



Region A1: REAL Transition Partners (Federation)

Region A2: REAL Transition Partners (SPAN)

REAL Transition Partners

REAL Transition Partners is jointly managed by SPAN Parent Advocacy Network (NJ), Federation for Children with Special Needs (MA), and New York State Transition Partners (INCLUDEnyc, Parent Network of WNY, Starbridge). Providing information, training and technical assistance, and support to youth and young adults with disabilities and their families in Region A.



Yearly Activities

- Each center develops a yearly action plan and receives funding to support the transition-related activities
- 4 Webinars & Train the Trainers per year: Examples: “The Changing Role of Families During Transition,” “Helping Families See the Future of Employment,” “Family Engagement and Transition”
- 3 Convenings per year with families, youth/young adults & professionals In Person: 1) Region A October conference - Youth-Led workshops 2) Follow Up Forum - Youth Engagement Now in collaboration with RAISE TA & Everett Diebler and Collective Impact development Virtual: “Navigating Secondary Transition” presented by NTACTION-C
- An E-Newsletter disseminated monthly in Region A; Parent centers can tailor information targeted to their state.
- A #Transition Tuesday template provided to all Region A centers containing resources/stories to share on all social media platforms every week. and #WorkforceWednesday
- Fund Youth to attend in person events - locally and nationally

Youth Related Activities

In collaboration with NE-PACT

Region A RPTAC



- Youth Leadership Council (YLC)
 - Consists of 20 young adults connected to the Region A parent centers
 - Meet monthly to share resources, ideas, activities & information
 - Collaborate on Region and National conferences
 - Development of Collective Impact Infographic
- RAISE
- Youth Advisory for Change (YAFC) develop three months of social media posts (#TT) to share with Region A parent centers
- Collaboration with NTACTION Youth Engaged in Transition Initiatives (YETI)

YOUTH LEADERSHIP COUNCIL



ENCOURAGES CONTINUOUS COMMUNICATION

- Meet regularly and engage in constant communication to share work throughout Region A
- Flexible schedules to meet people where they are
- Listen and react to feedback from each other and youth in their communities

STARTS WITH A COMMON AGENDA

- Support and raise youth voices while partnering with one another
- Establish effective youth-led strategies and engaging through collaboration at federal, state, and local presentations

FOSTERS MUTUALLY REINFORCING ACTIVITIES

- Support each other in developing practices, programming, and materials through partnerships and shared lived experiences.
- Increase engagement with professionals while collecting insights, strategies, and mentorship to improve youth-led programming.

ESTABLISHES SHARED MEASUREMENTS

- Brainstorm and prepare each other with effective youth-led strategies while using feedback from the Youth Leadership Council
- Use measurement criteria required for the REAL Transition Partner and Parent Center grants to evaluate the outcomes of our work

HAS A STRONG BACKBONE

- A team dedicated to aligning and coordinating the work of the group
- A dedicated council with mutual respect towards each others' identities and values



REAL TRANSITION PARTNERS



COLLECTIVE IMPACT

ENCOURAGES CONTINUOUS COMMUNICATION

- Partners meet monthly
- Continuous communication with Region A centers vis monthly drop-in calls, emails, webinars, convenings, conferences and follow-up forum



FOSTERS MUTUALLY REINFORCING ACTIVITIES

- Provide annual funds to all Region A centers
- Provide individual and group technical assistance
- Host webinars/Train the trainers
- In-person and virtual convenings
- Monthly newsletter
- Social media posts: Transition Tuesday & Workforce Wednesday
- CBO grants
- Website with resources
- Special Governing Committee
- Transition Resource Repository



STARTS WITH A COMMON AGENDA

- Improved outcomes for youth/young adults with disabilities across Region A
- Enhance youth voice in all Region A activities and activities of Region A Parent Centers



ESTABLISHES SHARED MEASUREMENTS

- Evaluate all activities
- Collect data from each PTIC and CPRC annually
- Evaluation/outcome measurements required by OSEP & OSERS



HAS A STRONG BACKBONE

- Jointly managed by SPAN Parent Advocacy Network (NJ), Federation for Children with Special Needs (MA), and New York State Transition Partners (INCLUDEnyc, Parent Network of WNY, Starbridge)
- National RAISE TA Center





Region B1: Waze to Adulthood (PEATC)

Reporting On Our Progress

Region B1 – RSA PTI

2024

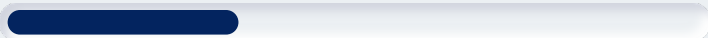


VOCATIONAL REHABILITATION

YEAR FOUR

PART 1

Parent & Professional Training



< Go to Dashboard

Waze to Adulthood Vocational Rehabilitation FL

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Search by lesson title

Getting Started in Thinkific 0/2

Vocational Rehabilitation ... 0/21
The Who, What, When,
Where, Why, and How

Project Information

AUDIO

Welcome to Vocational Rehabilitation: The
Who, What, When, Where, Why, and How

AUDIO

Parent to Parent of Miami

VIDEO · 7 MIN

Welcome to Vocational Rehabilitation: The Who, What, When, Where, Why, and How

▶ 0:00 / 1:18

Welcome To.....

Vocational Rehabilitation: The Who, What, When, Where, Why, and How

We are so pleased that you are joining us for this training! Vocational Rehabilitation or VR is a program that provides services and supports to help people with disabilities prepare for employment, get a job, and keep a job. This includes students with disabilities who will be transitioning out of high school into life after high school and into adulthood.

In this self-paced online training, we are going to dive into *Vocational Rehabilitation* and share practical tips and resources that parents and professionals can use. We will cover What is VR, how VR works, when can VR start, who is involved in VR, where to go for VR Services, and why VR.

