a smooth transition for students from school to adult life.
The Jennings County Transition Council was established to provide information to high school students, parents, families and teachers about transition options, adult services and their roles in the transition process. In addition, the council wanted to promote community-based employment options for students during their final year of high school. This has been achieved by facilitating the student's connection to Vocational Rehabilitation Services (VRS) during the fall semester of his/her last year of high school. Students eligible for VRS receive services from local providers during their final semester to secure permanent, community-based job placement prior to exiting high school.

The monthly transition council meeting allows stakeholders the opportunity to share information and coordinate activities. Examples of outcomes from meetings include: coordinating case conferences between the teachers and the vocational rehabilitation counselor; sharing information and problem solving job placement issues for students; and organizing and planning for distribution of transition information through brochures, booklets, case conferences, classroom presentations, and transition fairs. All students with an Individualized Education Program (IEP) benefit from the information and service coordination of the transition council.

### Contact Information

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### Local Statistics

- **Setting**: Rural, Southeastern Indiana  
- **Jennings County Population**: 27,798 residents  
- **Jennings Co. High**: 1,319 students

### Disability Areas Served

- Autism spectrum disorder, emotional disability, learning disability, mental disability, multiple disabilities, traumatic brain injury
Highlights

Sponsored transition inservice to special education teachers prior to the beginning of the fall semester.

Community resource booklet maintained by the council is distributed during all case conferences. The booklet contains information on residential providers, employment providers, recreational opportunities, postsecondary education and training providers, and advocacy groups.

Student planning brochure was developed and distributed during all case conferences assisting students prepare for postsecondary education, training and employment. This brochure outlines the activities students and steps students should take during the sophomore, junior, and senior year to reach their long-range goals.

In 1999-2000, 75 parents and students attended a family night. A student panel shared their transition experiences to provide personal insight into the issues, concerns, and needs of high school students. The community rehabilitation providers presented information on their programs. A student panel also presented their transition experiences.

In 2000-2001, 85 parents and students attended a family night. Presentations were given on topics including Vocational Rehabilitation Services, Medicaid Waiver, guardianship, and supported employment. A student panel discussed their transition experiences.

Creative financing between the school, Vocational Rehabilitation Services, South Central Workforce Development Services and community rehabilitation providers allow for stronger supports for students.

Local grant funding was received from Step Ahead Council to cover transition fair costs.

Seeds of Success

Active participation and commitment of Vocational Rehabilitation Services, South Central Workforce Development Services, community rehabilitation providers, Area Agency on Aging, and special education faculty.

Joint release and confidentiality forms created to represent all members of transition council.

School system provides transportation to and from work for students working during the school day. Students, community rehabilitation providers, and families provide transportation during non-school hours.

Growth Areas

Raise expectations of community for students with disabilities.

Increase active participation of students, parents, and family members on council.
Overview

The Transition: Community Vocational Experience program is designed to prepare students with disabilities for the working world. The program provides both paid and unpaid training sites. Some students earn credit for their work. For freshman and sophomore students, in-school jobs are available. In addition, an in-school business class involves students planning through sales of their products.

During the 1999-2000 school year there were 30+ students working in paid positions. The majority of the students enrolled were juniors and seniors. Students’ interest areas are explored through a variety of methods including written interest inventories and community-based exploration activities. After assessing student’s strengths and determining the student’s vocational area of interest, the transition coordinators facilitate an appropriate job match. On the work sites, students receive training and instruction for specific job skills. In addition, students learn and practice the skills necessary to meet the employer’s expectations. Skills developed include work ethic,

The Numbers

Contact Information
Roger Kryder, Director of Special Ed.
Debbie Cook, Special Ed. Teacher/Vocational Experience Coord.
112 S. Orchard Street
Kendallville, Indiana 46755
Telephone Number: (219) 347-5236 ext. 25 or 1-800-589-5236

Local Statistics
Setting ............................................................Rural, Northeast Indiana
Counties and high schools served
DeKalb County ................................................35,324 residents
   Eastside Junior-Senior High ..........................663 students
   DeKalb High .............................................1,164 students
   Garrett High ............................................497 students
LaGrange County .........................................29,477 residents
   Lakeland High .........................................668 students
   Prairie Heights Senior High ..........................564 students
Noble County ...............................................37,877 residents
   Central Noble High ....................................429 students
   East Noble High .......................................1,269 students
   West Noble High .......................................661 students
Steuben County ..........................................27,446 residents
   Angola High .............................................841 students
   Fremont High ..........................................371 students
   Hamilton Community High ..........................342 students

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appearance, positive attitude, and initiative. During the student's final year of high school, the school plays a vital role in connecting the student and his/her family with the appropriate adult service agencies. The school's goal is to actively involve appropriate agencies by second semester of senior year to ensure appropriate follow through after graduation. For example, a vocational rehabilitation counselor meets with students and parents at school or another convenient site to complete needed paperwork prior to second semester. In addition, with the permission of the student and parents, the school invites adult agencies to an annual meeting focusing on exiting students. Agencies have included: Vocational Rehabilitation Services, Bureau of Developmental Disabilities Services (BDDS), Aging and In-Home Services, Department of Family and Children, Probation Department, Social Security Administration, and community rehabilitation providers.

