

BLAST SUPPORT SERVICES TIMELINE

***Students are able to enter BLAST during the spring, summer, or fall terms.*

GRADES 9-12

Recommended Career Readiness Activities

Grades 9-10: Student identifies potential postsecondary education options
(Vocational Rehabilitation., Job Corp, OJT, college)

Grades 11-12: Student identifies IWCC as postsecondary option.

IEP team determines need for special education support services

Student takes related high school career and technical courses

Student takes the CORE class

Student completes job shadowing experience(s)

Student completes related work experience/internships

Student completes the Career Portfolio

GRADE 12

BLAST enrollment options are explained to the student and his/her parents

Student applies to IWCC and submits test scores or completes COMPASS test

An interview is set up with the Program Chair

Special Education Instructor completes the BLAST Support Services Questionnaire and forwards it to the Blast Advisor who then forwards it to the IWCC Program Chair

A meeting is set up between the Program Chair, student, parents, and/or school representative to interview the student

The Program Chair interviews the student, takes the student on a tour of the program, and discusses program enrollment options

The IEP team is convened and the Program Chair attends.

- Program Chair provides the IEP team with a description of a successful student
- Program Chair explains the Certificate, Diploma, Degree options available
- Program Chair provides input to the IEP team
- Needed accommodations are determined
- Student and LEA accept or deny BLAST support services

STUDENT ENTERS BLAST

Program Chairs are provided with a listing of all agencies currently working with the student

An IEP meeting may be called to revisit/redefine the accommodation needs of the student

ORIENTATION

Student attends an orientation to IWCC, BLAST Support Services, and the specific IWCC program.

STUDENT BEGINS TAKING CLASSES

Student signs the BLAST Student Contract

Student attends 80% of recommended skill development and student success workshops

Student meets with the BLAST Advisor to work on skill development

(meetings will lessen in frequency as the student's needs change)

Student notifies program instructors of needed accommodations

Student is provided with a listing of people that can help with tutoring, study group development, etc,

Student is required to complete the IWCC planner and outline all classes, appointments, and meetings—the BLAST Advisor will monitor this

Instructors complete a midterm and semester evaluation of the student--student calls the

home school and parent and reviews the results of this evaluation with them

IEP staffings are called as needed to determine the need for the student to exit his/her IEP

STUDENT COMPLETES BLAST

Student conducts his/her own IEP meeting at the end of his/her IWCC experience

YEARLY REPORTS

BLAST Advisor will provide the AEA and the Vice-President of Academic Affair with a report outlining the results of the quarterly evaluations for the school year, number of students graduating that year, placement of each student including salary expectations, and retention of the previous year's graduates at the jobsite.