Closed captioning is available for all of the video segments by just clicking on the "cc" near the bottom right of the video screen.

*Note: Participants will receive a certificate of completion for 2 hours when all lessons within the course have been completed. Make sure to click **Next** on every lesson to get credit. (You will see a*

NEXT →

Search by lesson title

Getting Started in Thinkific 0/2

Vocational Rehabilitation ... 0/21
The Who, What, When, Where, Why, and How

Project Information

AUDIO

Welcome to Vocational Rehabilitation: The Who, What, When, Where, Why, and How

AUDIO

Parent to Parent of Miami

VIDEO - 7 MIN

What is Vocational Rehabilitation or VR in Florida?

VIDEO - 7 MIN

What You Will See Next

AUDIO

What is Vocational Rehabilitation or VR? (continued)

VIDEO - 9 MIN

Florida Vocational Rehabilitation Factsheet

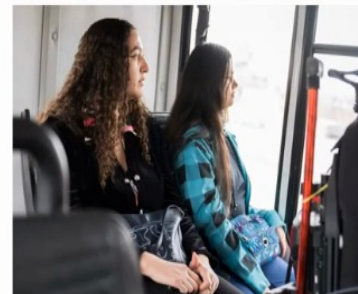
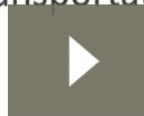
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How Does Vocational Rehabilitation Work in

What is Vocational Rehabilitation or VR? (continued)

WHAT is Vocational Rehabilitation or VR?

Transportation



Assistive Technology

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Settings

Full Screen

WAZE TO

NEXT →

PART 2

WAZE en Español



PART 3

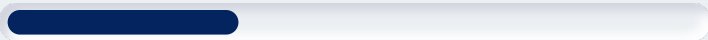
Student Training



**NEXT STEPS
FOR YOUR
FUTURE**

PART 4

Resources





A PEATC

Do You Know....



Pre-Employment Transition Services (Pre-ETS) Fact Sheet for Florida's Parents

Pre-Employment Transition Services (Pre-ETS)

Pre-Employment Transition Services or Pre-ETS, are free services to students with disabilities ages 14 to 22 that are provided by Florida Vocational Rehabilitation (VR) and the Florida Division of Blind Services (DBS). With Pre-ETS, you can learn more about choices and options for your future. You must be a student (in high school or college) to participate in Pre-ETS. Also, Pre-ETS is FREE to you!

Who can ask for Pre-ETS?

- ✓ You (the student)
- ✓ Your Parent/Guardian
- ✓ Your School
- ✓ Others who support you



Where can I find Pre-ETS?

To get Pre-ETS services, you can contact one of the following offices:

- ✓ Your local Florida Vocational Rehabilitation (VR) office
 - To find an office, use this link: www.rehabworks.org/contact/area-offices.html
- ✓ Your district Florida Division of Blind Services (DBS) office
 - To find an office, use this link: dbs.fldoe.org/Information/contact.html

PEATC - 800-869-6752 – www.peatc.org

What are Pre-Employment Transition Services or Pre-ETS?

Pre-Employment Transition Services, also called **Pre-ETS** is a program provided to students with disabilities ages 14 to 22 by **Florida Vocational Rehabilitation (VR)** and the **Florida Division of Blind Services (DBS)**. VR and DBS work with the students, their families, their schools, and community partners to help students gain knowledge and experiences so that they can make choices about their future, including their future careers. Ask your child's IEP team about Pre-ETS and request that a member of VR/DBS attend their Individualized Education Program (IEP) or 504 Plan meeting.

What are the 5 topics Pre-ETS Covers for Students?

Job Exploration & Counseling

Explore careers of interest and motivate the student to be interested in working

Work-based Learning Experiences

Gain knowledge and skills in a workplace that may help lead to a career

Counseling on Educational & Training Options

Learn about education and training options/resources after high school

Workplace Readiness Training

Prepare for adult life by developing social and independent living skills

Self-Advocacy Instruction

Learn how to communicate wants and needs to direct their own lives

DID YOU KNOW?

- **Pre-ETS is the first set of services** a student might receive from VR/DBS.
- A student may also decide to apply for **vocational rehabilitation services (VR)** with VR/DBS to receive more services than Pre-ETS provides.
- **Pre-ETS are free services** no matter your financial situation.



Contact your CPRC
Parent to Parent of Miami
305-271-9797
www.ptopmiami.org/
info@ptopmiami.org
Hablamos Español



PART 3

What's Next





Contact Info:

**Kendra Wormley –
kwormley@peatc.org**

800-869-6782

www.peatc.org

Region B-2 RSA PTI Independent Futures that Work! Project

Building the Competence and Confidence of Young
Adults with Disabilities to Access Independent
Living and Employment Services



The Independent Futures That Work! Project

- The RSA PTI Independent Futures that Work! Project is a project of the Alabama Parent Education Center Inc.
- The RSA Parent Center B-2 Region includes PTI and CPRC parent center partners in Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma.
- IFTW project works to ensure that individuals with disabilities and their families have the skills and knowledge necessary to effectively advocate for vocational, independent living, and other rehabilitation services.

IFTW “Here We Come!” Series

Working Independently, Here We Come!



Working independently in competitive, integrated employment is the optimal goal for all youth and young adults with disabilities. Varying degrees of employment are possible. These possibilities include full- or part-time employment in a paid, competitive job, working in supportive employment, or unpaid volunteer work. Feeling productive in society brings positive self-esteem. Varying degrees of support will be needed to prepare these youth and young adults for the work force. Job shadowing, job coaching, and supervised work experiences are all important for employment preparation. This checklist provides needed skills to help youth and young adults with disabilities prepare for working as independently as possible given the unique needs and challenges of each youth or young adult. Depending on ability level, some higher-level skills may not be able to be mastered by all youth with disabilities.