### Disability Areas Served
- Autism spectrum disorder
- Communication disorder
- Deafblind
- Emotional disability
- Hearing impairment
- Mental disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Traumatic brain injury
- Visual impairment

### Highlights
- Annual meeting with agencies is initiated by the school to discuss anticipated services for exiting students.
- A transition manual is updated annually and distributed to students and parents during their first transition Individualized Education Program (IEP) meeting. The manual assist students in formal transition planning. Information includes: adult service programs, post-school employment options, residential supports, leisure/recreation services, social security benefits, health insurance, selective service registration, citizen's identification card, transportation, guardianship, advocacy, day program information, residential information, resource and service directory, and glossary of terms.
- Agency brochures are passed out annually.
- Memos are sent home throughout the school year reminding students and parents when and for what purpose to contact adult agencies.

### Seeds of Success
- Student participation and outcomes are completely individualized. Students and parents are part of the annual transition IEP process and all transition planning.
- The vocational rehabilitation counselor attends annual junior and senior case conference.
- Daily or weekly communication by
teachers with parents is essential. Some teachers use student communication notebooks to provide information to parents and families. Flexible programming involves scheduling time for both required academics and community based instruction and vocational activities.

Evaluation Component: Northeast Indiana Special Education Cooperative participates in the Indiana Department of Education, Division of Special Education's Graduate Follow Up System. The results are shared with appropriate staff in order to evaluate programs and services. Data collection and how is it utilized for decision making.

Classroom paraprofessionals are cross-trained and provide job coaching to students in community settings.

Growth Areas

- Identify and develop alternative methods for transportation. Currently, parents transport their child to and from work if the student cannot drive.
- Continue advocating for accessible services for individuals with multiple disabilities.
Overview

For the past three years, South Lake County Community Services, Inc. (SLCCS) has operated a comprehensive two stage vocational exploration and work experience program for school youth ages 14 to 18 years old in landscape architecture and natural resources management. The goal is to provide high school students with work experience while maintaining their educational instruction. Students who successfully complete their goals will earn one or two high school credits. The program enhances basic educational skills and develops appropriate work-related behaviors, while providing experience and exposure to careers that may lead to successful employment after exiting high school.

For the first two years, the program ran for eight weeks during the summer. With the change in the federal law from the Job Training Partnership Act (JTPA) to Workforce Investment Act (WIA), the program has expanded to year-round. Students must meet the WIA eligibility criteria to be in the program. Therefore, students that are economically disadvantaged and students with disabilities are targeted.

Approximately fifteen positions are available for the program each year. During the summer, classroom instruction is focused on sharpening students’ skills to pass the ISTEP+. The Youth Employment Program meets the requirement for summer ISTEP+ remediation. The instructional curriculum is adapted to meet each student’s needs by setting individual goals and designing teaching materials for the strengths of the individual.

During the community-based work experience portion of the program, students work directly with a landscape architect who volunteers his time to the project. Not only does the landscape architect teach the students about the different horticulture careers and training programs, but he also teaches students basic design and installation techniques for landscaping. As part of the work experience, students are assigned a landscaping project in the community.

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Margot Ann Sabato, Executive Director
South Lake Co. Community Services, Inc.
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P.O. Box 1397
Cedar Lake, Indiana 46303
Telephone Number: (219)374-5476

Setting
Rural Town, Northwest Indiana

Population
8,885 residents

Disability Areas Served
Emotional disability, learning disability and orthopedic impairment

The Numbers
The students are responsible for all aspects for the project: from interviewing the building manager, designing the plot, choosing appropriate landscape materials and plants, developing a written estimate and time table for installation, to clearing the land and completing the installation. The students are divided into teams of five for the design work. The landscape architect selects the best design and all students work to complete the installation.

During the school year, these activities are continued in the school’s greenhouse and through scheduled vocational activities. School-wide vocational exploration activities are offered on a monthly basis. Some of these activities include Job Shadow Day, Career Awareness Day, the Reality Store, scheduled speakers, and field trips. Students in the program are evaluated bi-weekly on soft skills such as work habits, punctuality, cooperation with team effort, completion of assigned work and quality of work. Evaluations are discussed with each student. Participants receive a stipend for their work through WIA funding.

