

Heartland AEA Family & Educator Partnership

TRANSITION RESOURCE GUIDE

A guide to assist students 14 and older as they prepare for the transition from high school to adult life



Living



Learning



Working



This Transition Resource Guide provides information and ideas to assist families and educators with critical transition planning during a student's high school years. Place it with your child's educational records or in another readily accessible location and refer to it frequently.

Who can benefit from this Guide?

- Students age 14 and older who have an IEP or 504 plan
- Families and educators of students age 14 and older who have an IEP or 504 plan
- Agency staff who provide transition services
- All those interested in transition information

Website addresses change frequently. If you find incorrect addresses, you may be able to find a site by doing a search using 2 or 3 keywords. Feel free to email your Family & Educator Partnership (FEP) Coordinator with any corrections or suggestions.

Additional copies of this Guide are available through the FEP. To find your FEP Coordinator, visit <http://tinyurl.com/AEA11FEP>, call Heartland AEA at (515) 270-9030 or (800) 362-2720 or call the Des Moines Public Schools at (515) 242-7556.

The Transition Resource Guide is also available to download at <http://tinyurl.com/FEPtransition>.

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INTRODUCTION

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Planning for Transition to Life After High School: When Do I Start?

Time goes quickly and before you know it, your son or daughter will be graduating. It's important to start planning for life after high school. For most students, planning should begin around age 14, but for some, it may be earlier, depending upon the skills he or she already has, the skills he or she needs to learn and how long it takes to master new skills.

This Guide is intended to help you through the transition process. It's not intended as legal advice or program recommendations. Many program options may not apply to your family, and there may be more that aren't listed, so doing your research can help you put together the best plan for your child.

Riding the Emotional Transition Roller Coaster

Research suggests the impact of our child's disability is greater at the time of transition to adulthood than at the time of diagnosis. We think of all the changes, the unknowns and the risks. We learn about a maze of new services that we are unfamiliar with. We hear of the need to let go, yet fear we can't, at least not entirely. No wonder we feel sad, anxious, fearful and even overwhelmed at times!

These emotions are not uncommon to parents when children with disabilities reach important milestones. Talking with other families who have been through the transition process can be helpful. Many of the Heartland AEA Family & Educator Partnership (FEP) Coordinators have also been through this process with their own children and can assist you.

For more information and a list of FEP Coordinators, visit <http://tinyurl.com/aea11FEP>. Subscribe to the FEP email list at <http://tinyurl.com/FEPnews> to receive notifications of FEP news and events! It's free, and you can unsubscribe at any time.



INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

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Individuals with Disabilities Education Act (IDEA)

For more information, visit <https://sites.ed.gov/idea>.

The Individuals with Disabilities Education Act (IDEA) requires transition planning for all students 14 and older who receive special education services. The Iowa Department of Education requires this to begin at the IEP meeting prior to the student's 14th birthday.

Tip: To see current IDEA rules and regulations, search online for **Iowa Department of Education IDEA** or **IDEA**.

Transition planning gives parents, educators and students a road map by which young people with disabilities can prepare for becoming an adult.

It's the responsibility of the Individualized Education Program (IEP) team to plan and prepare students for the transition from school to adult life so that skills, services and supports are in place at graduation.

Who is on the IEP Team?

The IEP team consists of the student, parents or guardians, educators, a school administrator or designee and others who have important information regarding the student and/or services he or she may need.

Families can request others be invited to the IEP meeting. Those you may want to include are representatives from agencies currently working with your child or those who may begin working with your child. These could include, but are not limited to, case management, adult service providers, Vocational Rehabilitation, etc.

Parent and student questions and concerns are important to the transition process and meaningful planning will not occur without their input. Early discussions will help ensure that appropriate assessments are completed in all areas related to transition: living, learning and working.

Students need to develop skills that are necessary to live and work in the community as independently as possible. Transition planning is about preparing students to:

- Plan for the future
- Set goals
- Make choices
- Develop job skills
- Perform daily living skills
- Participate in the community

Beginning early is also important because there are major differences between school and adult services. Some of these differences include the following:

| SCHOOL SERVICES | ADULT SERVICES |
|--|---|
| Address the educational needs of the student | Eligibility requirements are disability specific |
| Serves all students | Separate agencies may address employment, recreation, living and educational services |
| Parent-driven | Individual-driven |
| Free | Funding is not guaranteed |

Section 504

*For more information, search online for **Section 504** or for a downloadable pamphlet on Section 504 go to <http://tinyurl.com/504Guide>.*

Section 504 is a federal civil rights law that protects the rights of people with qualifying disabilities. Students with disabilities who are not eligible for special education services are still protected under Section 504.

Ten Areas of Transition Need

When planning for a student's transition from high school to the adult world of work and/or further education, think of these ten categories of life skills and how IEP teams can include them in the student's high school program.

| LIFE SKILL | EXAMPLES |
|--|---|
| Self-Determination/ Disability Management | Explaining your needs and strengths in the workplace or school. Requesting needed accommodations. Getting advocacy or legal support when needed. Learning about Assistive Technology (AT), Personal Assistance Services (PAS) and Disability Pride. |
| Academic/Life-Long Learning | Taking classes at a university or community college. Going to community workshops such as gardening, cooking and home repair. Using community resources such as the library. Planning a 4-year degree from a college. |
| Daily Living | Cooking meals, using home or commercial washers/dryers and using home cleaning equipment. |
| Health/Physical Care | Personal cleanliness such as bathing, washing hair and using deodorant. Dental care, making doctor appointments, learning CPR and sex education. |
| Leisure Activities | Joining a bowling league, pursuing a hobby, making dates for movies with friends, going out to eat, biking and attending community events. |
| Mobility | Getting a driver's license, learning how to ride the city bus/para-transit system, using city maps, calling a cab and sharing the cost in a car pool. |
| Money Management | How to open and manage a checking account, what credit cards mean, how to get a bank loan and how to budget. |
| Social Skills | Speaking and greeting others and appropriate behavior at work/school/with friends. Good manners at a restaurant, when dating and in relationships with others. |
| Workplace Readiness | Managing workplace stresses, dealing with authority, going to a job interview and time management. |
| Occupational Specific Skills | Learning the functions of the tools needed for the job, finding a mentor, practicing job skills after work such as computer or cooking skills. |

Transition Checklist

The following pages contain transition areas that you and your son or daughter may wish to consider before the IEP meeting. Suggested ages are approximate and may need to be adjusted for your child. The checklist can also help identify additional people who may need to be invited to the IEP meeting.

Your child's skills and interests will determine which items need to be discussed at the IEP meeting and who is responsible for carrying out specific activities.

14-YEAR-OLD STUDENTS

Self-Determination

- ☐ Know your disability and how it impacts your daily life.
- ☐ Explain what assistance you need in school and in the community.
- ☐ Know what an IEP meeting is and attend yours, if possible.

Living

- ☐ Be aware of your health care and medication needs.
- ☐ Engage in extra-curricular activities and/or community opportunities.
- ☐ Learn about and access community and county resources (waiver programs, transportation, etc.).
- ☐ Learn and practice appropriate interpersonal and communication skills for different settings (employment, school, recreation, etc.).
- ☐ Be able to communicate information when appropriate (name, phone number, address, etc.).
- ☐ Begin to learn skills necessary for independent living.

Learning

- ☐ Develop time management and organizational skills.
- ☐ Describe what classes you enjoy.
- ☐ Explain your likes and dislikes in and out of school.
- ☐ Demonstrate problem-solving strategies and decision-making skills.
- ☐ Identify your learning style.

Working

- ☐ Complete chores at home.
- ☐ Begin to develop employability skills (be on time, follow directions, finish tasks, etc.).
- ☐ Explore and discuss what you want to do in the future (dreams, goals, vision).
- ☐ Engage in community service and volunteer opportunities to begin developing your career portfolio.
- ☐ Demonstrate the ability to make good choices/develop decision-making strategies.

15- & 16-YEAR-OLD STUDENTS

Self-Determination

- ☐ Know your disability and be able to communicate your interests, preferences and needs in school and in the community.
- ☐ Describe what accommodations you need and how they help you.
- ☐ Invite service providers and other appropriate people to your IEP meeting.
- ☐ Participate at your IEP meeting, discussing how you learn best, your likes, dislikes and your dreams. Be prepared to discuss assistive technology, health care, transportation, etc.
- ☐ Participate in assessments and understand how the results relate to your transition plan and post-secondary goals.

Living

- ☐ Understand your health care and medication needs.
- ☐ Continue to engage in school and community opportunities (sports, clubs, volunteering, faith-based activities, youth groups, etc.).
- ☐ Access community and county resources (waiver programs, transportation, etc.).
- ☐ Understand healthy lifestyle choices (friendships, nutrition, exercise, etc.) and recognize high-risk behaviors.
- ☐ Identify interests, options and supports for future living arrangements.
- ☐ Acquire driver's permit, license or identification card.
- ☐ Improve communication skills.
- ☐ Continue to develop independent living skills (budgeting, cooking, housekeeping, etc.).

Learning

- ☐ Demonstrate time/money management skills.
- ☐ Know high school class requirements and program options to develop your course of study.
- ☐ Begin post-school planning (further education vs. employment). Explore opportunities and admission criteria for post-secondary education or programs (college, training program, supported employment, military, etc.).
- ☐ Match interest and skills with vocational course work and work experience.
- ☐ Take assessments and tests (SAT, ACT or Compass with accommodations, if needed) and begin developing Support for Accommodation Request (SAR).
- ☐ Know your learning style and be able to explain the supports and accommodations you need.

15- & 16-YEAR-OLD STUDENTS

Working

- Explore career options. Participate in job-shadowing and situational assessments.
- Continue development of career portfolio (resume, assessments, work/volunteer history, work samples, etc.).
- Begin to set your post-high school goals.
- Identify and explore sources of potential employment, including summer work experience.
- Understand and demonstrate employability skills.
- Evaluate future financial needs and how these relate to career choices.
- Understand private/government resources for employment and explore benefits.

17-YEAR-OLD STUDENTS UNTIL GRADUATION

Self-Determination

- Independently identify and communicate needed accommodations and supports in school, home and community.
- Develop interview skills and identify necessary accommodations at post-secondary and work environments.
- Continue participating at your IEP meeting, helping develop your IEP goals.
- Further develop self-advocacy skills and be able to direct your services.
- Understand adult rights and responsibilities, which begin at age 18. (Guardianship or conservatorship may need to be considered for some students.)

Living

- Begin assuming responsibility for your health care needs (making medical appointments, refilling and taking prescriptions, arranging for transportation, etc.).
- Continue to engage in school and community opportunities.
- Secure adult supports, community and county resources (waiver programs – before age 18, transportation, etc.).
- Apply for appropriate financial support programs such as SSI, Vocational Rehabilitation, etc. (Estate planning and/or special needs trusts may need to be considered for some students.)
- Follow healthy lifestyle choices and avoid high-risk behaviors.
- Maintain and practice independent living skills.
- Plan living arrangements and community connections.
- At age 18, register to vote, and if male, for Selective Service.

17-YEAR-OLD STUDENTS UNTIL GRADUATION

Learning

- Develop financial literacy skills.
- Determine if you are continuing your education post-high school.
- Finalize post-secondary education/training plan, including documentation.
- Visit and apply for post-secondary education or program you're interested in (college, training program, supported employment, military, etc.).
- Contact college disability services to determine needed documentation and supports (complete Support for Accommodation Request/SAR).
- Apply for post-secondary funding sources (scholarships, programs, agencies, etc.).
- Understand entitlement vs. eligibility issues for post-secondary education and adult services.

Working

- Continue development of career portfolio, include resume and updates to all documents.
- Begin narrowing job selection to jobs that interest you.
- Know the accommodations and supports you need for employment and how to ask for them.
- Discuss what additional training/skills are needed to continue or enhance employment.
- Develop and master employability skills for employment and/or volunteer position sustainability.
- Engage in competitive employment and/or volunteer work.
- Make use of private/government resources you qualify for in regard to employment and benefits planning.

Enhancing Outcomes Through the IEP Process

It takes the team—parents, students and educators working together to have a successful transition to adulthood.

Have a discussion with your son or daughter, and together, come up with dreams and expectations in the areas of living, learning and working. Ask what they see themselves doing when they get out of school. Then ask, “If for some reason you can’t do that, what other things would you want to do?” It’s normal if you and your child have different dreams and expectations. Allow for those differences to be discussed.

The transition portion of the IEP should be built around your child’s strengths, interests and preferences. Get their input; let them know what they’re good at and where they have been successful; talk about pursuing interests that may not have been explored. Let your son or daughter know they can change their mind as they explore interests, discover what they do and don’t like, and then change or adjust their career goals.

Parents’ concerns can be addressed in the IEP. Maybe you aren’t sure if your child has the skills to match his or her dreams and interests. Perhaps you wonder what supports will be available to help explore interests. The list could go on, and that’s okay—write down your concerns and share them at the IEP meeting.

Transition goals should reflect your child’s strengths, concerns and any assessment information in the areas of living, learning and working. Questions to consider include the following:

- What assessments were done and what does the information tell me about my child?
- What skills does my child need to become more independent?
- What work experiences can my child participate in that match his or her interests?
- What course of study is important to improve living and working skills?
- What work/employability skills need to be developed or enhanced to be a valued employee?
- How can we help my child understand his or her disability and develop self-advocacy skills?
- How can we help develop leisure/recreational skills and opportunities that will contribute to a meaningful life?

Schools regularly collect data on student progress, so your child’s teacher will send you data on your child’s progress towards goals.

Learning to Make Decisions

Students and Their IEPs

When you think about your child's future, do you see him or her making decisions and taking responsibility for choices in his or her life? Does he or she have the communication skills, confidence and desire to have a voice in the decision-making process?

Being involved in his or her own IEP meeting can be a great learning experience for the student to begin making decisions. His or her thoughts and wishes should be central to the team's planning for the future. Student involvement can yield several results, including the following:

- Taking responsibility for some decisions about the future
- Preparing for assuming their rights as an adult at age 18 (age of majority)
- Coming to a better understanding of their disability and its implications for life after graduation
- Learning to interact with professionals who will be providing services
- Learning how to resolve differences when the teacher and/or parents want something different than what they want

Preparing the Student to Participate at the IEP Meeting to the Greatest Extent Possible Before the Meeting:

- Teachers can help students understand the IEP process and their role.
- Parents can talk with their child about his or her goals.
- Students can be given responsibility for part of the meeting such as reporting progress towards goals, sharing how their disability impacts their life or covering strengths and concerns.

During the Meeting:

- Students should be encouraged to share, identify their strengths and have input into all decisions.
- Other team members can encourage, assist and prompt the student with participation at the meeting, when needed.
- Periodically check for understanding and help clarify.
- All team members should affirm effort and help the student be successful.

After the Meeting:

- Goal progress should be reviewed with the student on a regular basis.
- Parents should have an ongoing discussion about decisions and student satisfaction with the direction those decisions are taking him or her.
- In areas where the student isn't successful, parents and teachers can help the student learn from the experience.
- Planning for the next IEP meeting is an ongoing process.

Self-Advocacy/Self-Determination Skills

Choice making, problem solving and setting goals are all part of being a strong self-advocate. This process begins when the student is very young and is a critical part of transition planning. Does your child's IEP address self-advocacy/self-determination?

Self-determined individuals:

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

Becoming a confident person willing to speak up, express needs and seek assistance begins with understanding one's disability. Yet so often we avoid that topic with our youth with disabilities, not wanting to point out differences or make them feel bad. We talk with them about what they can and can't do, but we don't discuss the cause of what they struggle with. If our children are going to feel good about themselves, they must first be okay about being a person with a disability.

Some children, upon learning they have a disability that causes them struggle with particular things, have commented, "You mean that's why I have trouble with (fill in the blank). I thought it was my fault or that I was just stupid."

Parents are encouraged to:

- Raise children with disabilities to be knowledgeable about their disability.
- Talk about the disability. Naming and describing the disability in a matter of fact way can reduce fear and anxiety.
- Equip children to be strong self-advocates about their strengths, needs and feelings.
- Give children the information and skills they need to determine what they want their life to be and to make good decisions.
- Consider the child part of their IEP team. Teach them to collaborate with other team members, as well as those providing care/services.
- Give children the gifts of courage, self-determination, self-acceptance and independence.

Reminder question: *How do we as parents, teachers and service providers empower students to make choices, solve problems and set goals?*

Recreational and Leisure Skills

Recreational and leisure skills are important in promoting a healthy lifestyle. In addition to being fun, these activities foster friendships, build self-esteem, improve motor skills and contribute to physical fitness. They may also develop soft job skills such as teamwork, punctuality and task completion.

