Creating and Operating Services to Support Youth in Transitioning to a Post-Secondary Goal

April 11, 2012

Presenter:

David Hancox

Metropolitan Center for Independent Living
MCIL Youth Transition Staffing

- 2 Transition Staff Members
- 2 CIL Core Services Staff members
MCIL Youth Transition Funding

- Use of Core Services dollars
- Occasional contracts or grantsmanship
MCIL Team Approach

- All services are cross disciplinary
- Transition, IL and IL/VR Collaboration staff regularly conduct cross referrals to ensure that the student’s needs/wants are being addressed appropriately
- Includes regular and consistent use of the Disability Linkage Line to ensure effective identification of available and appropriate resources
MCIL Transition to Post-Secondary Education Process

- Staff imbedded in specific school sites.
  - Allows consistent opportunities for contact with students for instruction and services.
- Group presentations as well as one-on-one connections to nurture students’ awareness of IEP and post secondary options, and provide direct services.
- Classes are made available at MCIL for specific instructions as well.
MCIL Connection to Colleges and Universities

- Maintain connection to most of the colleges and universities in our area, and staff are very comfortable initiating new contacts as needed.
- Staff are well known to several of the disability student services personnel:
  - Membership on CTIC committees across the metro
  - Membership committees/commissions/advisory boards at local post secondary settings
  - Participate in annual statewide conferences to ensure awareness.
MCIL Assistance

- Assist students to conduct resource searches (i.e. loan and scholarship opportunities, identifying community based resources in the community where post secondary setting is located, etc.)
- Provide advocacy assistance in dispute situations (i.e. accessibility issues) with post secondary settings.
- Provide connections through direct contact with Disability Student Services at post secondary settings.
Use of “Living Well with a Disability” Curriculum

- Setting Goals
- Problem Solving
- Healthy Reactions
- Healthy Communications
- Beating the Blues
- Seeking Information
Use of “Living Well with a Disability” Curriculum, cont’d.

- Physical Activity
- Eating Well
- Advocacy
MCIL Encourages Students to:

• Start Early!
  - Age 14 or earlier
• Set some goals to achieve, no matter the size
• Find out who can help them:
  – VR supports
  – Disability Student Services
  – School based guidance counselors
  – Other community based supports
MCIL Provides Additional Instruction & Support on How to:

- Participate successfully in IEP meetings
- Develop a personal file.
- Explore the “Big Questions”
  - How do you want your life to look in a year, or five years?
  - What does that picture look like?
  - What school do you want to go to or what job do you want to have?
  - What do you want to do for fun & who do you want along with you?
Contact Information

David Hancox
Executive Director (davidh@mcil-mn.og)
MCIL
1600 University Ave. West #16
St. Paul, MN 55104
651.603.2012
Purpose of the Project

This program is part of a series of trainings and other activities provided to the IL field by the New Community Opportunities Center at ILRU. The project’s purpose is to assist CILs in developing self-sustaining programs that support community alternatives to institutionalization for individuals of any age, and youth transition from school to post-secondary education, employment, and community living.
New Community Opportunities Attribution

This training is presented by the New Community Opportunities Center, a national training and technical assistance project of ILRU, Independent Living Research Utilization. Support for development of this presentation was provided by the U.S. Department of Education, Rehabilitation Services Administration under grant number H400B100003. No official endorsement of the Department of Education should be inferred. Permission is granted for duplication of any portion of this slide presentation, providing that the following credit is given to the project: Developed as part of the New Community Opportunities Center at ILRU.