**Highlights**

- A variety of teaching methods are used including worksheets, daily journal entries, lectures, field trips, role playing, and interviews with professionals in the community.
- Portfolios are developed by each student to demonstrate his/her skills.
- Students receive instruction on job search techniques including local labor market information, interviewing skills, and resume development.
- Employers routinely seek resumes from students each summer.
- A community open house is hosted by SLCCS to showcase the completed project. Award certificates are given for attendance and best design.
- Other school districts in the vicinity have asked for assistance in starting similar programs.
- During past three years, of the 40 students in program only 1 has not passed ISTEP+.
- Job Shadow Day, Career Awareness Day, the Reality Store, scheduled guest speakers and field trips are offered to all high school students during the school year provide excellent inclusive experiences.

**Seeds of Success**

- Older students who have worked on the program in the past are given supervisory roles in the summer component.
- Contracted with Workforce Investment Act (WIA) to provide accessible transportation.
- Media coverage promotes public relations of project. Numerous articles and pictures have been included in area newspapers. Through this public awareness, many parents have called and requested their children be a part of the program.
- Sharing resources with community stakeholders. Examples include:
  - WIA funds stipends for the enrolled students.
  - Hanover Central High School offers classroom space and use of their campus greenhouse. The school corporation also allows students to substitute this program for required remedial
summer school for ISTEP+.

- Hubinger's Nursery loans landscape architect and discounts all materials and plants used for project. The nursery has hired students for unsubsidized employment after their training experience.
- Many local businesses and agencies have donated equipment, plans, and staff for this program.

**Growth Areas**

- Continue exploring additional funding sources.
- Continue developing community and business involvement.
Program Structure
The foundation for promising transition practices is the program structure. Effective transition services are grounded in a strong yet flexible program structure. The structure provides the necessary framework and guidance for decision making while being flexible and individualized to meet specific student and community needs. Quality programs also support staff by offering opportunities for training and skill enhancement.

Not only are services strengthened by staff expertise, but also from a strong transition curriculum with community-based activities. To ensure the curriculum meets the needs of students and the community, program evaluation is an essential component. By monitoring activities, curricula and student outcomes, strategic planning can be done to improve the services to better meet the needs of students transitioning from high school to adulthood. Many of the programs included in this publication participate in the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System as a method of monitoring their outcomes.

Contained in this section are programs that demonstrate a focused effort to design a program structure which best serves their students and local communities. These programs have been developed to meet the uniqueness of their communities while meeting the transition goals of students.

Reaping the Benefits of Program Structure

- Programs start small and within capacity and focus efforts to build school and community capacity.
- Promote and expand inclusive services by offering support to integrate students with disabilities into existing generic services.
- Partner with these generic services to include people with disabilities as valued members of community.
- Look to other examples of quality transition services for guidance.
- Formulate local in-services based on expertise of local staff from agencies, schools, and community rehabilitation providers.
- Branch out to other cooperatives and pool resources for in-services for staff.
- Contact local colleges and universities for technical assistance.
- Join mailing list of national organizations to remain informed on current events and legislation.
- Invite local agencies to present information to students and teachers.
The CHOICE Program, a cooperative effort between the Clark County Special Education Cooperative and the Clark County Business Community, was developed to prepare students for competitive employment. The purpose of the program is to reduce students’ barriers to employment and develop job retention skills by giving students realistic vocational experiences in their schools and community environments. Funding for CHOICE is received through a Carl Perkins Grant and contributions from the school systems in the special education cooperative. Additional funds are provided through a grant written by the Pilot Club of Jeffersonville, a community service organization.

The program structure offers a strong foundation of classroom instruction, followed by career exploration through a rotation of unpaid job shadowing experiences and finally transition to paid permanent job placement during the student’s final year of high school. Students in the CHOICE program are taught a curriculum which emphasizes social skills development, daily living skills,
career exploration, employability skills, and academic skills related to employment. A variety of teaching techniques and strategies are utilized by the CHOICE instructional staff and may include lecture, small group discussion, role playing, and guest speakers. Both the regular and special education instructors teach this component of the program.

In addition to the classroom instruction, students receive realistic vocational experience by interacting with the Clark County business community through field trips, guest speakers, job shadowing, work study, and job placement. CHOICE coordinators are responsible for setting up this component of the program while CHOICE staff and instructors provide on-site supervision and training. Students are evaluated on specific work skills and behaviors by their employers. Support services available to students participating in the CHOICE may include job coaching, individual counseling, career preparation, transportation, and occupational therapy.

