

SPARC

MISSION STATEMENT

Our goal at SPARC is to provide a variety of resources and activities in order to create a path of success and independence for students with a wide range of learning abilities.

Program Description

SPARC is a program for students with disabilities ages 18-21. It teaches key skills that lead to independence, employment, success, and happiness. SPARC is a partnership between the Lewiston School District and Lewis-Clark State College and is housed on the LCSC campus, which allows SPARC students to participate in collegiate experiences.

The program staff includes a certified special education teacher and an instructional assistant. Students attend an academic and functional program each morning focused on skills related to the students' post-school goals. Each afternoon students participate in the work experience component of the program. Work sites exist throughout the community and are fully supported by the Lewiston School District.

The current home on campus is the Pi'amkinwaas American Indian Center, but students also routinely use other campus classrooms and computer labs. Students have the opportunity to audit selected courses at the college depending on their skills and interest. SPARC students are also issued an LCSC Warrior activity card that allows access to campus events.



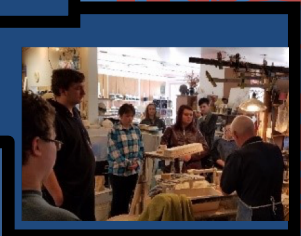
Students and Professionals
Accessing
Resources in the Community

Lewis-Clark State College



Connecting Learning to Life!
500 8th Avenue
Lewiston, ID 83501

If you have a special talent you would like to share with the SPARC Team or would like to make a donation. Contact us @ (208) 790-3519 Julie Bieker or Tammy Dickson





SPARC HAS A PROVEN RECORD OF HELPING STUDENTS BECOME MORE INDEPENDENT, WELL-ROUNDED, CONTRIBUTING MEMBERS OF SOCIETY.

In the first year of the program, 100 % of the students either had a paid work position or were in the process of an employment evaluation before the end of the first semester. This year all students are in process of obtaining competitive employment.

SPARC is a creative partnership that gives transitional students the significant support they need to become independent, employed, successful and happy in a college setting where they interact with other students their age. Enrollment to the program is by application and interview in the senior year of high school, allowing the student to participate in commencement and time to plan for the transition to SPARC.

A student's time in the program is individualized based on preferences, strengths, interests, and needs. Their participation in the program may continue through the semester in which the student turns 21. The curriculum is also adapted to fit individual needs. SPARC curriculum includes vocational training/ career development, social skills, personal management, recreation/leisure, personal independence skills.

CURRICULUM AREAS

ACTIVITIES

Vocational Training/ Career Development

Our primary goal is to prepare students for successful and meaningful employment. Teachers and students work together to determine students' occupational interests and abilities with the aim of increasing vocational skills and preparing students to be employed, contributing members of the community.

Social Skills and Personal Management

Students participate in ongoing development of social skills for maintaining successful relationships by participating in discussions, role-playing, and practice in real life situations.

Recreation and Leisure

Students participate in activities on campus or in the community. Instruction builds student awareness of what opportunities are available and how they can take part.

Functional Daily Living

Students build independent living skills. Activities include money skills, budgeting, scheduling, cooking, banking, telephone skills, functional reading, computer skills, bus training, safety issues and community awareness.

Grocery Shopping and Meal Planning

Students plan, budget, and shop at area grocery stores and prepare meals using the kitchen facilities available on campus.

Eating in a Public Setting

Students routinely eat in the community or at the Student Union Building Food Court where they learn how to read menus, order food, identify correct money to pay the bill, use appropriate table manners and stay within budget.

Self-Advocacy

Students learn to advocate for themselves and others with disabilities locally, statewide, and nationally. Students learn to speak for themselves, ask questions, ask for help, resist peer pressure and facilitate their own IEPs.

Self-Determination

Students take responsibility for themselves, take an active role in planning their future, make choices and decisions and incorporate what they are learning into their adult lives.

ACTIVITIES

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