Organization and Time Management

Skills needed to keep track of life events and manage time


- Uses a calendar to keep track of school/work/personal activities
- Tells time on an analog and/or digital clock
- Uses alarms to get up on time
- Uses timers for reminders
- Makes and follows a to-do list
- Gets to activities and events on-time
- Breaks large tasks into smaller, more manageable steps
- Sets long-term goals and creates steps to meet them
- Has cell phone with apps for daily use and living

Self-Care/Clothing Care Skills


Skills needed to take care of one's body and clothing

- Establishes a morning hygiene routine
- Uses restroom appropriately, including hand washing
- Showers/bathes with soap
- Keeps personal possessions secure (i.e., wallets, phones, keys, money, etc.)
- Chooses clean, appropriate clothes to wear based on weather and occasion
- Asks for help when needed
- Knows importance of using deodorant
- Sorts laundry
- Operates washer and dryer appropriately with detergent, fabric softener, and lint removal from dryer
- Folds and puts away clean laundry

Independent Living, Here We Come!




Preparing for independent living is an exciting time in any youth's journey towards adulthood. For youth with disabilities, that time can also be filled with questions and challenges. This checklist can help identify skills necessary to live as independently as possible given each youth's unique needs and challenges. Use this checklist to look at different skills necessary for independent living, to assess where a youth with disabilities currently stands, and identify what skills still need to be worked on in order to achieve some level of independence. Depending on ability levels, some of the higher-level skills may not be able to be obtained by all youth with disabilities.



Insurance Skills

Skills needed to protect one's self and possessions

- Understands the different types of insurance available (i.e., health, home, renters, automobile, etc.)
- Understands coverage for any policies owned





Learning Independently, Here We Come!

A Checklist from the Independent Futures that Work! project for Identifying Skills Needed for Learning Independently




Developing specific learning strategies can help individuals with disabilities to pursue postsecondary education and training experiences by enhancing their learning and improving their understanding and retention of information. This checklist identifies some key skills needed to learn more effectively, optimize learning experiences, and achieve better results from learning experiences. These learning strategies can assist in postsecondary transition programs for students with cognitive disabilities, college or university degree programs, and vocational training programs. Additionally, these learning strategies can assist in personal learning, job training, and other life-long learning opportunities.

This checklist can be used to mark off skills as they are mastered, as a transition assessment for postsecondary education and training, and to develop Individualized Education Program goals for skills still to be mastered.

Learning Strategies:

Area:	Skills the Youth Has Mastered:
Goal Setting Establishing clear and realistic learning goals provides individuals with learning disabilities a sense of direction and purpose.	<input type="checkbox"/> Sets clear, realistic, and achievable goals <input type="checkbox"/> Sets short-term goals <input type="checkbox"/> Sets long-term goals <input type="checkbox"/> Creates an action plan to meet goals <input type="checkbox"/> Tracks progress towards goals



College Ready, Here We Come!

A Checklist from the Independent Futures that Work! project for Identifying Skills Needed to Be Ready for Postsecondary Education

Getting ready to attend postsecondary education institutions after high school, such as colleges and universities, community colleges, vocational schools, and transition programs, can be a challenging process. This checklist is designed to help youth with disabilities identify tasks that need to be completed in order to be ready to attend postsecondary education programs and to be successful in the postsecondary environment. Remember that it will be important to reach out to the Disability Support Services (DSS) at your chosen institution for personalized assistance and accommodations that are tailored to your needs. Postsecondary education is a journey, and with the right skills and support, youth with disabilities can achieve their educational goals and beyond. Remember that there is a lot of assistance available to you from your high school counselor, your vocational rehabilitation counselor, and your Disability Support Services counselor, as well as friends and family. Ask for help when needed so that you can be successful in your postsecondary education experience.

Area:	Skills the Youth Has Mastered:
Decide What You Want to Study Deciding what you want to study is important because it will influence what type of program and what type of institution you will enroll in.	<input type="checkbox"/> Think about your interests and career goals <input type="checkbox"/> Choose a field of study or major that excites you <input type="checkbox"/> Find out what type of institution offers that field of study/major <input type="checkbox"/> Find out the type of courses that are needed for that field/major
Research Different Types of Institutions Look into the different types of institutions that offer postsecondary education opportunities.	<input type="checkbox"/> Look for institutions that offer your chosen program <input type="checkbox"/> Check to see if the institutions offer the support services you need for your disability. <input type="checkbox"/> Look at the different types of postsecondary education institutions to see which best meets your needs

“Here We Come!” Titles & Links



- Independent Living, Here We Come!
 - <https://www.independentfuturesthatwork.com/wp-content/uploads/2022/03/Independent-Living-Here-We-Come-v3-3-1.pdf>



- Working Independently, Here We Come!
 - <https://www.independentfuturesthatwork.com/wp-content/uploads/2022/07/Working-Independently-Here-We-Come.pdf>



- Learning Independently, Here We Come!
 - <https://www.independentfuturesthatwork.com/wp-content/uploads/2024/01/Learning-Independently-Here-We-Come-1-19-24.pdf>



- College Ready, Here We Come!
 - <https://www.independentfuturesthatwork.com/wp-content/uploads/2024/01/College-Ready-Here-We-Come-1-19-24.pdf>

How to Use the Checklists

- The checklists are designed to be used as an informal tool to assess skills a youth has or needs to live, learn, and work independently.
- Youth and their families may use them to identify what skills they have, need, or should develop to be prepared to live as independently as possible, enter the world of work, learn independently, and be college-ready.
- Parent centers, educators, and professionals may use the checklists to facilitate discussions about key skills needed to live, learn, and work independently.
- The checklists may be used to contribute to the development of IEP transition goals.
- The checklists may be used to identify areas of needed support and make connections to services that can support their development.