Involvement in community activities may require additional effort. Youth may need your assistance or assistance from Supported Community Living (SCL) providers. Ask your FEP Coordinator if there are any recreational/leisure activities in your area.

Volunteering

Volunteering is a productive way for individuals to keep busy, while making an important contribution to their community. The hours are usually flexible, and the work can help build self-esteem, develop social skills and help develop soft job skills such as teamwork, punctuality and task completion.

Volunteer work is available at a variety of locations and skill levels. Call around your community to see what may be available, what skills are needed and if it can be adapted for an individual with a disability. Sometimes a job coach or SCL provider may be needed to assist the individual.

Here are just a few of the possibilities to consider:

- Public libraries
- Art centers/theatres/museums
- Hospitals
- Animal shelters
- Religious organizations
- Schools/educational offices
- Human services
- Goodwill, Salvation Army or United Way
- City or government offices

Podcast Series

Helping Youth Develop Soft Skills for Job Success

For more information, visit <http://www.ncwd-youth.info/podcast/helping-youth-develop-soft-skills-for-job-success>.

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has a podcast series for parents and families titled “Helping Youth Develop Soft Skills for Job Success.” The podcast series includes the following four episodes:

| | |
|-------------------|---|
| Episode #1 | <p>“Helping Youth Develop Soft Skills for Job Success” explains what soft skills are, why they matter to employers, why teaching soft skills is especially important for youth with disabilities and how families can help youth develop these skills.</p> <p><i>Listen to Episode #1 (mp3):</i> http://www.ncwd-youth.info/assets/audio/podcasts/soft-skills-episode-1.mp3</p> |
| Episode #2 | <p>“How to Build Communication Skills for Job Success” explains what communication skills, including verbal and nonverbal skills, matter to employers and shares practical ways that families can help youth develop them.</p> <p><i>Listen to Episode #2 (mp3):</i> http://www.ncwd-youth.info/assets/audio/podcasts/soft-skills-episode-2.mp3</p> |
| Episode #3 | <p>“How to Build Interpersonal Skills for Job Success” explains what interpersonal skills matter to employers, including working well with others and dealing with challenges and conflicts and shares practical ways that families can help youth develop them.</p> <p><i>Listen to Episode #3 (mp3):</i> http://www.ncwd-youth.info/assets/audio/podcasts/soft-skills-episode-3.mp3</p> |
| Episode #4 | <p>“How to Build Lifelong Learning Skills for Job Success” explains what lifelong learning skills matter to employers, including taking initiative and decision-making skills and shares practical ways that families can help youth develop them.</p> <p><i>Listen to Episode #4 (mp3):</i> http://www.ncwd-youth.info/assets/audio/podcasts/soft-skills-episode-4.mp3</p> |

This podcast series provides ideas for families on activities they can do at home and include in their child’s IEP to develop skills needed for job success.

Planning Tools to Prepare for the IEP Meeting

Exchange of information is essential in understanding and making decisions about children and how they learn best. Sharing what your child can do (strengths) and what you would like to see your child learn to do (needs) can help your child's IEP team make good decisions. Knowing about options to help your child be successful in school can serve as a springboard for discussion. It may also help to write down questions, fears and concerns you may have. Upon considering these issues, the team can have a better perspective and take them into account when planning for your child.

The next several pages offer transition planning worksheets in a variety of formats to use as you and your son or daughter prepare for the IEP meeting. Choose the one for you and one for your child that best fits your needs and planning style and make a copy of each. You may also wish to design your own. Complete your sheet and have your child complete one as well, assisting him or her if needed. Keep past years' copies to review and determine progress. Allow ample time for explanation and discussion with your child. There are no right or wrong answers; this is a time for dreaming of the possibilities.

Bring the completed planning worksheets, yours and your child's, to the IEP meeting as an aide in helping you and your child discuss needs, interests and goals.

Transition Planning Grid for Students & Parents

| TRANSITION AREAS | WHAT YOUR CHILD CAN DO | GOALS FOR THE FUTURE | SUPPORTS NEEDED | AGENCIES OR SUPPORTS YOU'RE USING |
|--|------------------------|----------------------|-----------------|-----------------------------------|
| Self-Determination | | | | |
| <ul style="list-style-type: none"> • Makes decisions • Uses community resources • Knows about his or her disability and what supports are needed • Has goals and a plan for reaching them • Other _____ | | | | |
| Living: Home | | | | |
| <ul style="list-style-type: none"> • Alone or with a roommate • With paid support • With family or relatives • In a group home • Other _____ | | | | |
| Living: Community | | | | |
| <ul style="list-style-type: none"> • Drive a vehicle • Use a bus or taxi • Shop • Make and go to medical and dental appointments • Vote • Participate in religious or community events • Other: _____ | | | | |

| TRANSITION AREAS | WHAT YOUR CHILD CAN DO | GOALS FOR THE FUTURE | SUPPORTS NEEDED | AGENCIES OR SUPPORTS YOU'RE USING |
|--|------------------------|----------------------|-----------------|-----------------------------------|
| Living: Recreation/Leisure | | | | |
| <ul style="list-style-type: none"> • Participate in sports, fitness and hobbies • Attend family events • Make and maintain friendships • Other _____ | | | | |
| Learning | | | | |
| <ul style="list-style-type: none"> • College • Vocational training • Other _____ | | | | |
| Working | | | | |
| <ul style="list-style-type: none"> • Part-time • Full-time • On-the-job training • Apprenticeship • Supported employment • Workshop • Other _____ | | | | |

Transition Planning Worksheet for Students

What needs to happen in the next year to assure a successful transition to adulthood? The answer will help you know what critical steps to work on. Make a copy of this worksheet to use each year. Keep past years' copies to review and determine progress.

Things I can do that will be useful in life after graduation **(Strengths)**:

Things I need to learn that will affect life after graduation **(Needs)**:

Ideas/options for life after graduation **(Interests/Preferences)**:

Living: _____

Learning: _____

Working: _____

Next Steps

Determine what your next steps/goals will be for this year by considering the following areas:

- Review information from transition assessments.
- Review IEP goals and progress.
- Review last year's planning worksheet, if applicable, to see progress.
- Determine what skills need to be developed or worked on.
- Consider curriculum requirements and options.
- Ask about beginning the SAR form if college may be a possibility.
- Learn about programs and services that may be helpful before and after graduation, contacting them as appropriate.
- Explore interests and work experience for possible career/job opportunities.
- Visit and apply to post-secondary programs during the last 1-2 years of high school, if applicable.
- Ask yourself in your senior year:
 - What areas still need attention and how will that happen?
 - What are the obstacles in realizing your dream?
 - If going to college, is your SAR form completed? What do I need to know?
 - Who do I need to talk to?
 - What do I need to do?

Transition Planning: Parent Survey

1. Your child's positive attributes. **(Strengths)**

2. What does your child enjoy doing or learning about? **(Interests)**

3. What career/job has your child shown interest in?

4. What chores does your child do at home? (on his or her own or upon request):

5. What are the things you expect your child to be doing in three years?

6. What concerns do you have?

7. What are your hopes/dreams for your child?

8. What goals do you have for your child?

Short-term goals: _____

Long-term goals: _____

9. What do you think your child will do following graduation in the areas of living, learning and working? *(Check all that apply)*

Living Arrangements

- ☐ w/ parent
- ☐ w/ other relative
- ☐ w/ friend or roommate
- ☐ Independently
- ☐ On campus/dormitory
- ☐ Other: _____

Education

- ☐ 2-year college
- ☐ 4-year college
- ☐ Trade/technical school
- ☐ Adult education classes
- ☐ No additional education
- ☐ Other: _____

Employment

- ☐ Full-time
- ☐ Part-time
- ☐ Apprenticeship
- ☐ On-the-job training
- ☐ Military
- ☐ Other: _____

10. What skills does your child need to work on to be a responsible citizen, informed consumer, lifelong learner and productive worker? *(Check all that apply)*

- | | |
|---------------------------------------|--|
| <input type="radio"/> Responsibility | <input type="radio"/> Decision-making |
| <input type="radio"/> Self-control | <input type="radio"/> Collaboration |
| <input type="radio"/> Flexibility | <input type="radio"/> Self-determination |
| <input type="radio"/> Motivation | <input type="radio"/> Social skills |
| <input type="radio"/> Initiative | <input type="radio"/> Creativity |
| <input type="radio"/> Problem-solving | <input type="radio"/> Communication |

11. What areas of need do you see?

- ☐ More instruction in the general education classroom
- ☐ More small group instruction in special education
- ☐ Participation in a work experience program
- ☐ Participation in recreation, leisure and community activities
- ☐ Develop and maintain friendships
- ☐ Other _____

Transition Planning: Student Survey

1. List your positive attributes or what you're good at. **(Strengths)**

2. What extra curricular or leisure time activities do you enjoy? **(Interests)**

3. What career/job interests you?

4. What chores do you do at home?

5. What is the best way you learn/what is your learning style? *(Check all that apply)*

- ☐ Hearing information (auditory learner)
- ☐ Seeing things (visual learner)
- ☐ Doing things (hands-on learner)
- ☐ Reading information
- ☐ In groups or with others
- ☐ Working alone

6. What concerns do you have?

7. What are your hopes/dreams?

8. What goals do you have?

Short-term goals: _____

Long-term goals: _____

9. What do you think you will do following graduation in the areas of **living**, **learning** and **working**?
(Check all that apply)

Living Arrangements

- ☐ w/ parent
- ☐ w/ other relative
- ☐ w/ friend or roommate
- ☐ Independently
- ☐ On campus/dormitory
- ☐ Other: _____

Education

- ☐ 2-year college
- ☐ 4-year college
- ☐ Trade/technical school
- ☐ Adult education classes
- ☐ No additional education
- ☐ Other: _____

Employment

- ☐ Full-time
- ☐ Part-time
- ☐ Apprenticeship
- ☐ On-the-job training
- ☐ Military
- ☐ Other: _____

10. What skills do you need to work on to be a responsible citizen, informed consumer, lifelong learner and productive worker? (Check all that apply)

- | | |
|---------------------------------------|--|
| <input type="radio"/> Responsibility | <input type="radio"/> Decision-making |
| <input type="radio"/> Self-control | <input type="radio"/> Collaboration |
| <input type="radio"/> Flexibility | <input type="radio"/> Self-determination |
| <input type="radio"/> Motivation | <input type="radio"/> Social skills |
| <input type="radio"/> Initiative | <input type="radio"/> Creativity |
| <input type="radio"/> Problem-solving | <input type="radio"/> Communication |

11. What areas of need do you see?

- ☐ More instruction in the general education classroom
- ☐ More small group instruction in special education
- ☐ Participation in a work experience program
- ☐ Participation in recreation, leisure and community activities
- ☐ Develop and maintain friendships
- ☐ Other _____

Acronyms for Transition

| | |
|---------------|--|
| ABLE | Achieving a Better Life Experience Act |
| ADA | Americans with Disabilities Act |
| BI | Brain Injury/BI Waiver |
| CCO | Consumer Choices Option |
| CDAC | Consumer Directed Attendant Care |
| CMH | Children's Mental Health/CMH Waiver |
| CPC | Central Point of Coordination |
| CSALA | Community Supervised Apartment Living Arrangement |
| CSP | Community Support Program |
| CWIC | Community Work Incentives Coordinator |
| DART | Des Moines Area Regional Transit |
| DD | Developmental Disabilities or Developmentally Disabled |
| DHS | Department of Human Services |
| DOL | Department of Labor |
| FAPE | Free and Appropriate Public Education |
| FEP | Family & Educator Partnership |
| HCBS | Home and Community-Based Services/HCBS Waivers |
| HR | Human Resources |
| HSED | High School Equivalency Diploma |
| HiSET | Program used by Iowa for a High School Equivalency Diploma (HSED) |
| ICF | Intermediate Care Facility |
| ICF-ID | Intermediate Care Facility for the Intellectually Disabled |
| ICP | Individualized Comprehensive Plan |
| ID | Intellectual Disability/ID Waiver |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individual Education Program |
| IHH | Integrated Health Home |
| IHP | Individualized Habilitation Plan |
| IM | Income Maintenance |
| IPE | Individual Plan for Employment (Iowa Vocational Rehabilitation Plan) |

| | |
|------------------|---|
| IQ | Intelligence Quotient |
| IRWE | Impairment Related Work Expense |
| IVRS | Iowa Vocational Rehabilitation Services |
| IWD | Iowa Workforce Development |
| LEA | Local Education Agency (school district) |
| MCO | Managed Care Organization |
| MEPD | Medicaid for Employed People with Disabilities |
| MH/DD | Mental Health/Developmental Disabilities |
| MI | Mental Illness |
| NOD | Notice of Decision |
| OAP | Outcome Achievement Plan |
| PASS | Plan for Achieving Self-Support |
| PCHS | Polk County Health Services |
| PD | Physical Disability/PD Waiver |
| RCF | Residential Care Facility |
| RCF-ID | Residential Care Facility for the Intellectually Disabled |
| RCF-PMI | Residential Care Facility for Persons with Mental Illness |
| SAR | Support for Accommodation Request |
| SCL | Supported Community Living |
| SE | Supported Employment |
| SGA | Substantial Gainful Activity |
| SSI | Supplemental Security Income |
| SSDI | Social Security Disability Insurance |
| TC | Transition Coordinator |
| Title XIX | Medicaid |
| TWP | Trial Work Period |
| WAT | Work Adjustment Training |
| WEC | Work Experience Coordinator |
| WIA | Workforce Investment Act |
| WIOA | Workforce Innovation and Opportunity Act |
| 501(c)(3) | Not-for-Profit Status |



LIFE PLANNING

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Making Career Plans

Your child's future career will be influenced by events that occur in his or her preschool years and continue through adult life. What can you do at home and in the community to help your child?

Living

- Help your child explore hobbies and other leisure activities that are meaningful. Contact your local recreational center, YMCA or other local opportunities.
- Teach decision-making, self-advocacy and responsibility by giving your child choices about which movie to go to, where the family will eat out or making small purchases at the store.
- Give your child chores and jobs around the house that he or she is responsible for doing. Remember that you may have to teach the necessary steps to complete the chore or job. Some children may need a written schedule of chores and/or the steps to complete the chore. Hold your child accountable with rewards (allowance) and consequences (lost privileges).

Learning

- Encourage financial literacy by assisting your child as he or she uses allowances, savings or checking accounts, as they learn to shop, in knowing what they can afford and how to save for a more expensive item.
- Ask yourself, is college an option for my child? Has he or she expressed interest in going to college?
- Explore college or other learning/training opportunities.
- Additional information and resources can be found by doing an online search for ***post-secondary options for students with disabilities***.

Working

- Encourage your child to think about what he or she wants to be when they're an adult. Help your child think about alternate choices by asking, "If for some reason you couldn't do that, what else would you like to do?"
- Visit offices, shops, factories and other places of employment to help your child acquire a realistic view of a variety of jobs. Point out workers, discuss what the worker is doing and encourage your child to think about what jobs he or she might like.
- Introduce your child to individuals with similar disabilities who are working/participating in the community.
- Talk about the skills and education needed for the career/job your child shows an interest in.
- Encourage your child to engage in volunteer or part-time work as they mature. This will help your child explore career interests and discover the sense of accomplishment and satisfaction that can come from work.

Is College an Option?

Going to college can be a natural step for students after graduation. If your child has expressed such an interest and you think it might be an option, where do you start?

A great resource that can be ordered or downloaded for free is *Advising High School Students with Disabilities on Post-secondary Options*. You can download it at <https://www.heath.gwu.edu/>. This 192-page resource has been vetted by the U.S. Department of Education and answers frequently asked questions about post-secondary opportunities for students with disabilities. Students and their families are encouraged to use the toolkit to help guide their transition planning for college and career. To download the toolkit, go to <https://goo.gl/okULLY>.

Transition Guide to Post-secondary Education and Employment for Students and Youth with Disabilities

For more information, visit https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html#transition_guide.

The Office of Special Education and Rehabilitative Services (OSERS) offers the free guide *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*. This guide, issued by OSERS, the Rehabilitation Services Administration and the Office of Special Education Programs, is to help ensure that all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st century workforce. The transition guide addresses the following topics to facilitate a seamless transition from school to post-school activities:

- Transition planning: opportunities and programs;
- Transition services and requirements, as authorized by the Individuals with Disabilities Education Act and the Rehabilitation Act;
- Education and employment options for students and youth with disabilities after leaving secondary school and
- Supporting decisions made by students and youth with disabilities.

