

**AEA 10**  
**Transition Topics and Agency**  
**Profiles for**  
**Washington County**

## **Acknowledgements**

Thanks you to all the many educators, parents, and community agency professionals who contributed to this project. A special thank you is given to Bobbie Hoover, CPC Case Manager, Darnell Stoker of [Highland High School](#), and Grant Wood AEA staff. Transition Topics and Agency Profiles for Washington County reflects a concern by many to better the lives of individuals with disabilities and their families.

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# **Getting Started in Transition**

# What Is Transition?

## WHAT?

Transition is about preparing for and moving from high school to adult life. This move brings about many changes to the lives of the young person and the family. Planning is essential to make the transition easier.

## FOR WHOM?

All children in special education.

## WHY?

Transition is an issue in planning because differences in school and adult services are huge. Some of the differences between schools and adult services are:

### SCHOOL

- Addresses the total child
- Brings issues and concerns to your attention
- Serves all students
- Free

### ADULT SERVICES

- Separate agencies address employment, recreation, living and education services
- You must initiate communication and follow-up
- Serve people with specific disabilities; some have waiting lists
- Funding is not guaranteed

## WHEN?

Transition planning is required to begin by age 14 at the child's IEP meeting. Transition will occur when the student begins accessing adult community services and/or graduates from the public school program.

## HOW?

Transition is about preparing students to:

- Make choices
- Plan for their future
- Set goals
- Develop their career skills
- Perform needed daily living skills
- Participate in their community

## WHERE?

Transitions take place at school, at home and in the community. Information about transitions and transition planning is available from:

Your child's teacher; consultant, transition consultant, and PEP educator from [Grant Wood AEA](#) (319) 351-2510; and from community agencies.

# What Does Adulthood Look Like for People with Disabilities?

## WHAT?

People judge success in adulthood in different ways. Researchers measure quality of life through these indicators: income level; employment; community participation; and access to buildings and transportation.

## FOR WHOM?

Families, educators and community service providers can benefit from this information.

## WHY?

Understanding the typical quality of life for adults with disabilities helps us realize the importance of beginning planning and transition services in junior/senior high school years.

## WHEN?

At any age, but especially when planning with students ages 14 and older.

## HOW?

National surveys show that real improvements in the lives of people with disabilities have been slow to materialize. The 1990 passage of the [Americans with Disabilities Act \(ADA\)](#) has resulted in much greater awareness of disability and of the barriers. However, it has not shown a marked increase in the quality of the lives of people with disabilities. There are still huge gaps in their success indicators as reported in the 1998 [US Census Bureau](#).

### Incomes Are Low

- Jobs are often part-time. Wages are lower than non-disabled.
- Even full-time earnings tend to be lower than non-disabled co-workers are.
- 30% of adults with disabilities live in poverty.

### Less Social Participation

- People with disabilities live in relative social isolation. They are twice as likely to live alone.
- Lack of a full social life is a problem for many.

### Unemployment

- 38.8% of 25-34 year olds with a disability are employed.
- 61.2% of 25-34 year olds with a disability are unemployed.
  - 87.6% of nondisabled persons are employed
  - This picture is even more dismal for those with a severe disability. Only 18.3% of those 25-34 year olds are in the labor force.

### Physical Barriers

- Despite strong gains from ADA in building access and public transportation, barriers still exist.

## WHERE?

Studies referenced are from The Disability Statistics Abstract, May 1998/Number 21, and May 2003, [Number 17, Disability Statistics Center](#). Institute for Health and Aging, School of Nursing, U of California, Box 0646, Laurel Heights, and 3333 California St., San Francisco, CA 94143-0646 [www.dsc.ucsf.edu](http://www.dsc.ucsf.edu)

# The Emotional Impact of the Transition Planning Process

## WHAT?

Families are often unprepared for the emotional impact that comes with transition planning. After all, this should be a time of anticipation and excitement. However, that may seem clouded with concerns, fears, anxiety and increased stress levels.

## FOR WHOM?

Families of children with disabilities.