After these experiences, students are better prepared to select a vocational course of study that matches their interests and strengths. Many of the students pursue a vocational training program at their home schools or the Prosser School of Technology. During the last year of school, most CHOICE students are placed on a part-time paid position as part of their school day. With the support of job coaches who help train the students at the job site, most students have made a successful transition from school to the working world.

The ultimate goal of the program is to maximize each student's independence and employability. (See the chart on next page of student's activities.)

Disability Areas Served

<table>
<thead>
<tr>
<th>Autism spectrum disorder</th>
<th>communication disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>mental disability</td>
<td>multiple disabilities</td>
</tr>
<tr>
<td>orthopedic impairment</td>
<td>other health impairment</td>
</tr>
<tr>
<td>traumatic brain injury</td>
<td>visual impairment</td>
</tr>
</tbody>
</table>
### Student Vocational Activities

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade Level</th>
<th>Student Vocational Activities</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>Classroom instruction including field trips and guest speakers</td>
<td>Instruction provided by general education and special education teachers.</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Job Shadowing: Each semester a student will rotate to 3 different jobs, spending 6 weeks on each job. Students work for one 85 minute block two days per week. Every two weeks one block is spent in the classroom reviewing their activities, discussing worksite issues, and developing job search skills. Work sites are developed for a particular career field based upon each student's particular interests. Students will rotate to 3 different jobs within that career field, spending 6 weeks per site. For example, a student interested in automotive industry will spend 6 weeks at a car dealership, 6 weeks at a parts store and 6 weeks at a repair shop. Each six week period the student will trade with another student with the same interests. Therefore, each site will have a new student each six weeks.</td>
<td>Worksites are contacted weekly by program staff to monitor student's progress. Every 6 weeks an employer evaluation is completed on each student. Each year employers are given a survey to evaluate the CHOICE program and staff. Comments are used to make improvements to program.</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Most students in the CHOICE program enroll in vocational programming. Work Study: Students are placed in jobs based on their interests identified from their previous experiences. Students work in paid positions three hours per day, Monday-Friday. Based on the case conference decision, students earn between 1-4 credit hours for being on program.</td>
<td>Program director receives monthly progress report from vocational teacher on each student's progress. CHOICE staff provides job coaching and follow-up services to Work Study students.</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Work Study: Students are placed in jobs based on their interests identified from the previous experiences. Students work in paid positions three hours per day, Monday-Friday. These are permanent job placements for positions that will continue upon the student's exit from school. Based on the case conference decision, students earn between 1-4 credit hours for being on program.</td>
<td>CHOICE staff provides job coaching and follow-up services to Work Study students. CHOICE staff ensures that students have connected with the appropriate adult service agencies to provide necessary employment and community supports upon school exit.</td>
</tr>
</tbody>
</table>
300+ employers have worked with CHOICE since its inception in 1985. Links with Vocational Rehabilitation Services and adult rehabilitation providers have been formed to create a supportive network for students. A student handbook about the CHOICE program was developed to outline the variety of activities offered to students. The handbook outlines expectations for students and evaluation methods for each component of the program. In addition, staff roles and responsibilities are articulated. Specific recruitment policy on how to approach businesses with professional techniques. Paraprofessionals of students with low incidence disabilities are cross-trained as job coaches. Positive outcomes for students result in an increase in student’s self-esteem, positive attitude, improved behavior, and improved attendance rates.

Strong community-based component of program. Started on small scale with one class and got organized. The program expanded as capacity was built. Modify the programs structure to meet individual student’s interests and the capacity of the specific community. Weekly communication between the program director and the classroom teachers. Employer evaluations are completed each year on the CHOICE staff. Continual focus on positive public relations in the community. Ownership of the business community to the program and the students. Through community participation, many of the businesses and community member’s perceived stereotypes of the ability of students with disabilities have been removed. Participation in the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System. To supplement this data, the program coordinator does yearly follow-up of graduates. This data identifies adjustments to the program to better meet the students’ needs. Administration’s support and the commitment for transportation of students to worksites during the school day. Also the administration’s support of allowing flexibility in scheduling staff. The coordinator start on extended contract in early August to secure worksites.

Increase employment opportunities for students with severe disabilities.
Overview

The goal of this vocational program is for every student to exit high school with a paid job of his or her choice. The program structure is a blend of life skills and career skills classroom instruction with school and community-based paid employment experiences. A variety of school-based activities prepare students for and supplement their community-based experiences. Examples of school-based activities include: life skills assessment tools, career awareness curriculum, interests inventories, mock interviews with employers, and employer presentations on careers and their expectations for employees.

By focusing on individual outcomes, the transition program has been successful. All paraprofessionals are cross-trained to provide the supports needed for transition IEP goals and objectives. Paraprofessionals are involved in both classroom and community-based activities as part of the transition team.