The guide can help students and youth with disabilities and their families to better understand how state educational agencies, local educational agencies and state vocational rehabilitation agencies work together to facilitate improved outcomes for students and youth with disabilities. The guide can be downloaded at <https://goo.gl/WswordR>.

The U.S. Department of Education has disability-related information at <https://ed.gov/about/offices/list/ocr/transition.html>. Additional information and resources can be found by doing an online search of ***post-secondary options for students with disabilities***.

Most campuses will give students an opportunity to identify themselves as having a disability at some point during the admissions process. There may be a place to check on the application or it may be in the information sent after they've been accepted. It's the student's responsibility, and to their advantage, to let the college know as soon as possible. Documentation of the disability will be required. The college is under no obligation to seek students out to see if there is something they may need.

The office or program responsible for providing support to students with disabilities on college campuses vary, so asking for ***Disability Services*** or ***Student Support Services*** should get you to the right place.

Colleges are required by law to provide reasonable accommodation necessary for equal access to classes and the curriculum. The accommodations may not be the same as in high school, and modifications, such as shortened assignments, a different curriculum or decreased expectations, will not be made.

College requirements for providing accommodations can be found at <https://goo.gl/bXAd16>.

Make a list of accommodations you have found helpful in high school and bring that when you meet with disability services. When you request specific accommodations, explain why you need those accommodations. Examples:

- My learning disability makes reading difficult for me. Can I get textbooks, tests and handouts recorded, read to me or electronically via a text to speech or read aloud software program?
- My (fill in the blank) disability makes writing difficult for me. Can I have extended time for taking tests?
- My physical disability makes taking notes hard. Can I have a note taker or be provided notes from another student? Can I record class lectures?
- Is tutoring available? Is there a cost involved?

High School and College: How They Differ

The laws that govern secondary education (high school) and post-secondary education (college) are different. The IDEA only relates to education of students until they graduate from high school—up to age 21, whereas Section 504 and the ADA cover all ages and aspects of life, including education, communities and workplaces. This chart highlights some of the differences in the educational setting.

| | SECONDARY EDUCATION | POST-SECONDARY EDUCATION |
|-------------------------------|--|--|
| Laws | <ul style="list-style-type: none"> Individuals with Disabilities Education Act (IDEA) Iowa Administrative Rules of Special Education | <ul style="list-style-type: none"> Section 504 Americans with Disabilities Act (ADA) |
| Purpose | Provide a free appropriate education (FAPE) in the least restrictive environment (LRE) to individuals eligible for special education services | Civil rights law that prohibits discrimination against individuals with disabilities and provides persons with disabilities equal access through reasonable accommodations |
| Scope | Public schools through 12th grade | Both public and private entities |
| Age of Those Covered | Age 3-21 or until regular high school diploma requirements are met | Individuals with disabilities, regardless of age; colleges may not discriminate in recruitment, admission or after admission, solely on the basis of disability |
| Disabilities Covered | Individuals with a disability who are in need of special education services | Individuals with a disability that substantially limits a major life activity |
| Identification Process | School district is responsible to identify students with disabilities through the Child Find process | Individual with the disability is responsible to self-identify and let the college know |
| Funding | Federal, state and local funds | No federal funds available |
| Monitoring Progress | Data is collected on IEP goal progress and shared regularly with families | Individuals monitor their own progress and communicate their needs to instructors |
| Support Services | Identified through a data-driven process and documented in the IEP; support is designed by the IEP team | Identified by the individual and approved by the college |

Support For Accommodation Request (SAR)

Framework For Documenting a Disability

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, individuals with disabilities are guaranteed certain protections and rights for equal access to programs and services. In order to access these rights in post-secondary education, an individual must present documentation indicating that the disability substantially limits a major life activity. More in-depth information can be found by doing an online search for **Section 504** or **ADA**.

The offices for students with disabilities at higher education institutions (2-year, 4-year, private or regent colleges) require documentation to support a request for accommodations. Current information (past 3 years or less) provides the best picture of the impact of the disability, however, colleges may accept older documentation of conditions that are permanent and unchanging. In some cases, students with certain disabilities may be required to submit updated documentation to remain eligible for services.

The Support for Accommodation Request (SAR) form has been developed as a tool to document a student's services and supports provided in high school. Students and their teachers can complete the SAR, summarizing information from the student's IEP, assessments and other sources. The SAR can be used to verify eligibility and can support the request for accommodations at college.

Steps for requesting accommodations at college:

1. Schedule appointments with the student disability services department at the colleges you are considering applying to. This will help you determine the college that fits you best.
2. Bring a copy of your completed SAR documentation to each appointment. This provides most of the information colleges require in determining eligibility for services and helps start the conversation about the accommodations you need. There may be situations when additional information or documentation may be requested.
3. Request accommodations or services at the intake appointment and ask about procedures for receiving accommodations. Submission of documentation is not the same as a request for services.
4. Participate in the determination of reasonable and appropriate accommodations. The student disability services department is your partner in making a smooth transition to college.

Completing the Support for Accommodation Request Form

Documentation should include:

1. **Eligibility/diagnostic statement, which includes**

- Date of original eligibility (When the student first started receiving special education services or Section 504 services)
- Most recent evaluation
- Current or most recent IEP or Section 504 Plan
- Current areas of concern (learning, health, language, vision, etc.)

2. **Formal diagnosis, if available**

Include the name of the physician or evaluator, their credentials and the date of the evaluation.
Formal diagnosis is not required, but indicate if there is no formal diagnosis available.

3. **Basis for determination**

List any assessments, as well as the results, and the date the tests or assessments were administered. Include any accommodations or modifications used during the assessment.

4. **Current functional impact**

Report how the disability impacts the student in the area of academic performance. The description is most helpful when current levels of performance in specific content areas are reported using supporting assessment results. Include if and how the student used accommodations or modifications to achieve the levels of performance reported. Provide any additional information that would potentially impact academic performance at the college level.

Current functional impact focuses on:

- Attention/hyperactivity
- Chronic/health
- Hearing
- Learning
- Mobility
- Motor activity
- Psychological/psychiatric
- Speaking
- Vision
- Other areas of life

Include current treatments and medications.

5. **Response to instructional intervention**

Provide a description of instructional interventions, assistive devices, accommodations or other services currently used. Include statements about their effectiveness in managing and/or minimizing the impact of the disability.

6. **Description of the expected progression or stability of the impact of the disability over time**

Provide an estimate of the change in functional limitations of the disability over time and/or the need for reevaluation.

7. History of accommodations

List the accommodations used during high school and how they helped manage and/or minimize the impact of the disability. This gives the student an opportunity to engage in reflection and self-determination.

8. Suggested accommodations for post-secondary

Include suggestions for accommodations and supports that may be beneficial in providing access to academic programs at the post-secondary level. This may include:

- Accommodations
- Adaptive devices
- Assistive services
- Compensatory strategies

9. Recommendations for living and working

Add any additional accommodations, linkages to adult services or other support services that are recommended in providing full access to post-secondary living and working environments. As appropriate, recommendations for medical, psychological and/or educational support services or training that would be beneficial may also be included.

10. Adult/community contacts

Provide contact information for professionals/agencies that you recommend the student use in the post-secondary environment and/or have a history of working with the individual. Additional resources can provide valuable information during the determination of eligibility and the evaluation of requests for accommodations and/or auxiliary aids. When recommendations are congruent with the programs, services and benefits offered by the college/university, they will be given deference. When recommendations go beyond services and benefits that can be provided by the college/university, the contacts may be used as potential referrals to area service providers to work in collaboration with the college/university.

11. Signature

The signature of the professional (i.e., secondary special education teacher, transition coordinator) completing this form along with the person's title/role and contact information is included for reference.

12. Authorization of release

The student should document his or her agreeing to, or authorizing, the release of information summarized in the SAR by signing and dating the Authorization of Release.

13. Student written response

The purpose of the student written response is to engage the student in the process of his or her transition and self-determination. The response may be handwritten or typed.

Beginning on the next page is the SAR form or you may download a fillable SAR form at <https://goo.gl/LhaUhG>.

Support for Accommodation Request Form

To be used in consideration of post-secondary academic accommodation requests.

Student's Name: _____

1. **Eligibility/Diagnostic Statement:**

Date of original eligibility: _____

Most recent reevaluation date: _____

Current goal area(s) of concern: _____

2. **Formal Diagnosis** and **Date** (when available): _____

3. What is the **Basis of Determination** for current services? (Provide available diagnostic assessment information and recent evaluation results; include performance levels with/without accommodations.) _____

4. Describe the **Current Functional Impact** of the disability: _____

5. **Response To** specially designed **Instructional Intervention**: _____

6. Expected **Progression** or **Stability** of the disability:

7. **History of Accommodations:**

9th Grade: _____

10th Grade: _____

11th Grade: _____

12th Grade: _____

8. **Suggested Accommodations** for post-secondary experiences: _____

9. **Recommendations** (include accommodations, linkages to adult services, other support) for

Living: _____

Working: _____

10. **Adult/Community** Contacts:

Agency: _____ Status: _____

Name/Position: _____ Telephone: _____

11. **Signature** of Credentialed Professional

Name of Person completing this form (Print)

Title/Role

Agency/Organization

Signature

Telephone

Date

12. **Authorization** for **Release of Information**

I hereby authorize the release of information summarized in this Support for **Accommodation Request** for the purpose of evaluating eligibility and accommodation requests.

Name of Student (Printed)

Student's Signature

Date

13. **Student Written Response**—Statement of Goals (Please write your statement of at least 3-5 sentences describing what you hope to accomplish in the next year.)

An Open Letter to Parents of Students With Disabilities About to Enter College

Jane Jarrow is the parent of a student who has cerebral palsy. Ms. Jarrow was also Executive Director of the Association of Higher Education and Disability in the 1990s. Having spent years working with professionals in the field of post-secondary education, she recently sent her daughter off to college. From her perspective as a professional and a mother, she offers advice and information for concerned parents who are facing their student's transition to college.

For students not heading off to college, the same principles would apply during other meetings, such as vocational meetings, housing applications, etc.

Dear Parents,

I have been working in the area of students with disabilities at the college level for more than 30 years, but that is not why I am writing to you today. I am writing as a parent, and thus as someone who shares all your current anxieties. My daughter, who graduated from high school in early June, will be going away to college this fall. She has cerebral palsy, uses a wheelchair and has limited speech capabilities, so you can be assured that I have been very involved in the educational programming and planning she has received during her years in the public school system. I wanted to be involved, but I also needed to be involved since, by law, the school could not do anything for, to or with my daughter regarding her disability without my permission. I sat through countless IEP meetings over the years, I was insistent on certain issues of academic support when I needed to be and I agonized over everything from teacher selection to her successful social integration with classmates. And now, as I prepare to pack her up and take her off to college in the fall, I recognize that this role has ended for me – and the word “anxious” doesn’t even begin to describe my feelings.

If you are worried that your child with a disability will have a difficult time making a successful transition to college without your involvement...then you are probably right to be worried. Very few children with disabilities can succeed at the college level. On the other hand, students with disabilities survive and thrive on college campuses across the country. If you still think of your son or daughter as your “child,” and they still are comfortable in accepting that role, it is time to take a careful look at where you have come from and what lies before you. As parents, it is time for us to step back and allow/encourage/gently nudge our SWDs (Students With Disabilities) to assume significant independent responsibility for their own lives, both academically and personally.

As you and your SWD prepare to visit campus for that initial meeting with a disability service provider at the college, you would do well to think about what can be accomplished at this initial meeting, what needs to be said and who is going to say it!!! As I approach that same milestone with my daughter, I find myself a little panicky, realizing that there are things about her disability and how it impacts on her functioning that I know and that the disability services provider needs to know and that I may not have many chances to say. There is no doubt that I can explain those things more fully than my daughter can explain them (or even understands them!). And it doesn’t matter. Much as I hate it, I know that SHE has to be the one to convey all this crucial information (not me!), for a number of reasons.

First, colleges and universities provide services and support to SWD under very different laws than those that governed services in the K-12 system. As a parent, I have no rights under Section 504/ADA in speaking for my SWD who is in college. (If you aren’t sure what “Section

504/ADA” means in this context, perhaps the disability service provider you meet with will have gathered some information that helps explain the differences between settings, both legally and practically. Two of my favorite websites for learning more are <http://www.ed.gov/about/offices/list/ocr/transition.html> and <http://www.heath.gwu.edu>.

The services and support available to SWD are sometimes very different than what was provided in high school, and the college is under no obligation to continue the services given in high school or to adhere to the recommendations of an outside diagnostician. The college will make its own determination of what services and support to offer, based on the documentation of disability and their interview with your SWD. There are no IEPs in college; there is no place to sign off with my parental approval. Indeed, the college doesn’t legally have to care whether I am satisfied or not. My daughter is responsible for her own destiny now.

More importantly, while this may be your last chance to convey all that important information on to the college, it is your SWDs first chance to convey that information all by himself/herself. Don’t spoil that opportunity and don’t interfere. Remember, while you and your SWD are learning more about the campus, the resources and the people who will be there to help when needed, the disability service provider is learning more about your son/daughter, as well. You want their first impression to be one that is positive and reassuring. The service provider is anxious to find out whether your SWD is mature enough to handle the responsibilities and independence of college life. Here are some specific suggestions for helping your SWD to shine in this newly focused spotlight:

- DON’T be insulted if you are not invited to sit in on the initial meeting between your SWD and the disability services folks. Some institutions have found that it is helpful for them to speak directly (and alone!) to the student in order to get a feel for how knowledgeable and confident s/he is in sharing information about past services, what works and doesn’t work and what accommodations they hope to have at the college level. You will get a chance to ask your questions but recognize that it may come later, rather than sooner.
- If you are invited to sit in on the meeting with the disability services folks, DO acknowledge your SWD as the authority on their disability-related needs by making it clear that you believe they have all the answers! Try focusing your visual attention on your son/daughter instead of trying to make eye contact with the interviewer. If you look to your SWD, so will the professional.
- DON’T begin any sentence with “S/He needs to have...” Instead, you can try, “In high school, s/he had...” or “The person who tested him/her suggested...” but it would actually be better if you said nothing at all! Try to talk as little as possible in the meeting. This is not your meeting. Remember, you are there as an observer, not as a participant.
- DO take some time prepping your son/daughter in advance on the issues that you think need to be discussed—the things that you would say if you had the chance. Make a list of the topics you would bring up, explain why you think each is important and make sure your SWD has the list in hand when s/he goes into the interview. Rehearse with your son/daughter, if they will let you. If they are typical teens and aren’t comfortable sitting through that kind of rehearsal, settle for making them sit and listen while you demonstrate how you would approach certain subjects. For example, “I think you should tell them about how the teachers arranged for extra time for you on tests when you were in high school. I’d probably say, “In high school, I was allowed extra time for tests in English because it takes me a long time to put my thoughts in writing, but I never needed it in math.” Your SWD may not acknowledge the strategies you share, but you may be surprised to hear those words come out of his/her mouth at the interview!

- DON'T interrupt. If you disagree with something the disability service provider says, or if your SWD says something that you know is incorrect or if you see your SWD agreeing with/to something when you know they have no idea what they are agreeing to—DON'T INTERRUPT! Let the interview play out. Give the disability service provider a chance to draw your SWD out further, give your SWD an opportunity to clarify matters or simply wait to see if the confusion/disagreement remains. It is important to know just how independent and accurate students are in describing their needs. You will get your chance.
- DO prompt your son/daughter to speak up and share those important points as the interview progresses. Instead of explaining to the disability service provider why Johnny needs a calculator in math classes, turn to Johnny and say, "Why don't you explain to Ms. ____ why it is important for you to have a calculator for math and science classes. Is it because you have trouble lining up the columns, or because you have trouble remembering basic math facts or ????" Give an open-ended question that encourages your SWD to flesh out the response. At the same time, you are hinting to the interviewer that there is an issue here to be discussed. (See? I told you that you would get your chance!)

Why not take notes as the interview progresses? When your son/daughter has exhausted the list of topics to discuss, and the disability service provider has shared all the information they thought was important, it is YOUR turn to talk. Go ahead and ask your questions. The most important thing to remember now is that you do not want to undermine your son/daughter's credibility. If you have more information to share on a given subject, try starting the sentence with, "As Susie told you, she has used..." and then add whatever you need to on top of information already given. If you think your SWD gave incorrect information, tread carefully. You might say, "I was surprised to hear Jane say _____. I would have said _____, because..." You'll get your point across without directly contradicting what your son/daughter said. Your goal is to assure both the SWD and the disability service provider that you are supportive of their budding understanding and simply want to share another viewpoint.

An old adage maintains:

There are only two things a parent can give to a child...

One is roots. The other is wings.