Other Project Resources

New Since May 2023

New Tip sheets on:

- Work and Supplemental Security Income (SSI) Benefits
- Independent Living for Individuals with Significant Disabilities
- The Benefits of Work
- Transition Assessment
- *The Developmental Disabilities Assistance and Bill of Rights Act*
- *The Individuals with Disabilities Education Act (IDEA) and Transition*
- Questions for Your First Visit with a Vocational Rehabilitation (VR) Counselor (Youth and Family Versions)
- Self-Advocacy
- Supplemental Security Income (SSI)
- *The Rehabilitation Act*

To access these resources and other project and national resources:



Visit the Independent Futures that Work! website:

<https://independentfuturesthatwork.com>

Follow us on social media:

Facebook:

<http://www.facebook.com/IndependentFuturesThatWork>

X: https://x.com/RSAPTI_IFTW

The Independent Futures That Work! Project's Coming Attractions

Trainings

- Learning Management System Modules
 - Introduction to Work for Youth with Disabilities and Their Families
 - Post-Secondary Transition – Planning for an Independent Life After High School
 - Leadership: How to Be An Affective Advisory Committee Member
 - Self-Advocacy

Thank you!



For more information contact:

Alabama Parent Education Center

Independent Futures That Work! Project

transition@alabamaparentcenter.com

334-567-2252

www.independentfuturesthatwork.com



Region C1: Project Launch (PACER)

Update: Project Launch

Sue Fager, Transition to Adulthood Project Coordinator, PACER Center
Sue.fager@pacer.org, 952-383-1383



Centers of Expertise for the Region



Pre Employment
Transition Services -
VRS



Serving Rural
Youth and
Their Families



Supported Decision-making
to Assist Youth and Families



Foster Youth



Youth Engagement



Transition
IEP



WEST VIRGINIA PARENT
TRAINING & INFORMATION

Building Self
Advocacy Skills



Underserved and
Underrepresented Families,

[Project Launch
Partner
Resources -
PACER Center](#)

Youth-focused Resources



WV TIPS:
Transition Information
for
Parents & Students
with IEPs
(Age 14-21)

Self-Determination



Self Reliance for Youth Experiencing Foster Care



Donate Now

- HOME
- ABOUT
- RESOURCES
- PARENTS
- YOUTH & ADULTS SUITE**
- EVENTS
- NEWS
- EN ESPAÑOL
- CONTACT

YOUTH & ADULTS SUITE

More Resources



Lista de verificación de **IIEP**

¡Prepárese temprano, participe activamente y manténgase informado durante todo el año!

IIEP Checklist

Get ready early, actively participate and stay informed throughout the year!

Npaj hloov lub neej rau cov me nyuam hluas muaj qhov tsis taus

Transition planning for youth with disabilities

Ib qhov taw qhia los pab tsev neeg lis lawv tes dej num pab tahawb

A guide to help families play a supportive role

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PACER CENTER
Center for Education and Disability

Transition Planning for Young Adults With Disabilities

A Guide to Help Families Play a Supportive Role

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PACER CENTER
Center for Education and Disability

PACER's National Parent Center on Transition and Employment

INSPIRING POSSIBILITIES

The Supplemental Security Income Application Process

Supplemental Security Income (SSI) is one of the most important federal programs for people with disabilities. SSI is an income support program and provides monthly payments to people who have disabilities and have limited income and resources. It is not necessary to have worked to be eligible for SSI, and you can be considered regardless of your age or marital status.

Many people who are eligible for SSI do not apply to the program because they have heard things about the program that are not true. They may be discouraged from applying in the first place or, if eligible for benefits, discouraged from seeking employment or taking a job because they are afraid of losing benefits. This article will clarify several aspects of SSI and provide information on:

- SSI definition of disability
- Advantages of receiving SSI
- How to apply
- Where you can find more information

How is "disability" defined for SSI?

The Social Security Administration (SSA) defines disability as, "a physical and/or mental impairment that prevents an individual from doing substantial gainful work activity and is likely to last more than 12 months or result in death."

Who is eligible to receive SSI?

In general, you are likely to be eligible for SSI if you meet both disability and financial criteria. There are two types of financial assets that are considered when you apply:

1. **Income:** You are either not working or you are working but earning less than \$1,470 gross income (as of 2023) each month. Disability work-related expenses are deducted when calculating this amount. In addition to earnings, any other income, such as gifts or unemployment benefits, is also included. If you are under 18 and living with your parents, their income will be considered available to you as income for SSI purposes.
2. **Resource:** Resources are things that an individual owns. The money you have in the bank and other assets must be under \$2,000 (includes savings and checking accounts, stocks and bonds, and life insurance). Resources that are not counted include a home, personal belongings, and a car or van if it is required for transportation to work or for medical treatment.

Do my resources count when determining my child's eligibility?

Until a child turns 18, a percentage of the parent's income and resources are calculated as available or "shared" to the child. When an individual turns 18, the parent's income and resources are no longer considered in determining the individual's eligibility.