Not only are students a focus of transition services, but supporting parents and families is also an essential component. Each year parent

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Local Statistics
Setting .....................................................Rural, Southwestern Indiana
County Populations and High School Populations
Dubois .........................................................39,682 residents
Forest Park Junior-Senior High ......................450 students
Jasper Consolidated High ..............................1,004 students
Northeast Dubois High .................................330 students
Southridge High .........................................540 students
Spencer ......................................................20,937 residents
Heritage Hills High .......................................1,179 students
South Spencer High .....................................474 students
Perry ........................................................19,350 residents
Perry Central Junior-Senior High ...................625 students
Tell City High .............................................474 students

Disability Areas Served ...............................Autism spectrum disorder, communication disorder, emotional disability, hearing impairment, learning disability, mental disability, multiple disability, orthopedic impairment, traumatic brain injury, visual impairment
information meetings are held to provide information about the services and eligibility criteria of local agencies. Parents are able to meet the staff of local agencies and community rehabilitation providers at transition fairs and vendor evenings. In addition, trainings are offered based on parent feedback. This feedback is collected every three years on a written survey of parent’s satisfaction about our programs and services. The cooperative has sponsored a parent workshop, a transition fair and several sessions on adult services and adult community supports.

Student outcomes are also improved by formal and informal interagency collaboration. Formal collaborative agreements exist between Vocational Rehabilitation Services (VRS), Bureau of Developmental Disabilities Services (BDDS), Indiana Department of Workforce Development (DWD), and community rehabilitation providers. However, the real collaboration in the small rural communities comes from the community relationships and networks staff has fostered over the last ten years.

One of the strongest relationships developed is with Vocational Rehabilitation Services. The efforts of the local vocational rehabilitation counselors to attend annual case conferences and evening educational events demonstrate their commitment to serve all eligible transition-aged students. The transition staff and vocational rehabilitation counselors try to link students and families with appropriate adult services. The transition from school to Vocational Rehabilitation Services and the chosen community rehabilitation provider is done before the student exits school.

**Highlights**

- Annual transition information meeting for students, parents and families.
- Transition trainings are designed and offered based on parent input.

**Seeds of Success**

- Commitment of all stakeholders to successful transitions for all students.
- Local schools and communities support community inclusion.
- Strong administration support for the transition program.
- Community involvement with the schools and the vocational program.

**Employers committed to hiring all people with disabilities.**

**Trusting relationship between the school and Vocational Rehabilitation Services and its counselors.**

**Utilize natural supports from family, friends, peers, and coworkers for transportation.**

**Program redesign and improvements are made each year based upon the data from the Indiana Department of Education, Division of Special Education’s Graduate Follow Up System.**

**Growth Areas**

- Continue nurturing, growing and strengthening parent involvement.
- Continue receiving parent input in planning instruction objectives, career goals, and housing goals.
- Continue involving the entire community to identify creative solutions to enhance programs and services.
### Overview

Most college students have a period of adjustment when adapting to college life. Students with disabilities often face additional challenges than students without disabilities. The on-campus program is designed to enrich the lives of students with disabilities by giving them the opportunity to experience college life, while helping to ease the transition from high school to college living. Students experience the daily campus life with the support and guidance to assist them in making an easier transition.

Since 1969, the Evansville Association for the Blind Summer College Program has been operating in conjunction with the University of Evansville. The six-week session is held on the University of Evansville with students experiencing the rigors of college life. Students live in a college dorm, register for classes, become acquainted with campus resources, and complete regular course work. Students learn how support services may vary from their high schools experiences and their new roles as self advocates for their own support needs. This experience gives students the

### The Numbers

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>Frank E. Kern, Executive Director</th>
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<tbody>
<tr>
<td></td>
<td>Evansville Association for the Blind</td>
</tr>
<tr>
<td></td>
<td>500 Second Avenue</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 6445</td>
</tr>
<tr>
<td></td>
<td>Evansville, Indiana 47719</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>(812) 422-1181</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:eabcdc@evansville.net">eabcdc@evansville.net</a></td>
</tr>
</tbody>
</table>

### Local Statistics

- Setting: Urban university campus, southwestern Indiana
- Evansville Population: 126,272 residents
- University of Evansville Population: 2,600 students

### Disability Areas Served

- Autism spectrum disorder, communication disorder, emotional disability, hearing impairment, learning disability, mental disability, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, visual impairment

### Program Statistics

- High school students with disabilities and adults with disabilities ranging in age from 16-45 years old have participated.
- Student must be able to handle personal living needs and completed their junior year of high school.

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opportunity to acquire skills for living productively and efficiently as college students.