It is time for our kids to solo. That is a scary thought for us, as parents, and it is sure to be scary for them, too. That's OK. This is what we have all been working towards for a long time. Remember, your son/daughter will call, email or text if they need you. They know what you can do for them, but now it is time for them to go it alone. Take a deep breath, cross your fingers, wish them well—and walk away. All will be well!

Best of luck,

Jane Jarrow

Proud (and Terrified) Mom

JaneJarrow@aol.com

Public Transportation

During those high school years, it's important for youth to think about transportation and how they are going to get to a job, social events, appointments and other activities.

While still in school, teens can learn about the different transportation systems available. Special education programs and adult service providers can help train students on how to use public transportation, such as a bus or taxi. Waiver services can sometimes be used to pay for transportation.

Some public transportation options that may be available in your area are:

HIRTA

<http://www.hirtapublictransit.com>

Most communities have HIRTA services. HIRTA provides door-to-door transit services in Boone, Dallas, Jasper, Madison, Marion, Story and Warren counties. All rides are open to the general public, including persons with disabilities. For contact information, fares and services in your county, visit <http://www.hirtapublictransit.com/fares-and-services>.

CyRide

<http://www.cyride.com/modules/showdocument.aspx?documentid=8324>

In addition to HIRTA, Story County also has CyRide Dial-A-Ride bus service available for individuals with disabilities.

DART

<https://www.ridedart.com>

In Polk County, DART provides bus service throughout the greater metro area and surrounding communities. Riders with disabilities can get half price fares. For more information about the Reduced Fare Program for Persons with Disabilities, call (515) 283-8100, visit DART Central Station at 620 Cherry Street, Des Moines or visit: <https://www.ridedart.com/fares/reduced-fare-programs#persons-with-disabilities>.

DART Paratransit

<https://www.ridedart.com/services/paratransit>

Low-income citizens 18 and older with disabilities can apply for free DART Paratransit services. This service is door-to-door and wheelchair accessible. Individuals will be considered for trips to medical appointments, the grocery store and once-a-month miscellaneous. Travel does not include transportation to work or school. To check on eligibility and/or apply, call Polk County at (515) 286-3484 or DART Paratransit at (515) 283-8136.

Driving or Not, That Is the Question

I'm sure if you haven't thought about your teen driving, they have. It's an important time for discussion and decisions between parents and teens. Will they get a permit and eventually a driver's license? Are they responsible and can they learn the driving laws and obey them? How are they at knowing directions and how to get somewhere? Do they notice if you take a different route? Teens have been learning how to drive by watching you, so make sure you are showing them that you take driving seriously.

As you and your teen start to think about driving, a website from a trusted source is <http://teendriving.aaa.com/IA/getting-ready>. It gives several things to consider and has many useful links to other sites such as <http://teendriving.aaa.com/IA/getting-ready/licensing-process>.

Iowa Department of Transportation, Motor Vehicle Division

For more information, visit <https://iowadot.gov/mvd/driverslicense>

Iowa uses a multi-stage licensing process for teens. This system allows teens to gradually gain exposure to complex driving situations, easing them into driving over an extended period of time.

The Iowa Driver's License Department allows individuals with disabilities to have accommodations for testing such as:

- The test given verbally through the use of headphones
- Arrange ahead of time to have an examiner read the test out loud
- Retesting at another date

They also provide picture IDs for individuals who do not drive but need identification for employment or travel.

Contact

Iowa Department of Transportation

6310 SE Convenience Blvd. (I-35, Exit 89)

Ankeny, IA

(515) 244-1052

Graduation: Diplomas

As you plan for transition, it is very important to understand the different types of diplomas available to individuals with disabilities. Some individuals may receive a regular high school diploma, while others may be working toward an IEP diploma or certificate of completion. (This may be called different things in your child's school, so be sure to ask.)

Listed below are different types of diplomas and how each affects post-secondary education.

- **High School Diploma:** Given to students who have completed and passed the local school's required courses. Generally accepted for admission everywhere: colleges and military and trade schools.
- **High School Equivalency Diploma (HSED):** Gives students who left high school before graduating an opportunity to earn a High School Equivalency Diploma (HSED). Iowa uses the HiSET® high school equivalency test. Generally accepted by the military, trade schools and some junior/community colleges, although some may require additional qualifications.
- **IEP Diploma/Certificate of Completion:** Awarded to students who have reached their IEP goals. Not accepted by any college or post-secondary degree program without other testing or certification.

Age of Majority

Transfer of Rights

The age of majority is when your child obtains all of the rights granted to all Iowa citizens, making him or her legally responsible for his or her own decisions, including educational decisions. They have all the rights, privileges and responsibilities of adulthood. In Iowa, a person reaches the age of majority at age 18, upon getting married or is incarcerated into the adult legal system.

Federal and state law requires schools to transfer educational rights to students with disabilities when they reach the age of majority. This includes students who have IEPs. Does this mean that parents no longer have a voice in their child's educational planning? Not necessarily. It does, however, change the parent's role. That's why it's important to be informed!

Your high school has information about the transfer of rights. At your child's next IEP meeting, ask the team about the Age of Majority and Transfer of Rights. It's never too soon to start planning for when your child will become an adult.

Parent and Student Documents

The Iowa Department of Education has several parent and student documents, in multiple languages, related to the age of majority. They can be found at https://www.educateiowa.gov/pk-12/special-education/special-education-programs-services/secondary-transition#Age_of_Majority.

Who Makes the Decisions When My Child Turns 18?

Questions to consider before he or she turns 18:

- Can my child take responsibility for their personal safety?
- Can my child take responsibility for providing the necessities of food, shelter and clothing?
- Can my child manage their money independently?
- Does my child have impaired decision-making and judgment that is a major threat to his or her welfare?

Parents who think their child may need help with the responsibilities of adulthood, should consider ways to assist their son or daughter. Guardianship or conservatorship are legal proceedings in which the individual loses some or all of his or her rights and should not be used simply because the person has a disability. Many young adults with disabilities can function fairly independently and may only need some assistance. It's important to strike a balance between areas where the individual just needs some assistance and areas where he or she actually needs someone else to make decisions for him or her.

Guardianship and/or conservatorship are only two considerations. There may be other more appropriate and less restrictive options. It's important that you research this a few months before your child turns 18. You may want to consult an attorney who specializes in this area.

TERMS TO KNOW

| | |
|-----------------------------|--|
| Conservatorship | A legal action or procedure where a person is appointed to have control over financial matters. There are full and limited conservatorships. |
| Guardianship | A legal action where a person (guardian) is appointed by the court to make personal decisions for someone (ward) such as where they live, what medical treatments they receive and other life decisions. There are full and limited guardianships. |
| Power of Attorney | A legal document where one person gives another person the authority to make certain decisions. This can be all encompassing or limited to medical, educational or financial decisions. This does not require a court procedure, and the person signing over these rights can revoke them at any time. |
| Representative Payee | A person or agency designated to receive benefit checks on behalf of another person. They are responsible for seeing that the money is used for the individual. In the case of Social Security benefits, the representative payee must document how the money was spent. |

You can learn more about guardianships and conservatorships by visiting:

- <http://www.ivrs.iowa.gov/Transition/WhatisGuardianshipandConservatorship1.pdf>
- <http://www.caregiverslibrary.org/caregivers-resources/grp-legal-matters/hsggrp-power-of-attorney-guardianship/the-guardianship-process-article.aspx>

Legal Resources

This list should not be considered all-inclusive or as a recommendation. They are listed simply as a resource. Some may be able to provide low-cost or free services to families that meet low-income guidelines. You can also do an online search for ***Iowa disability guardianship***.

Disability Rights IOWA

(515) 278-2502 or (800) 779-2502

<http://disabilityrightsiowa.org>

Drake University Legal Clinic

(515) 271-3851

<http://www.drake.edu/law/clinics-centers/clinic>

Through the Neal & Bea Smith Legal Clinic, students have the chance to gain practical experience by working with actual clients. The clinic also serves the community by helping those who might not otherwise have access to legal assistance.

Iowa Guardian Establishment Program

(800) 532-3213

<https://www.iowaaging.gov/iage-program>

Iowa Legal Aid

(800) 532-1275

<http://www.iowalegalaid.org>

A non-profit organization providing critical assistance to low-income and vulnerable Iowans. To find an Iowa Legal Aid Office, go to <http://www.iowalegalaid.org/find-legal-help/directory>.

Iowa State Bar Association Lawyer Referral Program

<https://www.iowafindalawyer.com/>

Office of Substitute Decision Maker

(800) 532-3213

<https://www.iowaaging.gov/programs-services/elder-justice-adult-protective-services/office-substitute-decision-maker>

Polk County Bar Association Volunteer Lawyers Project

(515) 243-3904

<http://pcbaonline.org/volunteer-lawyers-project>

Polk County lawyers donate more than 5,000 hours of their time annually to ensure that every client with legal needs can access the justice system.

Story County Legal Aid Society

(515) 382-2471

<http://www.legalaidstory.com>

A non-profit corporation, formed to provide legal assistance to families who cannot afford to hire an attorney.

Estate Planning: Special Needs Trust

For more information, visit <http://www.centersweb.com/attorney-resources/trusts/special-needs-trusts> or do an online search for **special needs trust** or **special needs trust iowa**.

Families who want to set aside money for their child's future may want to consider using a carefully worded legal document called a **Special Needs Trust** or **Supplemental Needs Trust**. Parents, grandparents, friends and others can deposit money directly into the trust.

These funds can then be used for the **special** or **supplemental needs** of a child (beneficiary). A well-written trust protects the individual's federal and public assistance benefits (Medicaid, SSI, etc.), while providing money for the extras, or supplemental needs, beyond what the government provides. It can be used for things such as hobbies, entertainment and recreational activities, among other things. It can also be used for emergencies, if there are government cutbacks or if public assistance benefits are terminated.

The purposes of a Special Needs Trust are:

- Provide funds for an individual without jeopardizing his or her public assistance benefits
- Provide funds that will supplement government or agency benefits
- Provide funds that are not considered an asset of the individual since he or she is the beneficiary, not the owner of the trust

The person who creates the trust can decide who manages the trust (trustee). Guidelines for how the trust can be used are established, notably to supplement, not to replace any government benefits. The beneficiary does not have control over the trust.

Consult an attorney with experience in special needs trusts.



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Adult Services: Gathering Information

After graduation a school district no longer has the legal responsibility to provide services. However, there are agencies and programs available for people with disabilities. Each program or agency will have certain eligibility requirements, so it's important to learn what those are and try to match your child's needs with the most appropriate program and/or agency. The freshman year of high school is not too early to start calling or visiting various agencies to learn about their services and eligibility requirements.

When looking for an agency or service provider, it's important to get answers to some key questions to help you select the services that best fit your child's needs. To help determine what those needs are, talk with your son or daughter to see what he or she wants. Allow your child opportunities to advocate for his or her likes, dislikes, hopes and preferences in IEP meetings and meetings with agencies.

Tip: Consider adding self-determination skill building in the IEP so your child can work on this during the high school years.

Questions to Consider

The following are some suggested questions to get you started as you gather information from adult service providers.

- What types of disabilities do you serve and how do you determine eligibility?
- What is the cost? Is financial assistance available, and if so, whom do I contact?
- Are services covered under waiver programs? If so, what waiver(s)?
- Is there a waiting list for your program?
- If my child's name comes up before he or she graduates, what happens?
- How are services designed so they meet individual needs and interests?
- How are consumers involved in decisions that affect their lives?
- Can I talk to other families to ask about the services they've received?

Additional Questions When Researching Vocational Support:

- What are the eligibility requirements?
- How do you help find employment in the community?
- Are there choices in the type of job for my son or daughter?
- How do you help people find a good job match? (Assessment? On-the-job training? Work crew?)
- Where do your clients work? What is the range of support you provide?
- What is your consumer/job coach ratio?
- What do you do if an employer fires a client?
- What do you do if an employer discriminates against a client?
- What happens if a client loses or quits his or her job?

Programs/Funding Sources

Once your child is determined eligible to receive a specific service, funding is critical. There are a variety of programs available to assist individuals with disabilities. Some programs are for adults 18 and older, while others can serve an individual at any age. The application process can take time, sometimes even months, so begin as early as allowed. Your child may be eligible for more than one program, so apply to all that have the services/assistance your child may need and qualify for.

The following are just a sample of what's available. Doing your research may help you discover additional sources.

| | |
|---|---|
| SSI (Supplemental Security Income) | Eligibility is determined by the Social Security Administration. If he or she is not already receiving benefits before age 18, your son or daughter can apply at age 18 when your income and assets no longer count against them. For more information, visit www.ssa.gov . |
| Waiver Services | Available for all ages and is based upon disability and other eligibility factors. Contact your county Department of Human Services (DHS) office: http://dhs.iowa.gov/dhs_office_locator . For more information, visit https://dhs.iowa.gov/ime/members/medicaid-a-to-z/hcbs/waivers . |
| County Funding | For individuals age 18 and older. Contact the local regional Mental Health/Disabilities Services (MHDS) office for an application. |
| Medicaid/Title 19 or Other County Services | Available for all ages. Find your county Department of Human Services (DHS) office at http://dhs.iowa.gov/dhs_office_locator . |
| Iowa Vocational Rehabilitation Services (IVRS) | During your son or daughter's sophomore or junior year, contact Vocational Rehabilitation to find out what services or funding your child is eligible to receive. Invite a Vocational Rehabilitation counselor to the IEP meeting. For more information, visit www.IVRS.iowa.gov . |

Follow up with phone calls on the status of your application. Keep a record of the date you called, the person you spoke to and his or her response. It's not uncommon to have your initial application denied. You can appeal the decision or re-apply if necessary. Keeping a copy of your application and the date you submitted it, will make appeals or re-applying much easier.

Iowa Able Foundation

The Iowa Able Foundation is a statewide non-profit helping Iowans with disabilities and the aging achieve and maintain independence.

In December 2014, the federal government passed the Achieving a Better Life Experience (ABLE) Act. This legislation allowed states to offer tax-free savings accounts for people with disabilities and their families. In 2015, Iowa's version of the bill was signed into law, paving the way for ABLE accounts.

ABLE accounts allow eligible individuals to save money up to \$100,000 and gives them choice and control over spending on qualified disability expenses and limited investment decisions, while protecting eligibility for Medicaid, Supplemental Security Income and other important federal benefits for people with disabilities. Without these accounts, many people with disabilities have very limited avenues to save and allow for further independence.

Benefits

- Maintain current government benefits
 - Balances of \$100,000 or less are excluded from the SSI resource limit.
 - Only the amount over \$100,000 is counted against the limit, along with other assets held in non-ABLE accounts.
 - If an ABLE account causes the account owner to exceed the SSI resource limit, SSI benefits will be suspended until the account balance no longer exceeds the limit. Once you drop below the resource limit, SSI checks will resume. You will not need to reapply for benefits.
 - Account owners will continue to be eligible for Medicaid, regardless of account balance.
- Save with special tax advantages
 - Investment earnings grow federally tax-deferred and are tax-free if used for qualifying disability expenses.
 - Parents, grandparents and others may contribute to an individual's ABLE account, up to the maximum yearly contribution allowed. (As of 2017, \$14,000 is the maximum contribution per year.)
 - Iowa taxpayers can deduct up to \$3,239 in contributions from their 2017 adjusted gross income.
- Choose from six different investment options

Eligibility

- The individual with the disability can open the account or an authorized individual can open one on their behalf, if:
- The individual was diagnosed with a disability before the age of 26 and one of the following is true:
 - The individual experienced blindness as determined by the Social Security ACT or
 - The individual is entitled to receive Social Security disability benefits (SSI or SSDI) or have a similarly severe disability and possess a written diagnosis from a licensed physician.

Opening an Account

- Eligible individuals can open one account for themselves, or an authorized individual can open one account on their behalf.
- Accounts can be opened online in just a few minutes.
- Proof of eligibility is not required to open an account, but account owners should maintain a record of their diagnosis, benefits verifications letter or other relevant documents in case this is requested by the IRS.