## WHY?

Research has shown that professionals most often overestimate the impact of disability at the time of diagnosis and underestimate its impact at the time of transitioning from school to adult life. Transition times can be difficult, especially the transition of sons and daughters from school to adult living. Transitions put parents in touch with what might have been had the child not had a disability. Emotions return that haven't been this strong since the time of diagnosis. While this emotional reaction is part of the life long adjustment related to coping with disability, it can catch parents by surprise.

## WHEN?

Transition planning may begin at any age. It is required for children in special education by age 14. Every transition, especially developmental milestones and moving from one program to another, can generate emotional reactions.

## HOW?

### FOR THE FAMILY WITH SCHOOL-AGE CHILDREN:

While there are the stresses of:

- Making decisions about inclusion and special programming
- Participating in IEP conferences
- Dealing with the reactions of peers and generating friendships
- Arranging for extracurricular activities
- Adjusting emotionally to on-going implications of the disability

There are also the positives of

- Getting accustomed to implications of the disability in the educational arena
- Settling into the routine of how school systems work
- Watching sons and daughters fit in and get involved
- Recognizing strengths and seeing success
- Understanding and getting comfortable with the IEP process

### FOR THE FAMILY WITH YOUNG ADULTS:

There are the stresses of:

- Adjusting emotionally to the adult implications of the disability
- Dealing with issues of sexuality
- Planning for residential, transportation, financial and post secondary training needs
- Dealing with an array of fragmented services versus one educational system
- Having to work with a whole set of new providers
- Facing fears of the unknown - finances, relationships, independent living...
- Balancing the need for independence with the need for on-going support

- Recognizing needs for continuing family responsibility
- Establishing new interests and self-identity for parents
- Knowing retirement options won't be the same as those for parental peers

Given all that can cause stress as children with disabilities become young adults, it isn't surprising that the emotional impact on families at the time of transitioning to adulthood is major.

It is important for families to know this is all part of a normal healthy process. Understanding the reality of their emotions will help families recognize why they may be feeling overwhelmed, anxious, burned out, isolated, resistant to getting involved, or not anxious to take important and necessary actions. Acknowledging fears and anxieties can be first steps to addressing them and moving on to celebrating the success and achievement that are also a part of transitioning to adult life.

#### TIPS FOR ADDRESSING THE EMOTIONAL IMPACT:

- Acknowledge the feelings and their source
- Remember that the emotions are part of a normal healthy process
- Focus on your son or daughter's progress and accomplishments
- Enjoy his/her excitement and readiness to move on
- Regard and treat your daughter or son as a young adult who happens to have a disability
- Be aware of existing supports from family, educators and the community
- Identify additional supports and services needed for your family and young adult
- Communicate with other families who have survived the transition to adulthood
- Develop relationships with adult service providers who will assist your son/daughter
- Take risks and practice letting go, a little at a time. You may discover your young adult is better prepared than you had thought

#### **WHERE?**

PEP has parents and educators on staff who are familiar with the transition process and are willing to visit with you about your individual situation.

PEP networks with local disability specific groups where one might find others who have been there from whom to draw strength and information.

# **Role Of The Student**

## **WHAT?**

Involving the young person in making decisions about his/her life is extremely important.

## **WHY?**

If the student has a say in making plans for the future he/she is more likely to feel a strong commitment to making the plan work.

## **FOR WHOM?**

Any student in special education.

## **WHEN?**

Active participation by the student in their IEP is important at any age. At age 14 their participation in the IEP is required.

## **HOW?**

All too often decisions are made for, rather than with, young people with disabilities. With this in mind some helpful suggestions might be:

1. Have the student take ownership of their IEP. They could help with the scheduling, facilitating and planning of the IEP meeting.
2. Help them become their own advocate. When possible have them learn about their strengths, needs and supports necessary for success.
3. Include the student in reviewing information and visiting adult service providers to assist with the decisions that affect his/her own future.
4. Support them in asking questions regarding their disability and how it may affect their future. They may want to consult others with the same disability for information about creative solutions to common problems.
5. Prepare students to participate in their IEP meeting by learning to make choices and state preferences.

## **WHERE?**

Preparation for their role takes place both at home and at school.

# Self-Advocacy

## WHAT?

Self-Advocacy skills (sometimes called self-determination) are critical for adulthood. These skills are frequently taught in special education and included on the IEP.