During the summer college program, students take three classes and earn seven college credits. All students enrolled in the program must take a special study skills class designed to prepare students for taking notes, handling the stresses of classes, preparing for tests, managing time, and using library resources to do a research paper. The other two classes are picked from options available to any summer school student. At the end of the program an extensive report with course grades is written which outlines the recommendations and suggestions of the staff to help students succeed in their future college experience.

All-inclusive fee includes tuition, books, and room and board. Students receive a weekly check to cover their expenses such as food, laundry and transportation.

Average yearly enrollment of 15. Since 1969, 477 students have participated.

Students who have participated in the program have gone on to complete Ph.D. (1), Law Degree (1), Masters Degrees (5), Bachelor Degrees (44), and Associate Degrees (5).

### Highlights

- 85% of students enrolled in this program go on to enroll in postsecondary programs.
- Program students must be registered with Vocational Rehabilitation Services (VRS).
- Orientation and mobility instruction is given by qualified staff on campus and in the community.
- Students meet with a vocational counselor to access information about careers.
- Student conduct interviews with persons employed in occupations of interest.
- Evansville Association for the Blind has an assistive technology lab available for students to use.
- Students can try out different types of computer equipment and devises. They can also learn how to locate and use this technology on other campuses.

### Seeds of Success

The University of Evansville and the Evansville Association for the Blind entered into this program to share and contribute their resources. They partner with VRS agencies nationwide, students and parents.

The staff of the Evansville Association for the Blind complements the University staff and is available to give special attention to individual needs.

### Growth Areas

Continue promoting and marketing program to students with disabilities, high school teachers and guidance counselors, and vocational rehabilitation counselors.
Overview

In 1994, the special education department at Twin Lakes High School restructured its programs and staff to establish a work-study program with community-based services focusing on student inclusion in the community. Through planning and goal setting, the program has grown to include three integrated volunteer sites, integrated paid employment, a part-time job coach, transportation for community-based services, a transition council, and parent education events on transition issues.

A variety of community-based and classroom activities are also included in the student activities to build students’ life skills. These community-based activities and training opportunities are designed with input from parents.

Community-based activities include: banking, mailing at the post office, paying bills, job shadowing, eating in restaurant (ordering, figuring bill, making change), shopping for work clothes, and doing laundry at a laundromat.

Trainings: living options, field trip to living options, supported and

The Numbers

Contact Information ......................... Tom Adams, Director of Special Ed.
Logansport Area Joint Special Services
Emily Judge, Department Head
Sharry Kabrich, Work-study Coordinator
Twin Lakes High School
300 South Third Street
Monticello, Indiana 47960
Telephone Number: (219) 583-7108
E-mail: Eraabjudge@aol.com

Local Statistics
Setting ............................................. Rural, Northwestern Indiana
Program serves:
Carroll County .................................... 20,004 residents
   Carroll Junior - Senior High ............... 521 students
   Delphi Community High ..................... 491 students
White County .................................... 25,522 residents
   North White High ............................ 316 students
   Twin Lakes Senior High .................... 803 students

Disability Areas Served ..................... Communication disorder, emotional
disability, learning disability, mental
disability, multiple disabilities, orthopedic
impairment, other health impairments
independent living. Many guest speakers have also given classroom presentations to students. Parents are always invited to attend these sessions. While traditional speakers have been local employers and agencies, other presentations have focused on developing other skills for successful employment outcomes. For example, a cosmetologist spoke to the class and provided grooming and hygiene tips for preparing for work.

Flexible programming encourages student participation in community referenced, outcome based curricula that focus on employment. Multiple work options are available for students including: classroom work simulations integrated with peer tutors, on-campus worksites, and community-based supported employment opportunities. Students also work in the school-based business creating and selling craft items. Competitive, paid employment opportunities in community settings are secured for juniors and exiting seniors. Most students exit high school with some work experience.

A newly established transition council assists with strategic planning and human resource development. The transition council’s role is to provide linkages to other service providers. The transition council also develops resource materials and provides inservices to school personnel and families regarding transition practices. Educating and assisting parents with transition issues has become a main focus of the council. The school has collaborated with the transition council and community rehabilitation providers to plan and implement meaningful educational opportunities for students and parents. Training events have focused on Medicaid Waivers, estate planning, and residential living options. An additional resource is the establishment of a local parent support group.

**Highlights**

- One-on-one job coaching provided as needed to students working in the community.
- Database with agency names, services provided with contact information was created.
- Job fair was held for juniors and seniors with 30 businesses accepting applications and interviewing students.
- Students tour local businesses that offer jobs that interest them.
- Students are transported on school bus, staff vehicles, and taxi service.