Qualified Disability Expenses

- Included, but not limited to:
 - Education
 - Health and wellness
 - Housing
 - Transportation
 - Legal fees
 - Financial management
 - Employment training and support
 - Assistive technology
 - Personal support services
 - Oversight and monitoring
 - Funeral and burial expenses

Contact

Iowa Able Foundation

(515) 292-2972

<http://iowaable.org>

IAble

(888) 609-8910

ia.clientservices@savewithable.com

www.IAble.gov

ABLE National Resource Center

www.ablenrc.org

Central Iowa Community Services

County Services

<https://dhs.iowa.gov/mhds-providers/providers-regions/regions>

Iowa's community-based, person-centered mental health and disability services system provides locally delivered services that are regionally managed with statewide standards. Additional information on Iowa's Mental Health and Disability Services (MHDS):

Map of Approved MHDS Regions: <https://dhs.iowa.gov/sites/default/files/MHDS-Regions-Approved-Map.pdf>

Regional Coordinators of Disability Services:

- <https://dhs.iowa.gov/sites/default/files/Regional-Coordination-of-Disability-Services.pdf>
- <https://dhs.iowa.gov/mhds-providers/providers-regions/regions/list>

Mental Health Disability Services (MHDS)

MHDS Regions

Central Iowa Community Services

<http://www.cicsmhds.org>

CICS (Central Iowa Community Services) supports individuals and strengthens communities by serving the unique needs of individuals with mental health and intellectual and other developmental disabilities in 10 Iowa counties: Boone, Franklin, Hamilton, Hardin, Jasper, Madison, Marshall, Poweshiek, Story and Warren.

County Rural Offices of Social Services (CROSS)

<https://crossmentalhealth.org>

CROSS (County Rural Offices of Social Services) provides financial support for mental health and disability services programs to individuals in the South Central Iowa counties of Clarke, Decatur, Lucas, Marion, Monroe, Ringgold and Wayne.

Heart of Iowa Region

<https://dhs.iowa.gov/mhds-providers/providers-regions/regions/list/hir>

Serves the counties of Audubon, Greene, Guthrie and Dallas.

Polk County Health Services

<https://www.polkcountyiowa.gov/HealthServices>

Network of Care: <http://polk.ia.networkofcare.org/mh/index.aspx>

Provider List: <https://www.polkcountyiowa.gov/media/293675/Provider%20List%20Insert%202016.04R.PDF>

Polk County citizens have many services available, but due to the fragmented way programs are funded, accessing services can be extremely difficult. Polk County Health Network Services is responsible for coordinating the county's contracts for services. Network of Care provides information about mental health and disability services and supports, laws and related news, as well as communication tools and other features.

| COORDINATION SERVICES AGENCIES | CONTACT NUMBER | ADULTS | CHILDREN | POPULATION SERVED |
|---|----------------|--------|----------|-------------------|
| Broadlawns Medical Center Community Access Program (CAP) | (515) 282-6770 | • | | MI |
| ChildServe | (515) 727-8750 | • | • | BI/DD/ID |
| Community Support Advocates | (515) 883-1776 | • | • | BI/DD/ID/MI |
| Easter Seals | (515) 309-2627 | • | • | BI/DD/ID |
| Golden Circle Behavioral Health/ Eyerly Ball | (515) 241-0982 | • | | MI |
| Link Associates | (515) 262-8888 | • | • | DD/ID |

Rolling Hills Community Services Region

http://www.bvcountyiowa.com/index.php/rolling_hills_community_services_region

RHCS works in partnership with providers and other stakeholders to develop services in the following counties:

| COUNTY | CONTACT NUMBER |
|-------------|----------------|
| Buena Vista | (712) 749-2556 |
| Calhoun | (712) 297-5292 |
| Carroll | (712) 792-1234 |
| Cherokee | (712) 749-2556 |
| Crawford | (712) 263-2720 |
| Ida | (712) 364-2385 |
| Sac | (712) 662-7998 |

Southern Hills Regional Mental Health

<https://dhs.iowa.gov/mhds-providers/providers-regions/regions/list/shrmh>

Serves the counties of Adair, Adams, Taylor and Union.

Case Management

Case management is available to both children and adults on Medicaid. For children under age 18, they must also receive services under one of the Medicaid waiver programs. It is voluntary and individuals may choose a designated provider agency.

Case management refers and/or links individuals to community resources, coordinates and monitors the delivery of services and advocates for services to meet the needs of the individual.

You must apply for the Home and Community Based Services (HCBS) waiver for your child at the Department of Human Services (DHS). Once your child is approved and on the waiver, you can apply for case management. You can apply at any age, but it's recommended that you apply as soon as you qualify, but no later than age 16.

You can apply online at <https://dhsservices.iowa.gov/apsspssp/ssp.portal>.

Or you can download a paper application at <http://dhs.iowa.gov/sites/default/files/470-5170.pdf>.

A DHS Income Maintenance worker can assist with your child's HCBS waiver application. Contact an income maintenance worker at your county DHS office. DHS offices are listed in the Resources section.

Iowa Health Link

<http://dhs.iowa.gov/iahealthlink>

Most Iowa Medicaid members are enrolled in the IA Health Link managed care program. This program gives health coverage through a Managed Care Organization (MCO) that you get to choose.

For more information, visit <https://dhs.iowa.gov/iahealthlink/faqs>.

Some Medicaid members get health coverage through the Medicaid Fee-for-Service program. The Children's Health Insurance Program (CHIP) will continue to be offered through the Healthy and Well Kids in Iowa program, also known as **hawk-i**. Iowa Medicaid has three main coverage groups:

- **IA Health Link** (Includes Iowa Health and Wellness Plan) (<http://dhs.iowa.gov/iahealthlink>)
- **Medicaid Fee-for-Service (FFS)** (<https://dhs.iowa.gov/ime/members/FFS>)
- **hawk-i** (<https://dhs.iowa.gov/hawk-i>)

Contact

Iowa Medicaid Member Services

(515) 256-4606 or (800) 338-8366

Fax: 515-725-1351

For telephone accessibility assistance if you are deaf, hard-of-hearing, deaf-blind or have difficulty speaking, call Relay Iowa TTY at (800) 735-2942.

Llame al (800) 735-2942, a Relay Iowa TTY (teléfono de texto para personas con problemas de audición, del habla y ceguera) si necesita asistencia telefónicamente.

Managed Care Organizations (MCOs)

Choosing a Health Plan

The IA Health Link managed care program gives health coverage through a Managed Care Organization (MCO) that you get to choose. An MCO is a health plan that makes sure you get the care you need from their network of providers. You can choose from the MCOs listed below. If you do not choose one, the state will assign an MCO for you.

For more information about each MCO and their network of providers, contact them directly.

| MANAGED CARE ORGANIZATION | MEMBER-SPECIFIC CONTACT INFORMATION |
|---|---|
| Amerigroup Iowa, Inc. | MPSWeb@amerigroup.com (800) 600-4441 http://www.myamerigroup.com/IA |
| AmeriHealth Caritas Iowa, Inc. | members@amerihealthcaritasia.com (855) 332-2440 http://www.amerihealthcaritas.com |
| UnitedHealthcare Plan of the River Valley, Inc. | (800) 464-9484 http://www.uhccommunityplan.com |

Supplemental Security Income (SSI)

<https://www.ssa.gov/disabilityssi/>

<https://www.ssa.gov/pubs/EN-05-10026.pdf>

SSI is a government program through the Social Security Administration that pays a monthly cash benefit for low-income individuals with a disability. Individuals who are eligible for SSI are also eligible for Medicaid (Title 19).

Anyone with a disability can apply for SSI by making an appointment at their Social Security Office, or they can fill out an application online at <https://secure.ssa.gov/iClaim/dib>.

Your child, if younger than age 18, can qualify if he or she has a physical or mental condition, or combination of conditions, that meets Social Security's definition of disability for children, and if his or her income and resources fall within the eligibility limits. If under age 18, Social Security also considers the income and resources of family members living in the same household.

Thirty days prior to the child's 18th birthday, he or she may apply based solely on their income and resources.

What happens when your child turns age 18?

When a child becomes an adult at age 18, Social Security no longer counts the income and resources of family members when deciding whether an adult meets the financial limits for SSI. They only count the individual's income and resources. Also, the disability rules are different when deciding whether an adult is disabled.

If your child wasn't eligible for SSI before his or her 18th birthday because you and your spouse had too much income or too many resources, he or she may become eligible for SSI at age 18.

Contact

Ames

2615 University Blvd.
Ames, IA 50010
(866) 899-1928

Des Moines

Riverpoint Office Complex
455 S.W. 5th St., Suite F
Des Moines, IA 50309
(800) 772-1213

Ottumwa

2429 Northgate St., Suite A
Ottumwa, IA 52501
(866) 964-7394

Carroll

818 Bella Vista Dr.
Carroll, IA 51401
(866) 572-8381

Marshalltown

2502 S. 2nd St.
Marshalltown, IA 50158
(877) 819-2595

Social Security Disability Insurance (SSDI)

<https://www.ssa.gov/planners/disability/index.html>

<https://www.ssa.gov/planners/disability/dqualify10.html>

SSDI is also a government program through the Social Security Administration that pays a monthly cash benefit to individuals based on their work history, or in some instances, the work history of their parents.

To qualify for Social Security disability benefits, an individual must first have worked in jobs covered by Social Security and have a medical condition that meets Social Security's definition of disability.

A child under age 18 may be disabled, but Social Security doesn't need to consider the child's disability when deciding if he or she qualifies for benefits as your dependent. The child's benefits normally stop at age 18 unless he or she is a full-time student in an elementary or high school (benefits can continue until age 19) or is disabled.

For a child with a disability to receive benefits on your record after age 18, the following rules apply:

- The disabling impairment must have started before age 22 and
- He or she must meet the **definition of disability** (<https://www.ssa.gov/planners/disability/dqualify4.html>) for adults.

Adults Disabled Before Age 22

An adult disabled before age 22 may be eligible for child's benefits if a parent is deceased or starts receiving retirement or disability benefits. This is considered a "child's" benefit because it's paid on a parent's Social Security earnings record.

The "adult child"—including an adopted child or, in some cases, a stepchild, grandchild or step grandchild—must be unmarried, age 18 or older and have a disability that started before age 22. Example: A worker starts collecting Social Security retirement benefits at age 62. He has a 38-year-old son who has had cerebral palsy since birth. The son will start collecting a disabled "child's" benefit on his father's Social Security record.

What if the adult child is already receiving SSI benefits?

An adult child already receiving SSI benefits should still check to see if benefits may be payable on a parent's earnings record. Higher benefits might be payable and entitlement to Medicare may be possible.

To file for benefits, contact Social Security at (800) 772-1213 to request an appointment.

You can speed up the application process if you complete an **Adult Disability Report** (<https://www.ssa.gov/forms/ssa-3368.pdf>) and have it available at the time of your appointment.

Medicaid (Title 19)

Medicaid is a program similar to an individual insurance plan for low-income individuals, families and children in Iowa. To be eligible for Medicaid, a child or family must qualify for the Family Investment Program (FIP), SSI, Medically Needy Program, hawk-i, Foster Care Services, Subsidized Adoption, Long-Term Care, Medicaid for Kids with Special Needs or one of the Home and Community Based Services (HCBS) waivers.

Medicaid covers a wide range of medical services, medical equipment, medication, dental and other health-related services.

You can apply through the Department of Human Services (DHS). For more information on how to apply, visit <http://dhs.iowa.gov/how-to-apply>.

An Income Maintenance Worker or Case Manager may be able assist with the application and eligibility determination process. You can find a list of DHS offices earlier in the Resources section or visit http://dhs.iowa.gov/dhs_office_locator.

Medicaid for Employed People with Disabilities (MEPD)

<http://dhs.iowa.gov/ime/members/medicaid-a-to-z/mepd>

MEPD members receive coverage from the IA Health Link program. This program gives you health coverage through a Managed Care Organization (MCO) that you get to choose. MEPD is a Medicaid coverage group to allow persons with disabilities to work and continue to have access to medical assistance.

What are the eligibility requirements for MEPD?

People who are disabled and have earned income can get Medicaid when the person:

- Is under age 65.
- Is still considered to be disabled based on SSI medical criteria for disability.
- Has earned income from employment or self-employment.
- Meets general SSI-related Medicaid eligibility requirements.
- Is not eligible for any other Medicaid coverage group other than QMB, SLMB or Medically Needy.
- Has resources less than \$12,000 for an individual and \$13,000 for a couple.
- Has net family income less than 250% of the federal poverty level.
- Pays any premium due for the monthly eligibility.

Do I have to pay a monthly premium for MEPD?

If your monthly gross income is over 150% of the federal poverty level, you will have to pay a premium.

How do I find out if I qualify for MEPD?

To find out if you qualify for MEPD, you must fill out a Medicaid application and send it to your local Department of Human Services (DHS) office. The application may be mailed, faxed or delivered to the DHS office. For more information on how to apply, visit the “How to Apply” webpage at <http://dhs.iowa.gov/how-to-apply>.

To find a list of DHS offices, go to the Resources section or visit http://dhs.iowa.gov/dhs_office_locator.

Health Insurance Premium Payment (HIPP) Program

<http://dhs.iowa.gov/ime/members/medicaid-a-to-z/hipp>

The Health Insurance Premium Payment (HIPP) program is available to people who receive Medicaid. The HIPP program helps people get insurance or keep insurance they already have by reimbursing the premiums.

Reimbursement for family coverage is provided when that is the only plan offered that covers the Medicaid-eligible individual. (If you have one child on Medicaid, and your employer offers a plan for the employee and one dependent, that rate is what HIPP reimburses. You pay the difference if you choose family coverage.)

At the time of this printing, individuals covered by Medicaid and on the HIPP Program do not have to choose one of the MCOs. They stay on regular Medicaid.

For more information, visit https://dhs.iowa.gov/sites/default/files/Com_255_8-11.pdf.

Why do I want other insurance?

- The health plan may cover services not covered by Medicaid.
- Other people in your family, who are not covered by Medicaid, may be covered by your health insurance.
- HIPP helps you get and keep insurance you might not be able to afford.

How can I get HIPP?

- You or someone in your home has to have Medicaid.
- You must have medical insurance or be able to get it through your employer.
- The health plan must be cost-effective, meaning it costs the State less to reimburse your health insurance premium than for Medicaid to pay all of the costs.

Does HIPP cost me anything?

No. When you get medical care for your Medicaid-eligible family members, give the provider your health insurance card and their Medicaid card. Your health insurance is billed first. Then so long as you go to a Medicaid provider, Medicaid is billed for the co-insurance, deductibles and any other services not covered by your health insurance.

The HIPP program does not provide premium assistance for:

- Insurance for someone who does not live in your home.
- Plans when the policyholder is not part of your Medicaid household.
- Individuals covered under Medicare, Medicaid Kids with Special Needs (MKS), Family Planning Program (FPP) or Health Insurance Plan Iowa (HIPIOWA).
- Additional items can be found at the link at the top of the page.

How do I apply for HIPP?

You may call to complete an application referral over the phone or you may print a HIPP application from <http://dhs.iowa.gov/sites/default/files/470-2875.pdf> and email, fax or mail it to Iowa Medicaid Enterprise.

Contact

(515) 974-3282 or (888) 346-9562

hipp@dhs.state.ia.us

Fax: (515) 725-0725

Iowa Medicaid Enterprise (IME)

HIPP Unit

P.O. Box 36476

Des Moines, IA 50315-9907

EPSDT Care for Kids

<http://www.iowaepsdt.org/>
<http://idph.iowa.gov/epsdt>

EPSDT is the Early Periodic, Screening, Diagnosis and Treatment program. All EPSDT services are free. In Iowa, the EPSDT program is called Care for Kids. All Iowa children enrolled in Medicaid are automatically enrolled in EPSDT Care for Kids.

The role of EPSDT is to promote the physical, mental, social, emotional and behavioral health of children from birth to age 21. The EPSDT program requires that Medicaid pay for any medically necessary diagnostic and treatment services for problems detected as part of a well-child screening exam.

The program can provide care directly to the child, as well as help family members learn skills needed to care for their child. Services can be provided while parents are at work. Some of the services include:

- Personal care by a home health aide (assistance with personal care, feeding, bathing, toileting, dressing, etc.)
- Private nursing care in the home and/or community
- Treatment services not covered under regular Medicaid
- Dental care
- Screening exams
- Vision and hearing screening
- Referral for further diagnostic and treatment services, if needed

More information about this federal Medicaid program is available at <https://www.medicaid.gov/medicaid/benefits/epsdt/index.html>.

Iowa EPSDT Coordinator Contacts for all counties can be found at https://idph.iowa.gov/Portals/1/userfiles/88/CAH-EPSDT%20Map%20Mar_%202017.pdf.

Contact

Iowa EPSDT

(319) 353-8869

Home and Community Based Services (HCBS) Waivers

<http://dhs.iowa.gov/ime/members/medicaid-a-to-z/hcbs/waivers>

The HCBS Waiver program can help pay for a variety of services not covered by Medicaid. Services vary under the different waivers, but can include, and are not limited to:

- Adult day care
- Consumer Directed Attendant Care (CDAC)
- Day Habilitation
- Home and Vehicle Modifications
- Home Health Aide
- Pre-vocational
- Respite
- Supported Community Living (SCL)
- Supported Employment
- Transportation

Iowa currently has seven HCBS Waivers:

- AIDS/HIV (AH)
- Brain Injury (BI)
- Children's Mental Health (CMH)
- Elderly (E)
- Health and Disability (HD)
- Intellectual Disability (ID)
- Physical Disability (PD)

To learn more about the HCBS Waiver Program, read the brochure, "Are Home and Community Based Services Right for You?" at <http://dhs.iowa.gov/sites/default/files/HCBSbrochure102606.pdf>.