Self determined individuals:

- Are aware of their personal needs
- Choose goals and persistently pursue them
- Make their needs known
- Evaluate progress toward their goals
- Adjust their performance

## FOR WHOM?

Individuals with disabilities.

## WHY?

The ability to make choices isn't developed overnight; rather, it's learned over the course of a lifetime. Students with disabilities can have highly structured classrooms and/or home environments that allow few choices. Both home and school must provide opportunities for practice. Research finds self-advocacy skills among the key elements for a successful transition to employment and post secondary education.

## WHEN?

Children can learn self-advocacy skills at any age. Young children can begin learning the foundations by learning preferences and making choices. Older children can learn and use the skills identified above.

## HOW?

Some ways students build self-advocacy skills include:

### SCHOOL

1. Include self-advocacy skills in the IEP.
2. Invite students to attend and participate in their IEP conference.
3. Base educational activities in the IEP on the student's needs, preferences and interests.
4. Ask school personnel to prepare the student for the IEP meeting so the student:
  - Understands their own strengths and skills and is able to tell others about them
  - Knows about his/her disability and is able to explain it to others
  - Knows what types of accommodations help him/her succeed
  - Advocates for him or herself
  - Knows his/her vision and long range goals

### HOME

1. Use every day situations at home to build your child's power to make choices.
2. Allow mistakes to be made and learning to occur from making mistakes.
3. Inform your child of the options he/she may have.
4. Listen more carefully to what your son/daughter says and respond accordingly.
5. Have respect for his/her likes and dislikes.
6. Model competence.
7. Model problem-solving and making adjustments to meet goals.
8. Encourage your child to take risks and broaden their experiences.

## **WHERE?**

- Your child's teacher
- The special education consultant from Grant Wood AEA who serves your school
- The PEP program at Grant Wood AEA

Grant Wood AEA  
200 Holiday Road  
Coralville, Iowa 42241  
(319) 351-2510  
(800) 854-0446  
TDD (319) 358-6299

Grant Wood AEA  
4401 Sixth St. SW  
Cedar Rapids IA 52404  
(319) 399-6700  
1-800-332-8488  
TDD (319) 399-6766

[www.aea10.k12.ia.us](http://www.aea10.k12.ia.us)

# Transition Planning Grid For Students And Parents

## **WHAT?**

The educational activities in the IEP are based on student's needs, preferences and interests. Goals are based on this information from the student and family.

## **FOR WHOM?**

Students engaged in transition planning and their families.

## **WHY?**

Thinking about the future can seem fuzzy and distant. Families lead busy lives with many immediate concerns. Careful thought about the future takes some time to reflect. A little time now will pay off in big ways by easing your family into the next step of life.

Answering specific questions can help see transition in a concrete manner. It can help develop your family vision. The family vision is a statement teachers will ask you to formulate to guide the development of the IEP.

## **WHEN?**

Engage in the process before each IEP meeting. Completing the grid annually allows reconsideration as needs and goals change with new experiences. Schools are required to initiate the transition planning process with students who are age 14 and older.

## **HOW?**

Your child's teacher may have a format to use to assist in developing a vision statement and IEP goals. Complete that or use the grid at the end of this page.

1. Complete the grid separately or together with your child.
2. Allow ample time for explanation and discussion. This is a time for dreaming of possibilities.
3. From this discussion, formulate a family vision statement for the IEP meeting. See Transition Topic "Student and Family Vision" for guidance in formulating this statement.
4. Bring the completed grid to the IEP meeting.

## **WHERE?**

Complete the grid at home and bring to the IEP meeting for you and your child to use as a resource in presenting your vision statement and developing IEP goals.