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Links to Resources

[YEP! Project](#) (OCECD)

[Youth and Adults Suite](#) (KY SPIN)

[Hi-I'm Zoey - Self Advocacy](#) (FMPTIC)

[Young Adult Program and PreETS Video](#) (INSOURCE)

[Lista de verificación del IEP / IEP Checklist](#) (WIFACETS)

[Self-reliance for Youth Experiencing Foster Care](#) (MI Alliance for Families)

[WV TIPS: Self-determination](#) (WV PTI)

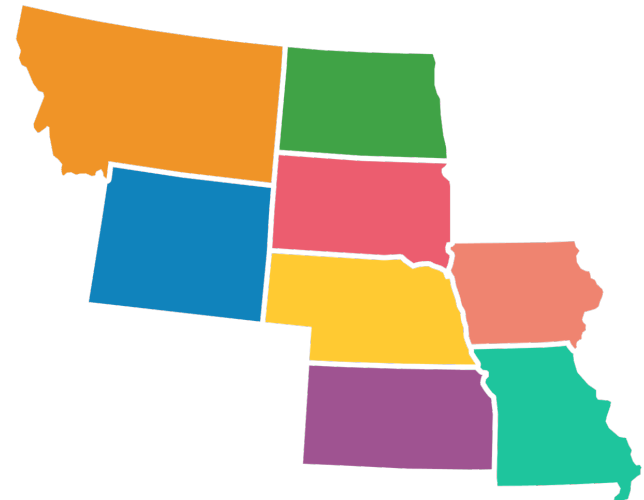
[Transition Planning for Young Adults with Disabilities: A Guide to Help Families Play a Supportive Role – Hmong / Transition Planning for Young Adults with Disabilities: A Guide to Help Families Play a Supportive Role](#) (PACER)

[The SSI Application Process](#) (PACER)

[wi-transition-checklist-slides.pptx \(live.com\)](#)



**Region C2:
Midwestern
Collaborative
(Pathfinder of
ND)**



MIDWESTERN
COLLABORATIVE

The Midwestern Collaborative's Goals Are To:

- ensure PTI centers are equipped with the necessary knowledge of VR and CIL services, enabling centers to work with service professionals
- maintaining a resource repository for shared information for all regional PTI centers
- building and maintaining collaborative connections throughout states with VR, CILs and stakeholder agencies and entities
- networking regionally to learn from one another related to successful activities and “how to” presentations empowering sister centers to replicate



Training & Resources

Completed:

- All about VR
 - Webinar
 - Brochure
 - FAQ
- All about CILs
 - Webinar
 - Brochure
 - FAQ
- Secondary Transition Acronyms & Definitions

In Process:

- All about IPE
 - Webinar
 - Brochure
 - FAQ
- Changing Roles for Parents
 - Webinar
 - Brochure
 - FAQ

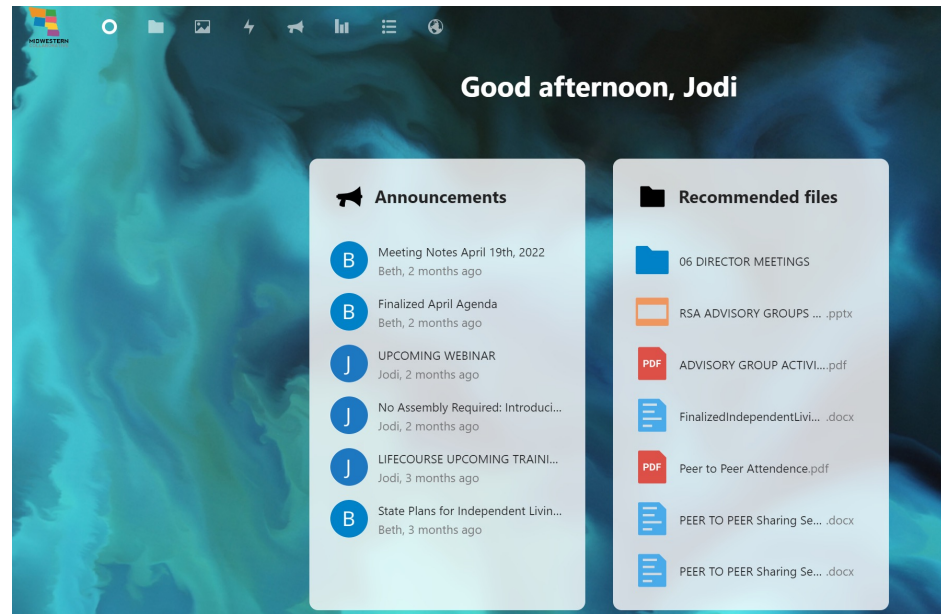
Resources are available upon request



Resource Repository

Nextcloud:

- Shared regional files
 - Curriculum
 - Resources
 - Presentations & PPTs
 - Marketing
 - State's VR plans
 - Upcoming PD events
 - Meeting notices & notes
 - Reporting forms