Your DHS worker can let you know which waivers have waiting lists and the approximate wait time. We highly encourage you to apply and get on the waiting list. You can always decline services later if you decide you don't want them.

Choose the one with the most appropriate services, or if your child qualifies for more than one waiver, you may want to consider the one with a shorter waiting list. If your child is currently on a waiver, you can apply for and switch to a different waiver if other services are needed. If that waiver has a waiting list, your child may be able to stay on his or her current waiver until their name comes up on the waiting list. Ask your child's case manager about this.

Contact your county DHS Income Maintenance Worker (Listed in the Resources section) for assistance in applying or visit <http://dhs.iowa.gov/how-to-apply>.

You can compare eligibility requirements and services of the seven waivers at https://dhs.iowa.gov/sites/default/files/WaiverProgramComparisonChart_12-2015.pdf.

The waivers most common to families of children with disabilities are listed on the next page:

| SERVICES BY PROGRAM | BRAIN INJURY (BI) | CHILDREN'S MENTAL HEALTH (CMH) | HEALTH & DISABILITY (HD) | INTELLECTUAL DISABILITY (ID) | PHYSICAL DISABILITY (PD) |
|--|---------------------------|---------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| <i>Age</i> | <i>One month or older</i> | <i>Under age 18</i> | <i>Under age 65</i> | <i>No age limit</i> | <i>Age 18 through 64</i> |
| Adaptive Devices | | • | | | |
| Adult Day Care | • | | • | • | |
| Assistive Devices | | | | | |
| Assisted Living | | | | | |
| Behavioral Programming | • | | | | |
| Case Management | • | | | | |
| Consumer Choices Option (CCO) | • | | • | • | • |
| Consumer Directed Attendant Care (CDAC) | | | • | • | • |
| Counseling | | | • | | |
| Day Habilitation | | | | • | |
| Emergency Response | • | | • | • | • |
| Environmental Modification | | • | | | |
| Family & Community Support | | • | | | |
| Family Counseling & Training | • | | | | |
| Home Delivered Meals | | | • | | |
| Home Health Aide | | | • | • | |
| Homemaker | | | • | | |
| Home/Vehicle Modifications | • | | • | • | • |
| In-home Family Therapy | | • | | | |

| SERVICES BY PROGRAM | BRAIN INJURY (BI) | CHILDREN'S MENTAL HEALTH (CMH) | HEALTH & DISABILITY (HD) | INTELLECTUAL DISABILITY (ID) | PHYSICAL DISABILITY (PD) |
|---|---------------------------|---------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| <i>Age</i> | <i>One month or older</i> | <i>Under age 18</i> | <i>Under age 65</i> | <i>No age limit</i> | <i>Age 18 through 64</i> |
| Interim Medical Monitoring & Treatment | • | | • | • | |
| Mental Health Outreach | | | | | |
| Nursing | | | • | • | |
| Nutritional Counseling | | | • | | |
| Pre-vocational Services | • | | | • | |
| Respite | • | • | • | • | |
| Supported Community Living (SCL) | • | | | • | |
| Specialized Medical Equipment | • | | | | • |
| Supported Employment | • | | | • | |
| Transportation | • | | | • | • |

Consumer Choices Option (CCO)

Consumer Choices Option (CCO) allows individuals on Home and Community Based Services (HCBS) waivers more flexibility over how their services are provided. It gives the member control over their Medicaid waiver dollars so they can develop a plan to meet their needs by directly hiring their own employees or purchasing their services. An Independent Support Broker (ISB) will help the CCO member develop a budget based on the monthly funds approved by their case manager.

To participate in the CCO program, you must live in the state of Iowa, receive Medicaid funding through an HCBS waiver and be referred by a case manager.

Veridian Fiscal Solutions is in partnership with the CCO program as the Financial Management Service (FMS) provider for CCO.

For more information, visit

- <http://dhs.iowa.gov/sites/default/files/HCBSFactsheet102606NEW.pdf>
- <http://dhs.iowa.gov/ime/members/medicaid-a-to-z/consumer-choices-option>
- <https://veridianfiscalsolutions.org/cco/>

Parents can be part of the team and can work with their son or daughter and the ISB for individuals who need extra support.

An individual can remain on the standard waiver services and supplement services with CCO.

Contact your case manager if you have questions or to help with accessing this option.

Contact

Consumers Choices Option (CCO) Program Manager

(515) 256-4661

Habilitation Services

<http://dhs.iowa.gov/ime/members/medicaid-a-to-z/hcbs/habilitation>

Habilitation Services is a program to provide Home and Community Based Services (HCBS) for Iowans with the functional impairments typically associated with chronic mental illnesses. Habilitation Services are designed to assist participants in acquiring, retaining and improving the self-help, socialization and adaptive skills necessary to reside successfully in home and community-based settings. Services include:

- **Home-Based Habilitation:** Services provided in the person's home and community. Typical examples would be assistance with medication management, budgeting, grocery shopping, personal hygiene skills, etc.
- **Day Habilitation:** Services that are usually provided in a day program outside the home. Focuses on areas such as social skills, communication skills, behavior management, etc.
- **Pre-vocational Services:** Can be provided in a variety of settings and focus on developing generalized skills that prepare a person for employment. Typical examples include attendance, safety skills, following directions and staying on task.
- **Supported Employment:** Assists in placing the individual in a job in a regular work setting with persons without disabilities at minimum wage or higher and provides support to maintain the job. Typical examples would include skills assessments, consultation with the employer, job coaching and behavior management.

Eligibility

The program provides the type of services typically needed by adults with a chronic mental illness. Anyone seeking services through this program must be eligible for Medicaid and meet the following Needs-Based Criteria:

The individual meets at least one of the following risk factors:

- Has undergone or is currently undergoing psychiatric treatment more intensive than outpatient care, more than once in a lifetime.
- Has a history of psychiatric illness resulting in at least one episode of continuous, professional supportive care other than hospitalization.

In addition, the person must meet at least two of the following criteria on a continuing or intermittent basis for at least two years:

- Is unemployed, employed in a sheltered setting or has markedly limited skills and a poor work history.
- Requires financial assistance for out-of-hospital maintenance and may be unable to procure this assistance without help.
- Shows severe inability to establish or maintain a personal social support system.
- Requires help in basic living skills such as self-care, money management, housekeeping, cooking or medication management.
- Exhibits inappropriate social behavior that results in demand for intervention.

There is no age restriction for Habilitation Services. Anyone who meets all eligibility requirements for the program can receive the service but would most likely not be applicable to most younger children. However, adolescents who are transitioning to adult services would likely benefit from the program.

Federal law restricts eligibility to individuals whose household income does not exceed 150% of the federal poverty level.

As of June 1, 2008, there is no longer a rule that prohibits a person from receiving Habilitation Services and Waiver services. A person must still meet all eligibility criteria for both programs, and services may not be duplicative between the two programs.

Integrated Health Program

<http://dhs.iowa.gov/ime/providers/integrated-home-health>

Integrated Health Program provides whole health coordinated care for youth and adults with a serious mental illness or serious emotional disturbance and who are Medicaid eligible.

This program is designed to address the unique mental health, physical and social needs of young people and their families as they transition into adulthood. Integrated Health is responsible for:

- Providing an accessible, single point of coordination for health care.
- Ensuring individuals and their families have access to timely, quality and appropriate services and supports.
- Building alliances with various professionals that provide supports and services to the individual and their family.
- Providing care coordination that meets the needs of individuals and their families.
- Involving multiple agencies and partners to provide services and supports.
- Providing whole-person care coordination across medical, behavioral and social services and supports.

Individuals are eligible if the individual is:

- Enrolled in Medicaid and
- An adult with a Serious Mental Illness (SMI) – SMI includes a diagnosis of schizophrenia, schizoaffective disorder, bipolar disorder, major depression or other serious mental health conditions that cause significant impairment in daily functioning or
- A child or youth with a Serious Emotional Disturbance (SED) – SED includes a diagnosable mental, behavioral or emotional disorder of sufficient duration to meet diagnostic criteria specified within the most current Diagnostic and Statistical Manual of mental disorders (DSM) that results in a functional impairment.

Iowa Medicaid Enterprise manages behavioral health services for the state of Iowa.

Contact

Iowa Medicaid Enterprise

(800) 338-7909

Housing Options

A normal stage of life is when children become adults and move out of the family home. An individual with a disability may mature at a slower rate, which may delay the move a bit, or in some cases, the needs of the child or the family can expedite the move from home. This decision, and the timing of it, is a family decision and is based on many factors.

Parents will want to search for living arrangements for their son or daughter that strive for independence, while assuring that their child's basic health and safety needs are met.

It's best to start researching options 2-3 years early, as there are often waiting lists. Acquiring funding to pay for living arrangements, if needed, also takes time.

Options for living arrangements may include:

| | |
|---|--|
| Independent Living | The individual is able to maintain a home or apartment without assistance. |
| Supported Living | The individual lives in his or her own home or apartment with support from family members or adult service providers. |
| Supported Community Living (SCL) | The individual requires supervision, training and support to live in the community. Services may be provided through the HCBS Waiver Program and can include 24-hour supervision or monitoring, training and assistance with daily living skills, transportation, recreation and leisure services, etc. Services can take place in a home, apartment or building specifically designed for supervised living. Individuals may live alone or with others. SCL services to teach daily living, socialization, communication and recreation/leisure skills can be provided prior to age 18 and while living in the family home. |
| Community Support Program (CSP) | The individual with a primary diagnosis of mental illness receives support with things such as nutrition, budgeting, transportation, medication, socialization/leisure, safety, vocational, academic and obtaining/retaining housing. The overall goals are to reduce hospitalization and to live in the community. |
| Supported Living Apartment (SLA) | The individual with a mental illness lives in a site-based or community-based apartment and receives support with things such as problem-solving, medication, self-care and living skills. This allows the individual to live in the community and avoid recurring, lengthy psychiatric hospitalizations. |
| Supervised Living | The individual lives in a supervised apartment or group home owned and/or operated by an agency. A service agency provides ongoing assistance with daily living needs. |
| Host Home | The individual is matched with a person or family who are paid through waiver dollars to provide assistance with daily living needs in a family-like or roommate-like setting. <i>(Currently only for individuals 18 and older and on the ID Waiver.)</i> |

| | |
|--|--|
| Residential Care Facility (RCF) | The individual receives ongoing support in a facility licensed by the State Department of Health. Individuals living here generally must be involved in a day program outside the facility such as independent, competitive work, educational programs, work centers, supported employment or volunteer work. Most of the homes are designed for five consumers; however, there are larger eight and fifteen bed facilities as well. |
| Residential Care Facility for Persons with Mental Illness (RCF-PMI) | The individual receives 24-hour supervision in a facility licensed by the Department of Inspections and Appeals. Services include things such as interpersonal relationships, community mobility, money management, leisure/recreational skills and daily living skills. |
| Intermediate Care Facility (ICF) | The individual requires 24-hour care. This is a medical facility licensed by the State Department of Health for individuals needing continued nursing or medical care. They offer their own day programs or individuals can attend school or participate in supported employment. |

Talk to your child's case manager or team about eligibility and to answer any questions you may have so you can determine what best suits your child's needs.

Vocational Services

There are many agencies that can help individuals with disabilities prepare for and find work after high school. Many are paid through HCBS Waiver Services, so be sure to ask what their fees are and how they are paid. Services offered vary among agencies, so it's important to search for the one that offers the services your child needs.

Vocational supports may include an evaluation of work skills, training to learn new skills, help in finding a job and help in learning the job once employed.

Vocational options can include:

- **General skills:** Training via classroom instruction, simulation, internships, mentor programs or other trainings to teach the soft skills needed for employability.
- **Occupational skills:** Training skills for a specific job or profession. (Retail, nutrition/food services, paraprofessionals, clerical, automotive mechanic, etc.)
- **Tuition assistance:** May be available from Iowa Vocational Rehabilitation Services for those requiring college to reach a vocational goal.
- **Work Activity:** Services to learn new skills for individuals whose impairment severely reduces their productivity. May be available through Habilitation Waiver/ID Waiver.

***Tip:** Start looking into this early. Selecting an agency before the senior year of high school allows time for the agency staff to attend IEP meetings and to get to know your child. Applying for funding to pay for vocational supports takes time and there may be waiting lists.*

Iowa Vocational Rehabilitation Services (IVRS)

www.IVRS.iowa.gov

<http://www.ivrs.iowa.gov/Transition/HighSchoolPage.htm>

IVRS is a state agency that provides free vocational services to Iowans with disabilities to help them prepare for employment. They can assist students who:

- Have an IEP, 504 Plan, Health Plan or significant health risks
- Have the potential and desire to work
- Need training for employment or college for their chosen profession

Anyone, including parents, can refer a student for services. They typically begin working with students at age 16 to allow thorough planning prior to graduation. Contact Vocational Rehabilitation to find out what services or funding your child is eligible to receive. Invite a Vocational Rehabilitation counselor to the IEP meeting.

IVRS may assist students with:

- Career assessment and exploration
- Assistance in choosing a college path tailored to the student's needs
- Tuition assistance
- Counseling and guidance
- Financial assistance for adaptive equipment and devices, occupational tools, equipment and licenses
- Resume development
- Self-employment education and support
- Job searching skills
- Job placement assistance
- Supported employment
- Customized training
- Post-placement follow-up

To view the map of office coverage areas, visit <http://www.ivrs.iowa.gov/Transition/ContactPageInfo.htm>.

Contact

West Central Area Office (Main Office)

510 E. 12th St.
Des Moines, IA 50319
(515) 281-4211

North Central Area Office

1525 Airport Rd., Suite 102
Ames, IA 50010
(515) 233-5753

Satellite Offices:

Carroll: (712) 792-9351
Marshalltown: (641) 844-6972

Ottumwa Area Office

651 Indian Hills Dr., Suite 2
Ottumwa, IA 52501-1473
(641) 682-7569

Satellite Offices:

Knoxville: (641) 828-6982

Iowa Department for the Blind

The Iowa Department for the Blind helps educate, train and empower blind and low vision individuals to pursue lifelong goals. The Department is committed to three goals:

- To improve skills so the blind and low vision may obtain or retain competitive employment.
- To increase confidence and independence in all aspects of daily life.
- To improve access to information, activities and opportunities.

Most of the services are provided at no cost.

Vocational Rehabilitation Program

The Vocational Rehabilitation (VR) program assists persons who are blind or low vision in preparing for, obtaining and retaining employment. The VR counselor and the eligible individual jointly identify a vocational goal and the services needed to achieve it. Services may include:

- Training to help individuals achieve vocational goals
- Assessment, demonstration and training in the Assistive Technology Resource Center
- Job placement
- Rehabilitation technology

Library for the Blind and Physically Handicapped

The Library for the Blind and Physically Handicapped provides reading materials free of charge to Iowans who cannot use standard print because of blindness, physical disability or reading disability. Books and materials are available in a variety of formats: Braille, large print, digital audio recordings, descriptive video and more. Registered readers may also download audio and Braille books and magazines online (BARD). The Library is a member of the National Library Service for the Blind and Physically Handicapped (NLS), so borrowers have access to all NLS services.

Aids & Devices Store

The Aids & Devices Store sells adapted items such as white canes, Braille and talking watches and clocks, Braille-writing equipment, magnifiers, measuring devices, Braille and large-print playing cards, games, cooking and sewing aids and more.

It is recommended that you contact the Iowa Department for the Blind when your student is 14 years old. They can be invited to IEP meetings and can help with transition planning.

Contact

Iowa Department for the Blind

524 Fourth St.

Des Moines, IA 50309

(515) 281-1333 or (800) 362-2587

contact@blind.state.ia.us

<https://blind.iowa.gov>

Iowa Workforce Development

<https://www.iowaworkforcedevelopment.gov/>
<https://www.iowaworkforcedevelopment.gov/welcome>

Plan Your Career

Contact the Workforce Center for information about resources available to help individuals get into the workforce or improve their career path.

Services include:

- **Job Search:** Look for specific types of jobs in your area.
- **Training and Assessment:** Improve and certify marketable skills.
- **Technology Resources:** Explore job openings and career resources via computers with Internet access. Create and print resumes and cover letters.
- **Work Permits:** Get the required work permits for 14- and 15-year-old individuals.