**TRANSITION PLANNING GRID**

<b>Transition Areas</b> (ideas to consider)	<b>What does your child do now?</b>	<b>What goals do you and your child have for his/her future?</b>	<b>Is support needed to participate?</b>	<b>What agencies or support services are you using now?</b>
<b>Home Living</b> (live alone, with a roommate, with support, with family or relatives, or in a group home)				
<b>Community Participation</b> (drive car; use bus, taxi, SEATS; shopping; make dental or medical appointments; bank, vote, participate in religious or community events)				
<b>Recreation and Leisure</b> (participate in sports, hobbies, group activities, fitness activities, family events, clubs, make or maintain friendships, volunteering)				
<b>Careers or Job Preparation</b> (full, part-time, supported or sheltered employment; on-the-job training, volunteer work)				
<b>Post-Secondary Education</b> (community college, community and adult basic education, on-the-job training, military service)				

# Role of Parents

## WHAT?

What's my role as a parent in all of this? may be a question running through your mind, as you become aware of the transition planning process. It's a good question. This can be a tricky time for parents who frequently hear two opposing messages: Be involved! and Let go!

## FOR WHOM?

Any child in special education.

## WHY?

Parents have a major influence on their children's attitudes toward work and life. Many studies have noted the effect of parental influence on educational and career decisions. Young people with disabilities have a special need for parental guidance.

## WHEN?

At any age, but required for children ages 14 through 21. Starting early to think about and plan for the future of a child with a disability can help families make the needed adjustments and become more comfortable with those adjustments. The early transitions, from home to center-based, from preschool to elementary, etc., can provide a foundation for later transitions.

## HOW?

To address the question of parental involvement, we've identified six roles for parents in the transition planning process. Remember that nobody does them all. Roles shift as parent's concerns and students' strengths and needs change over time.

### 1. Providers of Unique Information:

Parents know many things about their children's strengths and needs that won't be taken into consideration if parents don't share what they know. Parents know what motivates their children, what catches their interest and what sends them into a frenzy. Parents have unique insights into their children's traits, interests and capabilities. They are experts in developing reasonable accommodations. Such expertise is very valuable in transition planning.

### 2. Role Models:

Children form opinions about the value of work, different careers and self-worth from what they observe their parents saying and doing. With spoken and unspoken messages, parents communicate the expectation that their child will be an important member of the community - living an adult life that includes opportunities for work, life-long learning, recreation, family, friends, volunteer activities, etc.

### 3. Case Monitors:

Often the good intentions of working agreements and plans are not fully met. So parents may find themselves with the responsibilities of suggesting, reminding, confirming and checking up with busy educators and service providers. The better understanding parents have of the transition process, the less likely important information, deadlines and opportunities fall through cracks.

### 4. Promoters of Independence and Self-Advocacy:

Few of us live totally independent lives. The same is true for young people with disabilities. With regard to transition plans, it is vital that the student be actively involved in the process. Parents can provide numerous opportunities for their children to practice communicating their

interests, preferences and opinions so students will be experienced in expressing their choices and needs effectively.

5. **Planners of Future Finances and Support:**

Taking time to plan increases the chances of shaping a future that includes the opportunities and activities most desired by the young person with disabilities. By planning, the young person and his/her family will have a clearer picture of what they want and need, who should be involved and when certain steps should be completed.

6. **Advocates for Practical Plans and Activities:**

The school years are most valuable when they are used to teach persons with disabilities concrete everyday skills that will allow them to achieve the kind of adult life they want for themselves. Useful transition plans are ones that provide work, leisure, transportation, communication and independence experiences in the community. Parents can help provide these experiences and encourage their inclusion in school plans.

## **WHERE?**

- PEP's Resource Library includes many materials that address the transition planning process. Call PEP's Resource Specialist and Grant Wood AEA's van mail will deliver the items to your closest neighborhood school where you may pick up. Or have your young adult bring them home to you.
- PEP has parents and educators on staff who are familiar with the transition process and are willing to visit with you about your individual situation.
- PEP will assist schools in setting up a Transition Information Evening for a building, a district, or any group of interested parents and educators.

For more information, call the [Parent Educator Partnership](#) (PEP) program staff at 1-800-332-8488, or call (319) 399-6700.

PEP can also be reached by mail:

[Parent Educator Partnership Program](#)  
[Grant Wood Area Education Agency](#)  
4401 6th Street SW  
Cedar Rapids, IA 52404

The Parent Educator Partnership Program is located in our 33rd Avenue Facility at 1120 33rd Ave. SW, Cedar Rapids, Iowa.

