

## Sub-indicator 7.1: Agencies in Schools

## Common Core Standard

Students will be able to come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-LITERACY.W.11-12.1.A](#)

## Learning Objective(s)

Students will be able to **identify** agencies in their community that provide transition services and programming.

## Materials

- Sticky Notes
- Computer and Projector
- Writing Materials
- Community Agency Graphic Organizer

## Opening Activity – Individual, 5 Minutes

**Activity Purpose:** Support students to reflect on their own areas of need and background knowledge about transition domains.

**Description of Activity:**

1. Before starting the activity, write on the board: *“What would I like to know more about so I can be more independent and skilled as an adult?”*
2. Discuss some examples of things they could list to answer the prompt, including:
  - a. How to balance a budget
  - b. How to rent a place to live
  - c. How to refill medications
  - d. How to find a job
3. Provide students with Sticky Notes. Ask them to write one thing to answer the prompt and come to the board or poster paper to stick their sticky note as a part of a group answer.
  - a. **Option:** Use a Google document with the prompt projected and have students type their answers directly into the document.



## Activity 1 – Small Group, 25 Minutes

**Activity Purpose:** Students will work in small groups to gather information about different community agencies that provide transition services in their community.

### **Description of Activity:**

1. Share the Community Agency Graphic Organizer with your students.
2. Reference the opening activity and share out some of the things youth in the class want to know more about or know how to do as independent, skilled adults.
3. Discuss briefly that community agencies provide transition services to support them to learn many of these things.
4. Review the Community Agency Graphic Organizer and link some of what they shared in the opening activity to each area: Employment/Career, Independent Living, Education After High School & Mental Health.
  - a. Discuss that the first three columns are transition domains that they have goals in for after high school in their IEP transition plan.
  - b. Explain that mental health is included in this activity because: “One of the issues facing ALL young adults and their success as adults is understanding, getting support, and learning skills to take care of their mental health. How you feel and think is just as important as the health of your body: they are very connected.”
5. Then, organize students into small groups search based on the type of agency they will research using the column names in the graphic organizer.
  - a. Have students use the internet to search agencies that provide transition programming in the area assigned to their group.
  - b. Provide example search terms to each group to support a productive internet search.
  - c. Have students to document information in their column of the graphic organizer.
6. Monitor and support small group work for accurate & on topic agency information.

## Activity 2 – Whole Group, 15 Minutes

**Activity Purpose:** Review, share out, and add to Community Agency Information document.

### Description of Activity:

1. Have each group share the information from agencies they found and discuss the questions at the bottom of the organizer. Have students focus on how each question could help them figure out if the agency will have services to meet any needs that were highlighted in the answers from the opening activity.
  1. Ask students if they would add any more questions to the list for each agency area.
2. Highlight any agencies that have relationships with your school and provide students information on when the agency staff visit the school and provide services.

## Closing Activity – Individual, 5 Minutes

**Activity Purpose:** Reflect on students' answer in the opening activity and decide if any of the community agencies discussed in the lesson would have services or programming that meet their needs.

### Description of Activity:

1. Ask students to recall their answer to the prompt, *“What would I like to know more about so I can be more independent and skilled as an adult?”*. Students can come to the board to find their response, or simply project the document again.
2. Remind them of the community agencies the class found in their internet research by projecting the completed Community Agency Graphic Organizer.
3. Ask students to share out loud which agency they think might have programming or services that could help them learn about or learn the skill they wanted to learn. Document each answer in your case management or class notes (see extension activity).
4. Let students know that you will be making time in a future class period to help them connect to those agencies & you will also let their families know about these promising community connections. Remind them of the community agencies your school already has a relationship with.
5. Print out the completed Community Agency Graphic Organizer for each student to share with a friend or family member.

## **Recommended Extension Activity:**

Create time to conference 1:1 or in small groups with students (paraprofessionals can help with this). Look back over the community agencies students thought would be helpful to connect to as a way to learn a skill for their independence as an adult. Support students in the intake process for those community agencies. Encourage students to advocate for services that match the need they identified from their response in the opening activity.

Contact families with the information from the Community Agency Graphic Organizer and let them know about the lesson, the different things students said they wanted to learn to be prepared for adulthood, and which community agencies have programming to teach what students wanted to learn about.

<b>Employment &amp; Career</b>	<b>Independent Living</b>	<b>Education After High School</b>	<b>Mental Health</b>
Name of Agency:	Name of Agency:	Name of Agency:	Name of Agency:
Contact Person:	Contact Person:	Contact Person:	Contact Person:
Phone number	Phone number	Phone number	Phone number
Email	Email	Email	Email
Hours of Operation:	Hours of Operation:	Hours of Operation:	Hours of Operation:
Name of Agency:	Name of Agency:	Name of Agency:	Name of Agency:
Contact Person:	Contact Person:	Contact Person:	Contact Person:
Phone number	Phone number	Phone number	Phone number
Email	Email	Email	Email
Hours of Operation:	Hours of Operation:	Hours of Operation:	Hours of Operation:

**Questions for Community Agencies Providing Employment & Career Supports or Services**

Can you help me figure out what I want to do for a career, my next job or my first job?

What does a job coach do?

How will I know what kind of job is a good fit for me?

What are my rights as an employee with a disability?

What is a Vocational Counselor?

**Questions for Community Agencies Providing Independent Living Skills Services**

Can you teach me about managing my money & making a budget?

Can you teach me how to understand my social security & disability benefits?

- What about medicaid?
- Can you help me understand how to keep benefits even if I want to work?

Can you teach me how to get around my community?

- How to get a driver's license?
- How to use public transportation?
- How to use ADA transit options?

Will I be able to learn how to live a healthy lifestyle?

- How to have better personal hygiene habits & routines?
- How to eat and cook healthy?
- How to stay active and exercise in a way that I like?

Will I be able to learn about healthy relationships?

- Romantic relationships?
- Friendships?
- With co-workers & my boss?
- Family relationships?

What are group homes or supervised apartments?

- Can you help me figure out what would be the best place for me to live as an adult?

### **Questions for Community Agencies Providing or Supporting Education after High School Services**

Can you help me learn where to go for financial assistance?

- Scholarships?
- Loans?
- Grants?

Can you help me learn where to go to ask for reasonable accommodations?

- If I don't know what my accommodations are, can you help me find out?

Can you help me get connected to education and training after high school that is the best match for my career goals?

### **Questions for Community Agencies Providing Mental Health Services**

Can you help me figure out how to keep getting my medication as an adult?

- Do you have social workers or psychiatrists that I can talk to?
- Can you help me apply for adult medicaid?

Can your staff work with my current medical & mental health team?

Do you work with employment support agencies that could help me get a job that is a right fit for me?

What kinds of programs can you provide that will help me with my mental health needs?

- Group services?
- One on One services?

Do you provide crisis services if I ever feel very overwhelmed or like I might hurt myself or someone else?