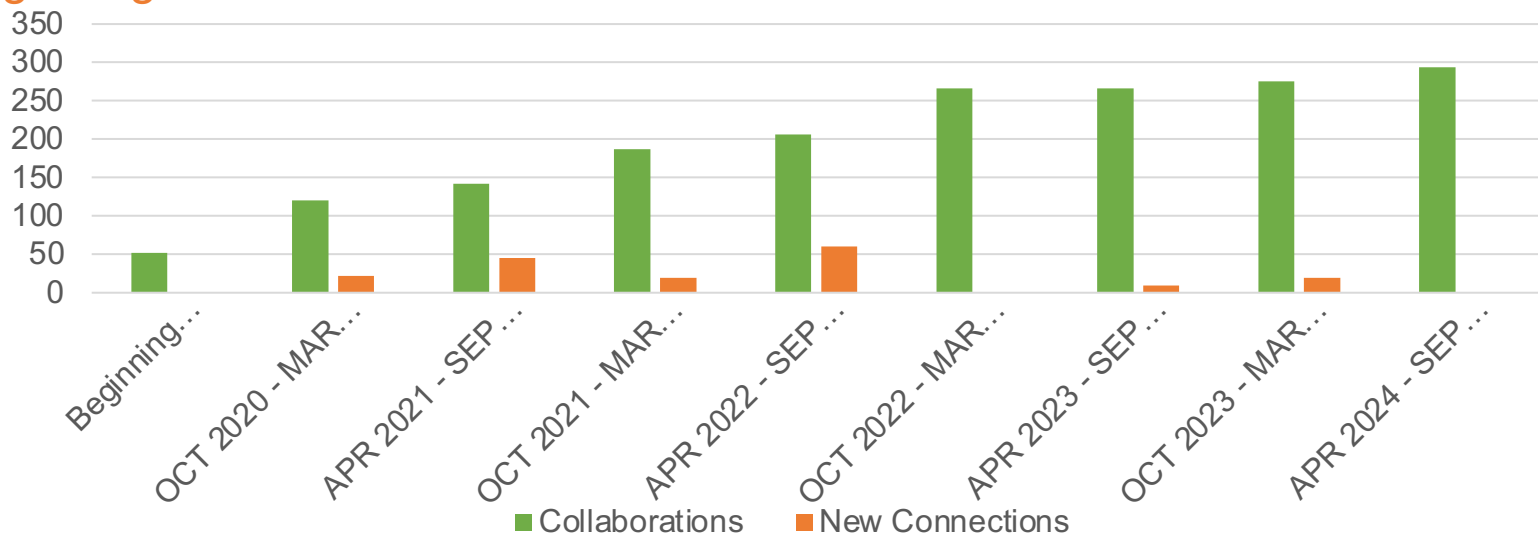


Access to Midwest Collaborative Resource Repository is available upon request



Collaborative Connections

State PTIs report collaborative efforts with stakeholders on a quarterly basis. 45% of regional PTIs had under 5 collaboration connections beginning October 2020. Region C-2 has increased collaborations by 465% by the beginning of 2024



Charts are reporting on a six month basis



State PTI Presentations and PD Opportunities

1

FEAT Curriculum

KS conducted an overview of their C.H.A.S.E. training within their state. This regional presentation walked participants through the curriculum and successes of the program.

2

Taking a Person-Centered, Strengths-Based Approach to Transition and Employment

TranCen addressed the importance of a person-centered approach to transition and employment, and offered tools and strategies that support a creative approach to a good life.

3

Engaging Youth

RAISE offered strategies to approach engaging young adults, and showcase ways other parent centers across the country have approached engaging with young adults who have recently exited high school.

4

IEP Bootcamp

MEC conducted an overview of their IEP Bootcamp training within their state. This regional presentation walked participants through the presentation used, their marketing and their delivery across the state.

5

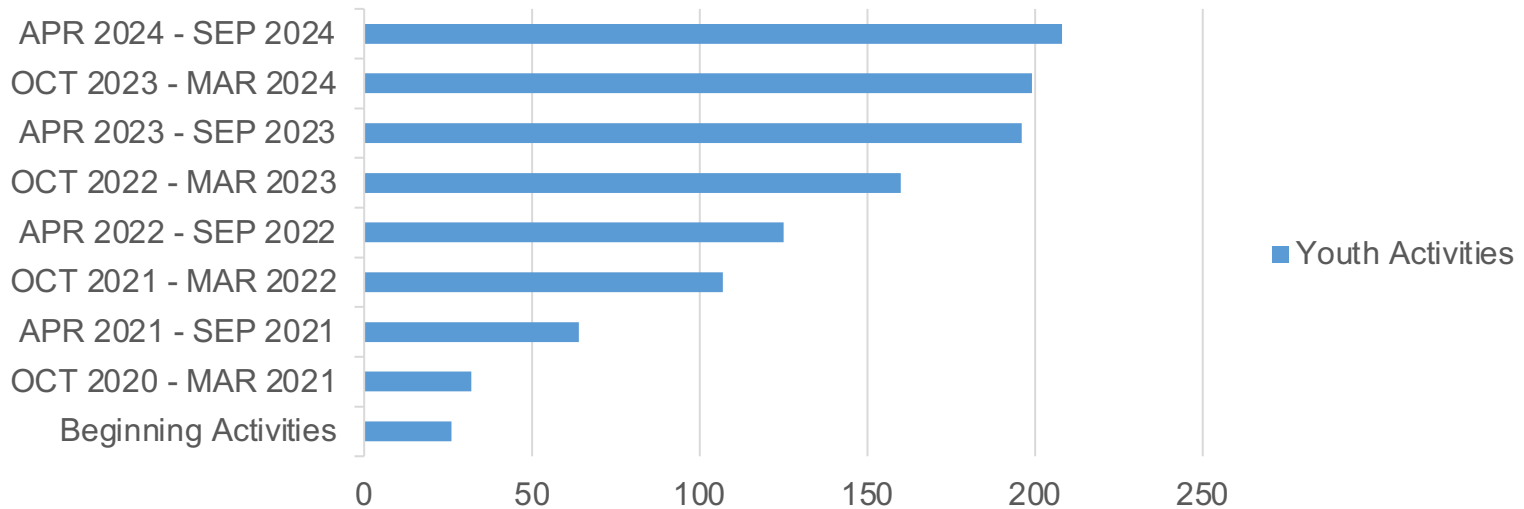
VR & IPE

RAISE offered strategies and resources related to working successfully with VR programs. They also went over the structure of the IPE and the role of VR agencies and the role of Parent Training and Information Centers

Presentation PPTs are available and/or recording links upon request

State Youth Activities

State PTIs report youth activity delivery on a quarterly basis. 50% or more of regional PTIs delivered under 5 youth and young adult (YYA) activities beginning October 2020. Region C-2 has increased YYA activities by 700% by the beginning of 2024.



