

MEMORANDUM

"SETTING MYSELF UP FOR SUCCESS"
Youth Transition In-School Training:
Program Purpose and Structure



To: Brianna Conour
From: Amy Ballinger
Date: 9.15.2025

The proposed in-class training program "Setting Myself Up for Success!" is an 8-week, customizable group training curriculum aimed at preparing youth with disabilities for life after high school as they pursue a greater level of independence, decision-making, personal accountability, higher education or technical training and/or employment. Content is adaptable to various learning levels and styles.

The program framework includes 8 sessions:

1. Introduction and Self Awareness: Getting to know each other, identifying strengths, needs and goals through surveys, questionnaires and/or ice-breaker style activities
2. Life Skills Part 1 - Daily Routines: Creating and following routines to prepare for independence through games, visual cards, small group discussion, creating charts and working through routine-disruption scenarios
3. Life Skills Part 2 - Relationships and Socialization: identifying, building and maintaining healthy relationships, effective communication skills and emotional regulation strategies through videos, instruction, group discussion and role-play and games
4. Independent Living Skills Part 1 - Money Management: understanding and practicing smart money choices, payment methods and creating and managing a budget through demonstration, instruction, question and answer, scenario roll play, games
5. Independent Living Skills Part 2 - Public Transportation: Navigating local transportation safely and independently through instruction, resource-sharing, demonstration, trip planning, worksheets and scenario roll-play
6. Transition/Vocational Skills, Part 1 - Goal Setting, Adaptability and Problem Solving: Setting and working towards goals while managing time, adapting to changes and solving problems through SMART Goals training, handouts, scenario challenge, adaptability roleplay and time management planners
7. Vocational Skills, Part 2 - Job Readiness and Resume Building: preparing for employment by understanding job skills, creating a resume and preparing for an interview through roll play, instruction, scenario quiz, sorting activities and games
8. Wrap-up and Integration; presentation on the Working Healthy WORK Program for ages 16+

Independence, Inc. staff onsite may include: Amy Ballinger (KYTN Program Manager), Elle Jennings (Youth Transition Specialist), Halle Pistorius (Independent Living Specialist), Sara Comstock (Independent Living Specialist), LaNeece Jardon (Core Services Manager), Jennifer Moore (WORK ILC Program Manager)

Proposed class time: ideally 60 - 75 minutes but we can adapt to the time available. Minimum 45 minutes.

Roles and Responsibilities of all parties involved:

Independence, Inc. staff will provide

- fully-developed curriculum including a single copy of all materials/worksheets needed
- staff of 2 to 4 per session to teach, train, present material
- energy, enthusiasm, knowledge and a mission to see youth with disabilities prosper, integrate and become thriving members of their communities to the greatest level of independence possible

School staff will provide

- space for in-class training
- students who are informed and prepared for training
- information to Independence, Inc. staff on any accommodations, alternative forms of material or specific assistance needed during the training to ensure accessible and effective training for all
- copies of trainer-supplied worksheets to hand out to students
- markers, flip chart paper (and stand if available)
- markers, pens for students
- paras/extra one-on-one help with students if available

Proposed time-frame: January through March, 2026; specific day(s) of the week and class times are at the discretion of school staff to best accommodate class schedules

Purpose and philosophy behind this proposed training:

Independence, Inc. is a Center for Independent Living (CIL) which began in 1978 and was born from the Civil Rights and Independent Living Movements. There are over 400 CILs in the United States that cover every county in the nation. CILs receive Federal, State and service-specific grant funding and are accountable to oversight from the Administration for Community Living. All of our work is audited, reported to and consistent with the requirements of these agencies.

All CILs hold fast to and operate our programs and services in accordance with federal disability law, federal civil rights law and the Independent Living Philosophy which holds that every individual, regardless of disability, has the inherent right to control their own lives, live as integrated and independently as possible in the homes and communities of their choice, enjoy the benefits and rights of paid employment, education, and access to community and technology, and experience unobstructed access to the built environment, just like their non-disabled counterparts,