**Seeds of Success**

- Energy, dedication and leadership of work-study coordinator.
- Studied success stories of other transition councils and gathered examples of resources to develop a strong local council.
- Organize and plan meaningful community-based activities for students.
- Advice was sought from community stakeholders to secure and support competitive employment.
- Integrated school-career events are attended by both special education and general education parents.
- Allowed time for changes to be implemented as redesigned services.
- Seek creative options to meet the needs of students.
- Recognize and show appreciation to employers.
- Ongoing staff development.
- Through the efforts of the transition council, students, parents, schools, agencies, and businesses have teamed together improve transition services.
Growth Areas

- Continue influencing curricula for all secondary students by focusing on transition outcomes.
- Continue seeking creative funding sources for transition activities.
- Continue promoting the inclusion of students with disabilities in school and community activities with their non-disabled peers.
- Develop permanent job placements which students will be able to continue after exiting high school.
Section 7

Indiana and National Transition Resources
Indiana Resources
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Indiana Resources

ATTAIN (Assistive Technology Through Action in Indiana)
101 East Walnut St.
Washington, IN 47501
(812) 254-7305
(888) 288-9319
Web: www.attaininc.org

Autism Society of Indiana
Susan Gray
4666 North Robb's Lane
Bloomington, IN 47408 USA
(812) 332-7236
Web: http://www.autismindiana.org

Brain Injury Association of Indiana
Mickolon Bldg.
First Floor
1525 N. Ritter Avenue
Indianapolis, IN 46219
(317) 356-7722
Web: http://www.biausa.org/Indiana/bia.htm

Bureau of Aging and In-Home Services
Division of Disability, Aging & Rehabilitative Services
Indiana Family & Social Services Administration
402 W. Washington St.
Room W453
P.O. Box 7083
Indianapolis, IN 46207-7083
(317) 232-7842
(800) 545-7763
Web: www.state.in.us/fssa/servicedisabl/ddars/bd
Division of Mental Health Indiana
Family & Social Services Administration
402 West Washington Street
Room W353
Indianapolis, IN 46204-2739
(317) 232-7845
Web: www.state.in.us/fssa/servicemental/dmh/index.html

Division of Special Education
Indiana Department of Education
State House
Room 229
Indianapolis, IN 46204-2798
(317) 232-0570
(877) 851-4106
Web: web.indstate.edu/soe/iseas/dse.html

Indiana Department of Workforce Development
10 North Senate
Indianapolis, IN 46204
1-888-WorkOne
Web: www.state.in.us/dwd/

Indiana State Department of Health
Maternal and Child Health
Children’s Special Health Care Services
2 N. Meridian Street
Section 7-B
Indianapolis, IN 46204
(317) 233-5578
Web: www.state.in.us/isdh/
The Indiana Governor's Planning Council For People With Disabilities
143 West Market Street
Suite 404
Indianapolis, IN 46204
(317) 232-7770
(317) 232-7771 (TTY)
Web: www.state.in.us/gpcpd/

Indiana Protection and Advocacy Services
4701 N. Keystone Avenue
Suite 222
Indianapolis, IN 46205
(317) 722-5555
(800) 622-4845
(800) 838-1131 (TTY)
Web: www.state.in.us/ipas

Indiana Career and Postsecondary Advancement Center (ICPAC)
2805 East Tenth Street
Bloomington, IN 47408
(800) 992-2076
Web: www.icpac.indiana.edu

Independent Living Centers: State Directory
(800) 545-7763 ext. 21367
www.state.in.us/fssa/servicedisabl/vr/ilcenters/html

IN*SOURCE
Parent Training and Information Project
809 North Michigan Street
South Bend, IN 46601-1036
(219) 234-7101 (V/TTY)
(219) 239-7575 (TTY)
(800) 332-4433 (In Indiana)
Web: www.insource.org

Indiana Parent Information Network, Inc.
4755 Kingsway Drive
Suite 105
Indianapolis, IN 46205-1545
(317) 257-8683
Web: www.state.in.us/ipin/

Indiana Institute on Disability and Community
2853 East Tenth Street
Bloomington, IN 47408-2696
(812) 855-6508
(812) 855-9396 (TTY)
Web: www.iidc.indiana.edu

Michiganana Support Group Independent Living Center
221 West Wayne St.
3rd Floor
South Bend, IN 46604
(219) 291-0094
(219) 289-0122

NAMI (National Alliance for the Mentally Ill) of Indiana
P.O. Box 22697
Indianapolis, IN 46222-0697
(317) 925-9399
(800) 677-6442
EOMail: NAMI-IN@nami.org

Office of Medicaid Planning and Policy
Indiana Family & Social Services Administration
402 W. Washington St.
Rm. W 453
PO. Box 7083
Indianapolis, IN 46207-7083
(800) 545-7763
Web: www.state.in.us/fssa/servicedisabl/medicaid/index.html