Resources include the following training and assessment opportunities:

- Office Proficiency Assessment and Certification System
- ACT WorkKeys®
- ACT Career Ready 101
- O*Net Resources
- LearningExpress™ Library
- Workshops
- InterviewStream
- And many more...

For more information, visit <https://www.iowaworkforcedevelopment.gov/assess-and-improve-my-skills>

Contact

IowaWORKS Center — Des Moines

Serving: Boone, Dallas, Jasper, Madison, Marion, Polk, Story and Warren Counties

430 E. Grand Ave.

Des Moines, IA 50309

(515) 281-9619

region11.web@iwd.iowa.gov

IowaWORKS Center — Carroll

Serving: Audubon, Carroll, Crawford, Greene, Guthrie and Sac Counties

619 N. Carroll St.

Carroll, IA 51401

(712) 792-2685

region8.web@iwd.iowa.gov

Future Ready Iowa

<https://www.futurereadyiowa.gov/>

Future Ready Iowa is a mobile-friendly website directly connecting job seekers to tools for finding education, training and jobs. It uses labor market information to identify the number of jobs, the average median income and what training is required within a geographically determined distance from the job seeker.

Website features include:

- Iowa's Career Coach
- Career Exploration
- Education and Training Opportunities
- Financial Resources
- Finding a Job

IowaJobs.org

www.iowajobs.org

iowajobs.org is the #1 source of jobs in Iowa. Find a career matching your skills and experience or explore training opportunities to help you get the job you want.

Create a Resume

A resume conveys why an individual is the right person for the job. The resume building tool requires no writing skills, and instead relies on a prompt-and-response approach to create descriptive, skills-based information. Create your resume by logging into www.iowajobs.org.

Disability Rights of Iowa/Benefits Planning

<http://driowa.org/>

<http://disabilityrightsiowa.org/resources/benefit-planning-resources>

Benefits planning is just one of the many services offered by Disability Rights of Iowa. Work Incentives planning is available for individuals receiving SSI or SSDI. Work Incentives promote employment and greater independence for people with disabilities who are initially entering or re-entering the workforce.

Community Work Incentives Coordinators (CWICs) focus on the individual, their future and especially their employment goals. CWICs know what work incentives are available under the SSI and SSDI programs and can help individuals make informed decisions about employment.

Supplemental Security Income (SSI) Work Incentives:

- 1619(b) Continued Medicaid Eligibility
- Student Earned Income Exclusion
- Plan for Achieving Self-Support (PASS)
- Earned Income Exclusion
- Impairment Related Work Expense
- Blind Work Expense
- Expedited Reinstatement
- Ticket to Work

Social Security Disability Insurance (SSDI) Work Incentives:

- Trial Work Period
- Extended Period of Eligibility
- Extended Medicare Coverage
- Impairment Related Work Expenses
- Subsidies and Special Conditions
- Expedited Reinstatement
- Ticket to Work

For additional information, visit DRI's Benefits Planning Resources page at <http://disabilityrightsiowa.org/resources/benefit-planning-resources>.

Contact

Mistie Johnson, CWIC, Project Supervisor

(641) 529-6010 or (800) 779-2502

mjohnson@driowa.org

Tammy Crouch, CWIC

(712) 560-3651 or (800) 779-2502

tcrouch@driowa.org



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Department of Human Services (DHS) County Offices

Adair County

By Appointment Only – Served by Union County

400 Public Square, Greenfield, IA 50849

(641) 743-2119 or (877) 394-1438

Union County

304 North Pine St., Creston, IA 50801

(641) 743-2119 or (641) 782-1740

Audubon County

By Appointment Only – Served by Carroll County

116 N. Market St., Audubon, IA 50025

(712) 792-4391 or (866) 202-5968

Income Maintenance Mailing Address:

Imaging Center 1

417 E. Kanesville Blvd.

Council Bluffs, IA 51503

Fax: (515) 564-4014

Service Mailing Address:

Carroll County DHS

608 N. Court St., Suite C

Carroll, IA 51401

Fax: (712) 792-1516

ccarro01@dhs.state.ia.us

Boone County

By Appointment Only – Served by Story County

900 West Third St., Boone, IA 50036

(515) 292-2035 or (800) 232-7347

Income Maintenance Mailing Address:

Imaging Center 5

P.O. Box 41130

Des Moines, IA 50311

Fax: (515) 564-4018

Service Mailing Address:

Story County DHS

126 S. Kellogg, Suite 101

Ames, IA 50010

Fax: (515) 564-4101

cstory01@dhs.state.ia.us

Carroll County

608 N. Court St., Suite C, Carroll, IA 51401

(712) 792-4391

Income Maintenance Mailing Address:

Imaging Center 1

417 E. Kanesville Blvd

Council Bluffs, IA 51503

Fax: (515) 564-4014

Service Mailing Address:

Carroll County DHS

608 N. Court St., Suite C

Carroll, IA 51401

Fax: (712) 792-1516

ccarro01@dhs.state.ia.us

Dallas County

25747 N. Ave., Suite A, Adel, IA 50003-4420
(515) 993-5817

Income Maintenance Mailing Address:

Imaging Center 5
P.O. Box 41130
Des Moines, IA 50311
Fax: (515) 564-4018

Service Mailing Address:

Dallas County DHS
25747 N. Ave., Suite A
Adel, IA 50003-4420
Fax: (515) 564-4033
cdalla01@dhs.state.ia.us

Guthrie County (Case Management)

By Appointment Only – See notes below
200 North Fifth St., Guthrie Center, IA 50115

Call main contact:

Carroll County DHS
608 N. Court St., Suite C, Carroll, IA 51401
(712) 792-4391 or (866) 202-5968

Income Maintenance Mailing Address:

Imaging Center 1
417 E. Kanessville Blvd
Council Bluffs, IA 51503
Fax: (515) 564-4014

Service Mailing Address:

Cass County DHS
601 Walnut St.
Atlantic, IA 50022
Fax: (712) 243-6270
ccass01@dhs.state.ia.us

Targeted Case Management: (641) 747-2153 or (641) 747-2035

Income Maintenance call Carroll County: (712) 792-4391 or (866) 202-5968

Social Services provided by Cass County: (712) 243-4401 or (877) 455-3211

Jasper County

115 N. 2nd Ave. E., Suite H, Newton, IA 50208
(641) 792-1955

Income Maintenance Mailing Address:

Imaging Center 4
P.O. Box 2027
Cedar Rapids, IA 52406
Fax: (515) 564-4017

Service Mailing Address:

Jasper County DHS
County Annex Building
115 N. 2nd Ave. E., Suite H
Newton, IA 50208
Fax: (641) 792-5830
cjaspe01@dhs.state.ia.us

Madison County

By Appointment Only – Served by Dallas County

209 East Madison, Winterset, IA 50273

(515) 993-5817 or (800) 397-3232

Income Maintenance Mailing Address:

Imaging Center 5

P.O. Box 41130

Des Moines, IA 50311

Fax: (515) 564-4018

Service Mailing Address:

Dallas County DHS

25747 N. Ave., Suite A

Adel, IA 50003

Fax: (515) 564-4033

cdalla01@dhs.state.ia.us

Marion County

By Appointment Only – See notes below

3014 East Main, Knoxville, IA 50138

Income Maintenance Mailing Address:

Imaging Center 5

P.O. Box 41130

Des Moines, IA 50311

Fax: (515) 564-4018

Service Mailing Address:

Warren County DHS

P.O. Box 729

Indianola, IA 50125

Fax: (515) 961-4420

cwarre01@dhs.state.ia.us

Income Maintenance Services provided by Polk County Carpenter office: (515) 286-3555

Social Services provided by Warren County office: (515) 961-5353 or (800) 286-6424

Polk County

River Place office:

2309 Euclid Ave., Des Moines, IA

(515) 725-2600

Carpenter office:

1900 Carpenter, Des Moines, IA

(515) 286-3555

*Income Maintenance Mailing Address
for both offices:*

Imaging Center 5

P.O. Box 41130

Des Moines, IA 50311

Fax: (515) 564-4018

Service Mailing Address

Polk County DHS-Service River Place

2309 Euclid Ave

Des Moines, IA 50310

Fax: (515) 564-4148

cpolk01@dhs.state.ia.us

Warren County

1005 S. Jefferson Way, Indianola, IA 50125

(515) 961-5353

Income Maintenance Mailing Address:

Imaging Center 5

P.O. Box 41130

Des Moines, IA 50311

Fax: (515) 564-4018

Service Mailing Address:

Warren County DHS

P.O. Box 729

Indianola, IA 50125

cwarre01@dhs.state.ia.us

Additional Resources

The following are just a few of the resources available and should not be considered all-inclusive or an endorsement or recommendation. They are merely provided for informational purposes. Some programs/services may be provided across counties, so be sure to check out the resources in nearby counties.

For an extensive list of services, download the VNS Community Resource Directory at <https://www.vnsia.org/resources/community-resource-directory/default.aspx>.

You can also call Compass, an information and referral service to Iowans with disabilities and their families, at (800) 779-2001 or visit <http://search.iowacompass.org/>.

Adair County

www.adaircountyiowa.org

| AGENCY | LOCATION | PHONE | WEBSITE |
|---|---|----------------|--|
| Social Security Administration | 906 E. Taylor St. Creston, IA 50801 | (866) 613-2827 | www.ssa.gov |
| Iowa Vocational Rehabilitation | 1501 W. Townline St. Creston, IA 50801 | (641) 782-8538 | www.ivrs.iowa.gov |
| Iowa Workforce Development | 215 N. Elm St. Creston, IA 50801 | (641) 782-2119 | www.iowaworkforcedevelopment.gov |
| Child Health Specialty Clinics | 806 Wyoming Ave. Creston, IA 50801 | (641) 782-9500 | https://chsciowa.org |
| Crossroad Mental Health Services | 1003 Cottonwood Rd Creston, IA 50801 | (641) 782-8457 | http://crossroadscreston.com |
| Innovative Industries | 215 N. Walnut St. Creston, IA 50801 | (641) 782-8495 | www.innovative-industries.org |
| Adair County Public Health | 117 N.W. Hayes Greenfield, IA 50849 | (641) 782-7205 | www.adaircountyhealthsystem.org/home_public_health.html |
| Southern Iowa Trolley | 215 Montgomery St. Creston, IA 50801 | (641) 782-6571 | www.southerniowatrolley.org |

Audubon County

www.auduboncounty.com

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|--|-----------------------------------|--|
| Social Security Administration | 628 N. Main St., Suite 104 Carroll, IA 50401 | (866) 572-8381 | www.ssa.gov |
| Iowa Vocational Rehabilitation Services | 619 N. Carroll St. Carroll, IA 51401 | (712) 792-9351 | www.ivrs.iowa.gov |
| Iowa Workforce Development | 619 N. Carroll St. Carroll, IA 51401 | (712) 792-2685 | www.iowaworkforcedevelopment.gov |
| Heart of Iowa Services Coordinator of Disabled Services | | (515) 336-4864 | |
| Child Health Specialty Clinic | 204 W. 7th St. Carroll, IA 51401 | (712) 792-5530 or 712 792-2793 | https://chsciowa.org |
| Audubon County Public Health | 318 Leroy St. #10 Audubon, IA 50025 | (712) 563-2226 | www.auduboncounty.com/county-information/public-health.aspx |
| Region XII Western Iowa Transit System | 1009 E. Anthony St. P.O. Box 768 Carroll, IA 51401 | (712) 792-9914 | www.region12cog.org |

Boone County

www.boonecounty.iowa.gov

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|-----------------------------------|----------------|--|
| Genesis Development | 927 8th St. Boone, IA 50036 | (515) 432-7288 | www.genesisdevelopment.com |
| Boone County Community Services | 900 W. 3rd St. Boone, IA 50036 | (515) 433-4886 | |

Carroll County

www.co.carroll.ia.us

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|--|----------------|--|
| Social Security Administration | 628 N. Main St., Suite 104 Carroll, IA 50401 | (866) 572-8381 | www.ssa.gov |
| Iowa Vocational Rehabilitation Services | 619 N. Carroll St. Carroll, IA 51401 | (712) 792-9351 | www.ivrs.iowa.gov |

| AGENCY | LOCATION | PHONE | WEBSITE |
|---|--|-------------------------------------|--|
| Iowa Workforce Development | 619 N. Carroll St. Carroll, IA 51401 | (712) 792-2685 | www.iowaworkforcedevelopment.gov |
| Child Health Specialty Clinic | 204 W. 7th St. Carroll, IA 51401 | (712) 792-5530 or (712) 792-2793 | https://chsciowa.org |
| Carroll County Public Health Services | 318 S. Maple St. Suite 3 Carroll, IA 51401 | (712) 794-5408 | www.co.carroll.ia.us/ PublicHealth/public_health. htm |
| Region XII Western Iowa Transit System | 1009 E. Anthony St. P.O. Box 768 Carroll, IA 51401 | (712) 792-9914 | www.region12cog.org |
| Family Resource Center (CCCCPA) | 502 W. 7th St. Carroll, IA 51401 | (712) 792-6440 or (800) 999-5101 | www.carrollfrc.org |

Dallas County

www.co.dallas.ia.us

| AGENCY | LOCATION | PHONE | WEBSITE |
|---|--|-------------------------------------|--|
| Genesis Development | 610 Tenth St. Perry, IA 50220 | (515) 465-7541 | http://genesisdevelopment.com |
| Genesis Development | 2111 W. Greene St. P.O. Box 221 Adel, IA 50003 | (515) 993-5986 | http://genesisdevelopment.com |
| Advantages in Life | 620 Elm St. Waukee, IA 50263 | (515) 987-9826 | |
| ARC of Iowa | P.O. Box 828 Grimes, IA 50111 | (515) 508-1214 | www.thearcofiowa.org |
| Dallas County Community Services | 25747 N. Ave, Suite D Adel, IA 50003 | (515) 993-5869 or (877) 286-3227 | www.co.dallas.ia.us |
| Mainstream Living | 1714 Court St. Adel, IA 50003 | (515) 993-2519 | www.mainstreamliving.org |
| Mid Iowa Family Therapy/Institute for Therapy | 20244 141st St. P.O. Box 416 Perry, IA 50220 | (515) 465-5739 | www.miftc.com |
| Optimae Life Services/Advanced Therapy Solutions | 803 1/2 Main St. Adel, IA 50003 | (515) 993-4973 | www.optimaelifeservices.com |
| Vodec | 27929 Fairgrounds Rd. Adel, IA 50003 | (515) 993-4444 | www.vodec.org |

| AGENCY | LOCATION | PHONE | WEBSITE |
|---------------------------------|--------------------------------------|----------------|---|
| xlst | 707 Main S. Adel, IA 50003 | (515) 993-2123 | www.xist-ia.com |
| REM Development Services | 401 Visions Pkwy Adel, IA 50003 | (515) 993-5225 | www.remiowa.com |
| Woodward Resource Center | 1251 334th St. Woodward, IA 50276 | (515) 438-3600 | http://dhs.iowa.gov/mhds/disability-services/resource-centers/woodward |

Guthrie County

www.guthriecounty.org

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|--|-------------------------------------|--|
| Social Security Administration | 628 N. Main St., Suite 104 Carroll, IA 50401 | (866) 572-8381 | www.ssa.gov |
| Iowa Vocational Rehabilitation Services | 619 N. Carroll St. Carroll, IA 51401 | (712) 792-9351 | www.ivrs.iowa.gov |
| Iowa Workforce Development | 619 N. Carroll St. Carroll, IA 51401 | (712) 792-2685 | www.iowaworkforcedevelopment.gov |
| Heart of Iowa Services | 200 N. 5th St. Guthrie Center, IA 50115 | (515) 336-4864 | www.hicsiowa.org |
| Child Health Specialty Clinic | 204 W. 7th St. Carroll, IA 51401 | (712) 792-5530 or (712) 792-2793 | https://chsciowa.org |
| Guthrie County Public Health | 2002 State St., Suite 1 Guthrie Center, IA 50115 | (641) 747-3972 | www.guthriecountypublichealth.us |
| Region XII Western Iowa Transit System | 1009 E. Anthony St. P.O. Box 768 Carroll, IA 51401 | (712) 792-9914 | www.region12cog.org |