# The Importance of Record Keeping

## **WHAT?**

A record keeping system helps you organize and readily use information you have gathered from school and community agencies.

## **FOR WHOM?**

Any student in special education who is planning for transition.

## **WHY?**

Moving from school to adult services involves a lot of information and paperwork.

## **WHEN?**

At age 14 you will begin discussing transition issues at your child's IEP conference. This is a good time to begin a folder to keep transition information.

## **HOW?**

The record keeping process can vary depending on how you choose to organize your information. Information many people choose to keep includes school records and information about agency services.

### **School Records:**

1. Recent IEP's and transition plans
2. High school transcripts
3. Evaluation reports
4. Work experiences, on the job training, and work history reports
5. Resume and employer evaluations

### **Agency Records:**

- name of the agency and program
- dates of contact
- contact person's name
- notes of phone conversations with agency personnel
- services available, eligibility requirements, referrals
- brochures or handouts from each agency
- copies of letters and documentation written by you to agencies and received from agencies

Periodically go through your records to refresh your memory about issues still pending.

## **WHERE?**

A folder may be provided for keeping transition information, or you may make and organize your own. Keep and take the folder with you to transition and agency meetings to use as a resource and planning guide.

# The Transition Planning Team

## WHAT?

Transition planning is a team process.

## FOR WHOM?

Anyone involved in transition planning.

## WHEN?

A transition planning team is required for all children 14 years or older, but is also required for any child engaged in transition planning.

## WHY?

The changes and challenges a young person faces after graduation are huge. Planning that includes people that know your child from a variety of perspectives and have knowledge about different aspects of transition issues is essential.

## HOW?

The student and parent are essential to the planning team (see Transition Topic pages that discuss these roles in more depth). Responsibilities of team members include, but are not limited to:

### Student:

- Attend IEP and transition meetings
- Choose career/work areas of interest
- Learn about post-school opportunities for working and living
- Develop skills for working and independent living

### Parent:

- Suggest ideas at the IEP or transition meetings:
- skills you want addressed
- your child's likes/dislikes, strengths and needs
- strategies that work
- any concerns
- Learn about services available after graduation:
- get suggestions from your teacher and team members
- visit agencies and ask questions
- take advantage of training opportunities for parents
- teach and give responsibilities at home for daily living activities, (e.g., cooking, shopping, money management, laundry, car maintenance, cleaning)

### Teacher:

- Provide daily instruction that supports the family and student's vision
- Suggest areas to be addressed
- Suggest community resources; invite community agency personnel to attend transition meetings
- Maintain open communication between team members
- Schedule meetings as needed or requested

**Support Staff** (guidance counselor, transition consultant, consultant, school social worker, speech pathologist, OT, PT, psychologist):

- Participate in IEP and transition meetings
- Suggest activities, based on their area of expertise, that will support the student in achieving their vision
- Assist with the application process for obtaining community resources
- Provide information about community resources
- Identify ways to enhance a smooth transition

**Community Agency Personnel** (personnel from Vocational Rehabilitation, disability services from your county, and other adult service agencies):

- Attend IEP meetings when invited
- Identify and explain program services, eligibility requirements, and application procedures
- Assist the family in exploring options

## **WHERE**

The student's teacher is often the person who, with input from the family, forms the transition planning team. Call the consultant, regional administrator, or PEP educator at Grant Wood AEA for additional information or support in forming the team and the roles people may play.

**Grant Wood AEA**  
200 Holiday Road  
Coralville, IA 52241  
(319) 351-2510  
(800) 854-0446  
TDD (319) 358-6299

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4401 Sixth Street SW  
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(800) 332-8488  
TDD (319) 399-6766

<http://www.aea10.k12.ia.us>

# Acronyms and Abbreviations: A Glossary

## WHAT?

Many professionals use abbreviations and initials that sound like a foreign language. This glossary of terms and acronyms can help you sort out educational jargon.

## FOR WHOM?

For anyone not familiar with the abbreviations or initials commonly used by educator and community agency personnel.

## WHY?

Part of the intimidation that parents feel during the transition process is caused by new language. Teachers and adult service providers forget that you are unfamiliar with their jargon.