PATINS (Partnership for Assistive Technology With Indiana Schools)
4730 West Gadsen St.
Indianapolis, IN 46241
(317) 243-5737 Ext. 138
Web: www.patinsproject.com/
National Resources

Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972
Web: www.ahead.org

Association for Persons in Supported Employment (APSE)
1627 Monument Avenue
Richmond, VA 23220
(804) 278-9187
Web: www.apse.org/

Autism Society of America
7910 Woodmont Avenue
Suite 300
Bethesda, Maryland 20814-3067
(301) 657-0881
1 (800) 3AUTISM
Web: http://www.autism-society.org/

The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20191-1589
(703) 620-3660
1-888-CEC-SPED
Web: www.cec.sped.org/

Division on Career Development and Transition (DCDT)
DCDT-CEC
1920 Association Drive
Reston, VA 20191-1589
(703) 620-3660
Web: www.ed.uiuc.edu/SPED/dcdt/

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Rd
Columbus, OH 43210-1090
(800) 848-4815, ext. 26991
Web: www.ericacve.org

Great Lakes Disability & Business Technical Assistance Center
University of IL/Chicago
Department on Disability & Human Development
1640 West Roosevelt Road
Chicago, IL 60608
(312) 413-1407 (V/TTY)
(800) 949-4232 (V/TTY)
Web: www.adagreatlakes.org

Step Ahead
Bureau of Child Development
Indiana Division of Family and Children
402 W. Washington Street W386
Indianapolis, IN 46204
(317) 232-1144
(800) 441-7837
Web: www.state.in.us/fssa/children/stepahead/index.html

Vocational Rehabilitation Services
Division of Disability Aging, and Rehabilitative Services
Indiana Family & Social Services Administration
402 W. Washington St.
Rm. W453
PO. Box 7083
Indianapolis, IN 46207-7083
(317) 232-1319
(800) 545-7763
Web: www.state.in.us/fssa/servicedisabl/vr/index.html

Division on Career Development and Transition Resources
Heath Resource Center
One Dupont Circle, NW
Suite 800
Washington, DC  20036-1193
(202) 939-9320 (voice/tty)
Web:  www.acenet.edu/programs/HEATH

JAN:  Job Accommodation Network
West Virginia University
PO Box 6080
Morgantown, WV  26506-6080
1-800-526-7234 (V/TTY)
Web:  www.jan.wvu.edu/english/contact.htm

Midwest Regional Parent Center
Ohio Coalition for the Education of
Children with Disabilities (OCECD)
Margaret Burley, Regional Director
Bank One Building
165 West Center Street
Suite 302
Marion, OH 43302-3741
(740) 382-5452 voice
E-mail:  ocecd@gte.net
CO, IL, IA, IN, KS, KY, MI, MN, MO, NE, ND, OH, SD, WI

National Information Center for Children
and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285

(202) 884-8200 (Voice/TTY)
E-mail: nichcy@aed.org

National Transition Network
Institute on Community Integration
University of Minnesota
Patee Hall
150 Pillsbury Dr., SE
Minneapolis, MN  55455
(612) 624-1062
Web:  http://ici2.umn.edu/ntn/ntn

NAMI (National Alliance for the
Mentally Ill)
Colonial Place Three
2107 Wilson Blvd.
Suite 300
Arlington, VA 22201-3042
1-800-950-NAMI (6264)
http://www.nami.org/

National Spinal Cord Injury Association
NSCIA National Affairs
6701 Democracy Blvd.
Suite 300
#300-9
Bethesda, MD 20817
(301) 588-6959
fax (301) 588-9414

NSCIA Chapter Affiliates
Calumet Region Chapter NSCIA
300 West 21st Ave.
Gary, IN 46407
(219) 883-0431

Central Indiana Chapter
656 Bakeway Circle
Indianapolis, IN 46231
(317) 244-9204
E-mail: stevec45@aol.com

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966
(612) 827-7770 TTY
1-888-248-0822 (toll-free nationally)
Web:  www.pacer.org

Rehabilitation Research and Training
Center on Workplace Supports (VCU-RRTC)
Virginia Commonwealth University
Rehabilitation Research & Training Center
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851
Web:  www.vcu.edu/rrtcweb

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Social Security Administration
U. S. Department of Health and Human Services
1801 L. St., NW
Washington, DC 20507
(800) 772-1213
Web: www.ssa.gov

The Association for Persons with Severe Handicaps (TASH)
29 W. Susquehanna Ave.
Suite 210
Baltimore, MD 21204
(410) 828-8274
Web: www.tash.org

The Brain Injury Association Inc.
105 North Alfred Street
Alexandria, VA 22314
(703) 236-6000
http://www.biausa.org/