Charts are reporting on a six month basis





OPEN DOORS
for multicultural families
disability | community | opportunity

**Region D1: Multi-Cultural Transition
Technical Assistance Project
(Open Doors for Multi-Cultural
Families)**



OPEN DOORS

for multicultural families

disability | community | opportunity



What we are doing...\$

- Co-creating action plans for PTI's to build capacity
- Adapt and Translate Material using a cultural brokerage model.
- Support D1 with training of students and families
- Transition HUB- resources
- Provide training to transition service professionals

LDHA Forum

- MULTIPLE PROVIDERS MULTIFORUM
- KIDS TO LOWER AGE FOR MEDICAL CARE
- **STONE SOUP**
- DIRECT CONNECTIONS TO FAMILIES
- RURAL ISOLATION
- INVAD TO OFFER SERVICES

OPEN DOORS

- GINGERS KITCHEN
- AUTISM
- GATHER CARING PROFESSIONALS

PAVE

EST. 1979

1ST PT FUNDING

- BELONGING vs NOT BELONGING STORIES
- PARENTS AT THE TABLE
- GATHERED AT KITCHEN TABLE

LDH

TRAVELLING MINI CONF.

• DUE TO ISOLATED COMMUNITIES

• TRANSLATION TRANSITIONS

• INSPIRE CONF

• TRAINING and SKILL BUILDING

• SOUTH PACIFIC PT1

• VOLUNTEER

• SON NOT BEING SERVED

• BRINGING COMMUNITY TOGETHER

FACT

- POLICY SYSTEMS BRINGING FAMILIES TOGETHER
- GROWING STATEWIDE
- ALL DISABILITIES
- WHOLE LIFE
- YOUNG STAFF WHO KNOW CURRENT NEEDS OF FAMILIES

D1 Region for RSA

OPEN HORIZONS SYNERGY IN ACTION

BUILDING CAPACITY

OUR CHALLENGE!
"FAMILIES NEED TO BE SERVED"

- FOCUS ON ABUNDANCE!
- LIMITED CAPACITY FOCUS ON IMPACT

WE CANNOT DO THIS WORK ALONE

THE NEW TRANSITION HUB WEBSITE

GATHERING FAMILIES IS DIFFICULT

WHAT ARE PEOPLE TELLING WHAT THEY NEED?

- WE HAVE COMMON ISSUES
- COLLECTIVE SHARING
- SELF-ADVOCACY LEADERSHIP TRAINING
- ENCOURAGE COLLABORATION
- ENGAGING THE PARENTS

RELATIONSHIP BUILDING TAKES TIME

TRUST

MEANINGFUL ENGAGEMENT

CULTURAL CONSIDERATIONS

- HEALTH & SAFETY
- CULTURAL COMPETENCY
- POWER & CHOICE
- FRIENDSHIPS and DATING WORKSHOP
- PAVE'S WORK
- PERSON CENTERED PLANNING
- GRANT WRITING TOGETHER
- ENGAGING THE PARENTS

COMPETING INTERESTS

- CONSIDERING THE VOICES OF YOUNGER GENERATIONS
- LANGUAGE and a UNITER and DIVIDER

RURAL CONSIDERATIONS

- WORK WITH WHAT PEOPLE HAVE
- PARENTS CAN BE A BARRIER
- THE DIGNITY OF RISK
- IS INCLUSION ENOUGH?
- ISOLATION IS THE PRIMARY ISSUE

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**D2: Project POWER
Project (PEAK)**

Project  POWER

RSA Parent Center Spotlight

 PEAK
Parent Center



Youth Advisory
Community

“I love being a part of this community
it fulfills my soul and lights me on fire
and is my passion and my purpose
and my mission in life.”

- YAC Member



- **Utah Conference**

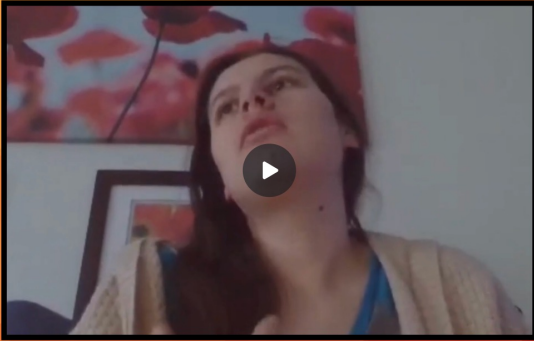


Youth Advisory
Community



- **Piece of Advice Series & Peer Interviews**

Piece of Advice: DVR
Presented by Sabrina



Piece of Advice: Your Voice Matters
Presented by Lucia



**Youth
Advisory
Community**




• Infographics

Youth Advisor Community

Social Connectedness for Disabled Youth

What are the barriers in creating social connectedness for youth with disabilities?

Communication: social cues, misunderstandings, assumptions about disabilities
 Physical: fine motor skills affect giving and receiving affection, tiredness, overstimulation
 Awareness: Lack of education and understanding of disabilities, unrealistic expectations, seeing accommodations as privileges instead of needs
 Cost: High cost of therapy and other services, insurance barriers





What are some ideas to get past those barriers?

Respect: normalize accommodations and that we all have different needs (disabled or not), give people time to process and explain themselves, be understanding and ask questions, accommodate physical and emotional needs
 Education: Teach disability history, provide education about disabilities, provide education about body language and social cues and how they differ in the disability community

How can the health dept. or anyone inform and influence others on this topic?

Maximize health benefits, provide education curated and presented by disabled people, provide comprehensive education on physical, sexual, and emotional health, center and amplify the voices of disabled youth







• Infographics

AEROSPACE ENGINEERING INFOGRAPHIC

WHAT IS AEROSPACE ENGINEERING?