## WHEN?

Use this as a reference when you come across acronyms.

## HOW?

### GLOSSARY

ADA	Americans with Disabilities Act
BD	Behavior Disability
CC	Career Connections
CPC	Central Point of Coordination
CSALA	Community Supervised Apartment Living Arrangement
DD	Developmental Disabilities
DHS	Department of Human Services
IVRS	Iowa Vocational Rehabilitation Services
EI	Eligible Individual
FIP	Family Investment Program (formerly AFDC)
GWAEA	Grant Wood Area Education Agency
HCBS	Home and Community Based Services
HR	Human Resources
ICF	Intermediate Care Facility
ICP	Individualized Comprehensive Plan
IDEA	Individuals with Disabilities Education Act
IDM	Instructional Decision Making

IEP	Individualized Education Plan
IHP	Individualized Habilitation Plan
ITED	Iowa Test of Basic Skills, K-8 Iowa Test of Educational Development, 9-12
JTPA	Job Training Partnership Act
KCC	Kirkwood Community College
LD	Learning Disability
MD	Mental Disability
MH/DD	Mental Health/Developmental Disabilities
MI	Mentally Ill
MR	Mentally Retarded
OJT	On the Job Training
OT	Occupational Therapy
PEP	Parent Educator Partnership
PT	Physical Therapy
PWD	People with Disabilities
RCF	Residential Care Facility
RTP	Resource Teacher Program
S/P	Severe/Profound Disability
SSDI	Supplemental Security Disability Insurance
SSI	Supplemental Security Income
VITAL	Vocational Individualized Training and Learning
WIA	Workforce Investment Act
WIC	Women, Infants, and Children Services

# Directory of Washington County Agencies

## County Funded:

### *Residential:*

#### ICF/MR

REM-Iowa, Inc.

Washington Site 319-53-7278

1307 N 5<sup>th</sup> Ave

Washington IA 52353

Kalona Site 319-656-2142

507 3<sup>rd</sup> St

Kalona IA 52247

#### RCF

Orchard Hill ResCare 319-653-6571

2175 Lexington Blvd

Washington IA 52353

#### Supported Community Living

ResCare Community Services 319-653-4782

2175 Lexington Blvd

Washington IA 52353

WCDC, Inc 319-653-7568 or 7248

PO Box 61

Washington IA 52353

#### HCBS/MR

ResCare Community Services 319-653-4782

2175 Lexington Blvd

Washington IA 52353

REM-Iowa, Inc.

Washington Site 319-653-7278

1307 N 5<sup>th</sup> Ave

Washington IA 52353

WCDC, Inc 319-653-7568 or 7248

PO Box 61

Washington IA 52353

Systems Unlimited, Inc. 319-338-9212

1556 S First Ave

Iowa City IA 52441

Life Skills, Inc. 319-354-2121

1700 First Ave, Suite 25E

Iowa City IA 52240

***Vocational:***

Work Activity/Enclave  
WCDC, Inc 319-653-7248  
PO Box 61  
Washington IA 52353

Supported Employment  
WCDC/Advanced Employment Services 319-653-7568  
109 South Marion  
Washington IA 52353

Adult Day Care  
WCDC, Inc 319-653-7248  
PO Box 61  
Washington IA 52353

***Mental Health Outpatient Services:***

Case Management for Emotional Disturbed Youth, Community Support Assessment, Consultation, Education, Evaluation, Outpatient Counseling, Psychiatric, or Psychological Testing

Washington County Community Mental Health Center (CMHC)  
319-653-6161  
2175 Lexington Blvd #4  
Washington IA 52353

Psychological Rehabilitation  
ResCare Community Services 319-653-4782  
2175 Lexington Blvd  
Washington IA 52353

**Emergency Services Crisis Hotline 1-800-332-4224**

***Enhanced Case Management:***

Title XIX Case Management  
Southeast Iowa Case Management 319-653-6217  
121 West Washington  
Washington IA 52353

**NOT County Funded:**

***Partial List of Other Services Available:***

Adult Day Care

Lending Hands, Inc. 319-653-2661  
125 E 2nd  
Washington IA 52353

Case Management

Department of Human Services 319-863-0049 OR 866-863-0061  
Orchard Hill Complex, Bldg #3  
2175 Lexington Blvd  
Washington IA 52353