Jasper County

www.co.jasper.ia.us

| AGENCY | LOCATION | PHONE | WEBSITE |
|---|--|----------------|---|
| Capstone Behavioral Health | 306 N. 3rd Ave. E. Newton, IA 50208 | (641) 792-4012 | www.capstonebh.com |
| Center Associates | 9 N. 4th Ave. Marshalltown, IA 50158 | (641) 752-1585 | www.centerassoc.com |
| Central Iowa Residential Services, Inc. (CIRSI) | 111 E. Linn St. Marshalltown, IA 50158 | (641) 752-5762 | www.cirsi.org |
| Christian Opportunity Center (COC) | 1553 Broadway St. Pella, IA 50219 | (641) 628-1162 | www.christianopportunity.org |
| Davis Psychological | 1104 5th Ave. Grinnell, IA 50112 | (641) 236-0632 | www.davispsychservices.org |
| Grinnell Regional Hospital | 210 4th Ave. Grinnell, IA 50112 | (641) 236-7511 | www.grmc.us |
| Heart of Iowa Regional Transit Agency (HIRT) | 2401 1st Ave. E. Newton, IA 50208 | (515) 309-9280 | www.ridehirta.com |
| House of Mercy | 200 N. 8th Ave. E. Newton, IA 50208 | (641) 792-0717 | www.houseofmercydesmoines.org |
| Jasper County Home Care | 115 N. 2nd Ave. E. Newton, IA 50208 | (641) 787-9224 | http://www.co.jasper.ia.us/334/Home-Care-Aides-Homemaker-Program |
| Lutheran Services in Iowa (LSI) | 120 1st St. N., #203 Newton, IA 50208 | (641) 792-1541 | www.lsiowa.org |
| Mid-Iowa Workshop | P.O. Box 966 909 S. 14th Ave. Marshalltown, IA 50158 | (641) 752-3697 | www.unitedwaymarshalltown.org/miw |
| Optimae Life Services | 1730 1st Ave. E. Newton, IA 50208 | (641) 787-9133 | www.optimaelifeservices.com |
| Progress Industries | 1017 East 7th St. N., Newton, IA 50208 | (641) 792-6119 | www.progressindustries.org |
| REM Iowa Developmental Services | 21 S. 2nd Ave. Marshalltown, IA 50158 | (641) 753-4133 | www.remiowa.com |
| Warren County Case Management (Serves Warren and Jasper counties) | 1007 S. Jefferson Way Indianola, IA 50125 | (515) 961-1068 | www.co.warren.ia.us/mental_health_case_management.shtml |

Madison County

www.madisoncoia.us

| AGENCY | LOCATION | PHONE | WEBSITE |
|---|---|----------------|---|
| Genesis Development | 115 E. Washington Winterset, IA 50273 | (515) 462-9083 | http://genesdevelopment.com |
| Health Connections Corporation | 110 West Court Winterset, Iowa 50273 | (515) 462-2655 | |
| Lutheran Services of Iowa | 3125 Cottage Grove Des Moines, Iowa | (515) 274-4946 | www.lsiowa.org |
| Madison County Public Transportation | 1006 N. John Wayne Dr. Winterset, Iowa 50273 | (515) 462-1334 | |
| Madison County Community Services/ Mental Health Case Management | 209 E. Madison Winterset, Iowa 50273 | (515) 462-2931 | |

Marion County

<http://co.marion.ia.us>

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|---|-------------------------------------|--|
| CROSS Mental Health Region | 2003 N. Lincoln Knoxville, IA 50138 | (641) 828-8149 | |
| Marion County Public Health Department | 2003 N. Lincoln Knoxville, IA 50138 | (641) 828-2238 | |
| Christian Opportunity Center (COC) | P.O. Box 345 Pella, IA 50219 | (641) 628-1162 | www.christianopportunity.org |
| Heart of Iowa Regional Transit Agency (HIRTA) | | (515) 309-9280 or (877) 686-0029 | www.hirtapublictransit.com |
| Driver's License | 214 E. Main St. Knoxville, IA 50138 | (641) 828-2204 | |
| Lutheran Services in Iowa | 1714 N. 4th Ave. E., Suite B Newton, IA 50208 | | www.lsiowa.org |
| Crossroads of Pella | 712 Union St., Suite 301 Pella, IA 50219 | (641) 628-1212 | www.crossroadspella.org |
| Social Security Administration | 2429 Northgate St., Suite A Ottumwa, IA 52501 | (800) 772-1213 or (866) 964-7394 | www.ssa.gov |

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|---|----------------------------|--|
| Optimae Behavioral Health Services | 204 E. Robinson St. Knoxville, IA 50138 | (515) 243-3525 ext. 300 | www.optimaelifeservices.com |
| Optimae Community Support Services | 204 E. Robinson St. Knoxville, IA 50138 | (641) 205-8059 | www.optimaelifeservices.com |
| Tenco, Inc. | 1111 Newbold St. Knoxville, IA 50138 | (641) 828-6281 | www.tenco.org |
| Southeast Iowa Case Management | 207 W. 2nd St., Suite 3 P.O. Box 1626 Ottumwa, IA 52531 | (641) 684-6399 | sicm3@seiwacasemgmt.com |
| Child Health Specialty Clinic | 123 E. 3rd St., Suite 2 Ottumwa, IA 52501 | (641) 682-8145 | www.chcsi.org |
| Iowa Vocational Rehabilitation Services | 15260 Truman St., Suite 4 Ottumwa, IA 52501 | (641) 682-7569 | www.ivrs.iowa.gov |

Polk County

<https://www.polkcountyiowa.gov>

| AGENCY | LOCATION | PHONE | WEBSITE |
|------------------------------------|--|----------------|--|
| REM | 4711 N. Brady St, Suite 1 Davenport, IA | (563) 474-4600 | www.remiowa.com |
| Link Associates | 1452 29th St. West Des Moines, IA 50266 | (515) 262-8888 | www.linkassociates.org |
| ChildServe | P.O. Box 707 Johnston, IA 50131 | (515) 727-8750 | www.childserve.org |
| Easter Seals of Iowa | 2920 30th St. Des Moines, IA 50310 | (515) 274-1529 | www.eastersealsia.org |
| Community Support Advocates | 6000 Aurora Ave., Suite B Des Moines, IA 50322 | (515) 883-1776 | www.teamcsa.org |
| The Homestead | 1625 Adventureland Dr. Altoona, IA 50009 | (515) 967-4369 | www.thehomestead.org |
| Goodwill | 5355 N.W. 86th St. Johnston, Iowa 50131 | (515) 265-5323 | www.dmgoodwill.org |
| Candeo | 9550 White Oak Ln Johnston, IA 50131 | (515) 259-8110 | www.candeoiaowa.org |

| AGENCY | LOCATION | PHONE | WEBSITE |
|----------------------------------|--|----------------|--|
| Mosaic in Central Iowa | 11141 Aurora Ave., Bldg. 3 Urbandale, IA 50322 | (515) 246-1840 | www.mosaicinfo.org |
| Lutheran Services In Iowa | 3125 Cottage Grove Des Moines, IA 50311 | (515) 274-4946 | www.lsiowa.org |
| Mainstream Living | 333 S.W. 9th St. Des Moines, IA 50309 | (515) 243-8115 | www.mainstreamliving.org |
| Progress Industries | 5518 N.W. 88th St. Johnston, IA 50131 | (515) 557-1810 | www.progressindustries.org |
| Optimae Life Services | 602 E. Grand Ave. Des Moines, IA 50309 | (515) 283-1230 | www.optimaelifeservices.com |
| H.O.P.E. | P.O. Box 13374 Des Moines, IA 50310 | (515) 277-4673 | www.hope-agency.org |

Story County

<http://storycountyhumanservices.org>

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|---|-------------------------------------|--|
| Social Security Administration | 2615 University Blvd., Ames, IA 50010 | (866) 899-1928 | www.ssa.gov |
| Friendship Ark Homes | 130 S. Sheldon Ave., Suite 203 Ames, IA 50014 | (515) 292-9556 | www.friendshipark.org |
| Mosaic in Central Iowa | 221 S. 11th St. Nevada, IA 50201 | (515) 382-5520 | www.mosaicinfo.org |
| Lutheran Services in Iowa (LSI) | 1323 Northwestern Ave. Ames, IA 50010 | (515) 232-7262 | www.lsiowa.org |
| Iowa Vocational Rehabilitation Services (Boone: Randy Scanlan Ames: Andrea Keith) | 1525 Airport Rd, Suite 102 Ames, IA 50010 | (515) 233-5753 | www.ivrs.iowa.gov |
| CyRide | | (515) 292-1100 | |
| Heart of Iowa Regional Transit Agency (HIRTA) | | (515) 309-9280 or (877) 686-0029 | www.hirtapublictransit.com |
| Mainstream Living, Inc. | 2012 E. 13th St. Ames, IA 50010 | (515) 232-8405 | www.mainstreamliving.org |
| The Arc of Story County | 130 S. Sheldon #302 Ames, IA 50014 | (515) 232-9330 | www.thearcstory.org |

| AGENCY | LOCATION | PHONE | WEBSITE |
|--|---|----------------|--|
| Story County Community Services | 126 S. Kellogg Ave., Suite 001 Ames, IA 50010 | (515) 663-2930 | |
| Optimae Life Services | 104 S. Hazel Ames, IA 50010 | (515) 956-2600 | www.optimaelifeservices.com |
| Progress Industries | 2603 Northridge Pkwy, #102 Ames, Iowa 50010 | (515) 292-4957 | www.progressindustries.org |

Warren County

www.warrencountyia.org

| AGENCY | LOCATION | PHONE | WEBSITE |
|---|---|----------------|---|
| Genesis Development | 1809 W. 2nd Ave. Indianola, IA 50125 | (515) 961-6918 | http://genesisdevelopment.com |
| Wesley Woods Camp and Retreat Center | 10896 Nixon St. Indianola, IA 50125 | (515) 961-4523 | www.wesleywoodsiowa.org |
| WeLIFT Job Search Center | 106 E. 2nd Ave. Indianola, IA 50125 | (515) 962-5017 | www.weliftjobsearch.org |
| Christian Opportunity Center | 1602 N. 14th St. Indianola, IA 50125 | (515) 961-3653 | http://christianopportunity.org |

Quick Reference Phone Guide

| AGENCY | PHONE | WEBSITE |
|--|--|---|
| Affordable Healthcare | (800) 318-2596 | www.healthcare.gov |
| American Association of Poison Control Centers | (800) 222-1222 | www.aapcc.org |
| American Diabetes Association | (800) 342-2383 | www.diabetes.org |
| American Council of the Blind | (800) 424-8666 | http://acb.org |
| American Foundation of the Blind | (800) 232-5463 | www.afb.org |
| ASK Family Resource Center | 1-800-450-8667 or (515) 243-1713 | www.askresource.org |
| Better Business Bureau (BBB) | (800) 222-1600 | www.bbb.org |
| Better Hearing Institute | (800) 327-9355 | www.betterhearing.org |
| Boys Town National Hotline | (800) 448-3000 | www.boystown.org/hotline/ Pages/default.aspx |
| Center for Disabilities and Development (CDD) | (877) 686-0031 or (319) 353-6902 | https://uichildrens.org/medical- services/center-disabilities-and- development |
| Children's Wish Foundation | (800) 323-9474 | http://childrenswish.org |
| Consumer Credit Counseling | (800) 431-8157 | www.credit.org/cccs |
| Crisis Intervention Services | (800) 270-1620 | www.stopdvsa.org |
| Deaf Iowans Against Abuse Hotline | Crisis Hotline: (319) 531-7719 or text only: 515-661-4015 | www.diaaiowa.org |
| Deaf Services of Iowa | (888) 221-3724 | www.deafservices.iowa.gov |
| Dyslexia Association | (800) 222-3123 | https://dyslexiaida.org |
| Easter Seals Iowa, Inc. | (515) 289-1933 or TTY (515) 289-4069 | www.easterseals.com/ia/ |
| Epilepsy Foundation | (800) 332-1000 | www.epilepsy.com |
| Family Planning | (800) 452-3365 | www.familyplanningiowa.com/ Practice.html |
| First Call for Help (United Way 211 Line) | (515) 246-6555 | www.unitedwaydm.org/2-1-1 |
| Health Information Resource Center | (240) 453-8280 | www.health.gov/nhic |
| Heartland AEA Family & Educator Partnership | (800) 362-2720 | www.heartlandaea.org |

| AGENCY | PHONE | WEBSITE |
|---|-------------------------------------|---|
| Huntington's Disease | (800) 345-4372 | http://hdhsa.org |
| Iowa Child & Adult Abuse Reporting Hotline | (800) 362-2178 | http://dhs.iowa.gov/child-abuse |
| Iowa Civil Rights | (515) 281-4121 or (800) 457-4416 | https://icrc.iowa.gov |
| Iowa COMPASS | (800) 779-2001 | https://iowacompass.org |
| Iowa Department for the Blind | (800) 362-2587 | www.blind.state.ia.us |
| Iowa Department of Human Services | (800) 972-2017 | www.dhs.iowa.gov |
| Iowa Department of Public Health | (866) 339-7909 or (515) 281-7689 | www.idph.iowa.gov |
| Iowa Domestic Violence Helpline | (800) 770-1650 | www.familycrisiscenters.org |
| Iowa Legal Aid | (800) 532-1275 | www.iowalegalaid.org |
| Iowa Sexual Abuse Hotline | (800) 284-7821 | https://isah.uiowa.edu/about-us |
| Iowa State Bar Association (Locate a lawyer) | (800) 532-1108 | www.iowabar.org |
| Iowa State Extension Answer Line | (800) 262-3804 | www.extension.iastate.edu/ humansciences/answerline |
| Iowa Vocational Rehab | 800-532-1486 | www.ivrs.iowa.gov |
| Iowa Workforce Development | (800) 562-4692 | www. iowaworkforcedevelopment.gov |
| Juvenile Diabetes Foundation | (800) 533-CURE | www.jdrf.org |
| Legal Aid/Legal Services Corporation of Iowa | (800) 452-0007 | |
| Lupus Foundation | (800) 558-0121 | www.lupus.org |
| Lymphedema Foundation | (800) 541-3259 | www.lymphnet.org |
| Mental Health Information and Referral | (800) 562-4944 | www.mentalhealth.gov/get-help/ immediate-help/index.html |
| Motor Vehicle Information Center (Iowa DOT-Ankeny) | (800) 532-1121 | www.iowadot.gov/mvd |
| National Alcohol Hotline (Adcare) | (800) ALCHOHOL (800) 252-6465 | http://adcare.com |
| National Alliance for the Mentally Ill (NAMI Helpline) | (800) 950-6264 | www.nami.org |
| National Center of Missing and Exploited Children | (800) 843-5678 | www.missingkids.com |

| AGENCY | PHONE | WEBSITE |
|---|-------------------------------------|--|
| National Council on Alcoholism & Drug Dependence | (800) 622-2255 | www.ncadd.org |
| National Down Syndrome Society | (800) 221-4602 | www.ndss.org |
| National Institute on Drug Abuse | (800) 662-4357 | www.drugabuse.gov |
| National Kidney Foundation | (800) 622-9010 or (212) 889-2210 | www.kidney.org |
| National Multiple Sclerosis Society | (800) 344-4867 | www.nationalmssociety.org |
| National Reye's Syndrome Foundation | (800) 233-7393 | www.reyessyndrome.org |
| National Suicide Prevention Lifeline | (800) 273-TALK | https://suicidepreventionlifeline.org |
| Office of Persons with Disabilities | (515) 242-6172 or (888) 219-0471 | www.state.ia.us/dhr/pd |
| Parkinson's Disease Foundation | (800) 457-6676 | www.pdf.org |
| Polk County Health Services | (515) 243-4545 | www.polkcountyiowa.gov/HealthServices |
| Pregnancy & Postpartum HOPEline | (800) 763-4673 | www.cppconline1.com/ resources/pregnancy- postpartum-hopeline |
| Prevent Blindness Iowa | (515) 244-4341 | https://iowa.preventblindness.org |
| Prevent Child Abuse Iowa | (515) 244-2200 | www.pcaiowa.org |
| Promise Jobs (Iowa Works-Ottumwa) | (641) 684-5401 | www. iowaworkforcedevelopment.gov/ promise-jobs |
| Refugee Services | (800) 362-2780 | http://dhs.iowa.gov/refugee- services |
| Scleroderma Foundation | (800) 722-4673 | www.scleroderma.org |
| Social Security Administration | (800) 772-1213 | www.ssa.gov |
| The Arc (National) | (800) 433-5255 | www.thearc.org |
| The Arc of Iowa | (515) 508-1214 | www.thearcofiowa.org |
| Teen Line (ISU Extension) | (800) 443-8336 | www.extension.iastate.edu/ teenline |



6500 Corporate Drive, Johnston, IA 50131
(515) 270-9030 • (800) 362-2720
Fax: (515) 270-5383

www.heartlandaea.org