Home Health Care

1. Washington County Public Health and Homecare 319-653-7758  
314 McCreedy Drive  
Washington IA 52353
2. TLC  
Washington IA

Outpatient Counseling

1. Psychological Services, PC 319-653-6032  
519 Highway 1 South  
Washington IA 52353
2. Kelly Swift 319-653-4362
3. Carol Yangsy

Vocational Training

WCDC/AEA 319-653-7568  
109 South Marion  
Washington IA 52353

**For out-of-county, county-funded residential or vocational services, please contact:  
319-653-7751**

**CPC Administrator  
2175 Lexington Blvd A  
Washington IA 52353**

# **Education**

# **Grant Wood Area Education Agency (GWAEA)**

## **Special Education Transition Services**

### **WHAT?**

The services support students in their movement from home to school, school to school, and to their post-school employment, education, and living settings.

### **FOR WHOM?**

For any child planning for transition.

### **WHEN?**

At any time the team is planning for transition for your child. Transition planning and services are required for children ages 14 and older.

### **WHY?**

Children and youth with disabilities often require individualized or specialized services to plan and prepare for success in their desired future settings.

### **HOW?**

GWAEA provides consultative, direct and coordinating transition services to children, their families and school personnel at no cost to families. Services include:

- Individualized student assessment for identification of learning needs in relation to desired outcomes;
- Individualized transition planning with students and families to address learner needs at school and for success in desired future settings;
- Individualized or small group instruction or therapy (in the areas of learning, hearing, communication, motor, health, vision, assistive technology, career development and work experience, or social) to support their transition goals.
- Information about transition planning; identifying post-secondary outcomes; self-determination and preparing students and families for the Transition/IEP meeting; work experiences; and post-school educational and community services/interagency linkages for residential, employment and community living arrangements.

### **WHERE?**

Services are provided at the student's school, in the home or in the community. To find out about services, ask your child's teacher or principal; or call GWAEA (351-2510 in Coralville or 399-6700 in Cedar Rapids) and ask to speak to the Regional Administrator for your child's school district.

#### **Grant Wood AEA**

200 Holiday Road, Coralville, IA 52241  
(319) 351-2510 or (800) 854-0446  
TDD (319) 358-6299

#### **Grant Wood AEA**

4401 Sixth Street SW, Cedar Rapids, IA  
52404  
(319) 399-6700 or (800) 332-8488  
TDD (319) 399-6766

<http://www.aea10.k12.ia.us>

# Career Connections

## WHAT?

Career Connections, formerly known as High School Super Senior Transition Program, is a school district and U.S. Department of Education-funded transition program operated by Grant Wood AEA, in collaboration with [Goodwill Industries of SE Iowa](#), [Advancement Services of Jones County](#), and [The University of Iowa's Center for Disabilities and Development](#).

Career Connections provides students with disabilities the extra training and support needed to become independent and successful in community jobs.

## WHERE DOES CAREER CONNECTIONS OPERATE?

Three project sites are currently in operation, each of which has created meaningful jobs for students and significantly increased wages:

- **Career Connections South**
- **Career Connections North**
- **Career Connections Northeast**

Contact your local school district to see if services are available.

## WHO PARTICIPATES?

Typically, Career Connections students are those who:

- are served in “Self-Contained with Integration” (SCI) programs
- do not plan to pursue a college degree
- need additional training to obtain a job
- but do not require long-term training/support to succeed in the workforce.

## WHAT DOES CAREER CONNECTIONS INVOLVE?

Career Connections staff work with students and school personnel to help students obtain jobs that match their career visions. The program has two elements:

**High School Senior Year** Element where:

1. staff meet with students and family members to discuss career aspirations
2. interest inventories and other assessments might be given to help uncover possible career direction
3. a Person-Centered Career Planning team gathers to help the student develop a personalized action plan for achieving their goal
4. job shadows, short-term job tryouts and extended work experiences tied to the career plan are provided, helping students develop/refine their goals





GUEST  
Statistics Center.





































































































