Aerospace engineering is a job that has you focus on design and manufacturing parts for Aerospace Vehicles; such as planes and space shuttles.

WHAT RESOURCES DO I NEED TO BECOME ONE?

The education needed to become an Aerospace engineer is a college degree.

The materials needed to become one may also include:

- A Calculator
- A Computer
- Licenses to engineering software
- A pencil
- A pen
- Autodesk Fusion

STEPS TO BECOME ONE

- Graduate High School
- Pursue a degree in Engineering in college by taking Math, Science, and Engineering Classes.
- Graduate College with a Bachelor's or Master's degree.
- Apply for an Aerospace Engineering position.

TIPS TO SUCCEED

- Communicate and collaborate with your coworkers
- Follow the EDP (Engineering Design Process)
- Use logic to problem-solve at an efficient and professional rate
- Be innovative and open-minded to new ideas

Autism Awareness

What is autism spectrum disorder?

Autism spectrum disorders are a diverse group of conditions characterized by some degree of difficulty with social interaction and communication. Other characteristics such as difficulty with the transition from one activity to another, a focus on details, and reactions to sensations.

World Health Organization

Who is affected by ASD?

About 17% of people with autism have co-occurring conditions such as depression, anxiety, and ADHD

Center of Disease Control

1 in 100 individuals worldwide are on the autism spectrum

World Health Organization

Boys are 4 times more likely to be diagnosed with autism

World Health Organization

How to Start a Career in Criminal Justice & Ballistics

A ballistics expert is a forensic professional who works in the criminal justice system.

Get a bachelor's degree:

Attend a degree program and/or gain experience in criminal justice or a related field. A career in forensic science typically requires a four-year degree. Ballistics experts often earn bachelor's degrees with majors in forensic science, biology, chemistry or physics. It's not uncommon for a criminal justice major to seek additional science courses in order to become a ballistic expert.

Apply and interview:

During the interview process for a ballistics expert job, the hiring manager may ask the forensic professional to submit a background check and pass a polygraph test. Because of the nature of the justice system, working with departments that solve crimes requires employees to be ethical and transparent about their past. Successfully complete a physical examination, drug test, polygraph exam, and background investigation.

Complete on-the-job training:

After obtaining a bachelor's degree, most entry-level professionals start their career in forensic science as an apprentice. Working alongside an experienced professional, ballistics expert apprentices assist leading forensic scientists in their work and learn to apply their academic skills. These apprenticeships can last for 1 to 2 years until the entry-level professional is comfortable and confident in their work.

Develop relevant skills: Communication:

Ballistics experts write detailed reports on their studies and testify in court as expert witnesses. They also often collaborate with other forensic science professionals and law enforcement. Strong communication skills help make these collaborations efficient.

Observation:

Because they collect evidence at crime scenes, ballistics experts are detail-oriented and work hard to observe relevant data. Ballistics experts also benefit from strong observation skills while studying evidence in their lab.

What I would need to have/get this job:

High school degree, bachelor's degree and a lot of school time, also a masters degree if you want to go more into the field. A camera and laptop to record all my work & research along with the proper clothing for the job, such as dress clothes & shoes, and maybe a lab coat as well and other equipment.

Ways for me to be successful in that field:

Always be observant and always willing to learn and try new things. Take plenty of notes and always ask questions, like they always told me, someone else may have the same question. There is always going to be work in that field, it's going to be endless.

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Youth Advisor Community



- Streaming is a Career Path with Momo Misfortune
- Getting Started with Self Employment with Em's Coffee Co.
- Customizing Supports for Self-Employment with Special T Teas

Getting Started With Self-Employment

Advice for Disabled Entrepreneurs

- Make connections in your community
- Do research
- Think about what businesses your community needs
- Find the best fit for you
- Work with a Certified Benefits Planner
- Look for various funding sources
- Make accommodations as needed



Disclaimer: Project Power, a project of PEAK Parent Center, Inc., is reported by the US Department of Education's Rehabilitation Service Administration. The contents of this resource were developed under a cooperative agreement with the US Department of Education (H2587200006). However, the contents do not necessarily represent the policy of the Department of Education and should not assume endorsement by the federal government.

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Advice for Disabled Entrepreneurs

Make connections in your community

- It takes a team to build a business!
- Represent your brand wherever you go
- Find opportunities through friends, family, and other community connections

Do research

- Speak with business owners in your community
- Visit similar businesses inside and outside of your community
- Think through training, business design, funding options, available supports, and marketing
- Find out what's been done before, but don't feel the need to duplicate

Think about what businesses your community needs

- What businesses does your community not have, or already have too many of?

Find the best fit for you

- Think about what skills and gifts you have, but also think about what businesses your community can sustain
- Just because something hasn't been done, or done in a certain way before, doesn't mean it isn't possible!
- Em doesn't like coffee, but she loves talking to her customers and waking up early, and her community needed a coffee shop

Work with a certified benefits planner, if relevant

- Get individualized information about how you can work and earn an income while maintaining disability benefits
- Look into self-directed waivers

Look for various funding sources

- Look for disability-related and non-disability related grants and funding sources

Make accommodations & provide support as needed

- They can be as simple as having a flexible schedule or adding visual cues for job tasks
- Job coaches and other disability-related resources can still help with self-employment

PEAK Parent Center
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- **Vocational Rehabilitation**
 - Thursday, May 16th
- **Pre-Employment Transition Services**
 - Thursday, August 29th
- **Centers for Independent Living**
 - Thursday, September 19th

Employment Webinar Series

Project Power Presents:

A Series of 3 Employment Webinars designed to assist **Parent Training and Information Centers** in guiding families and young adults to employment resources

Register for all 3 Webinars

1. Vocational Rehabilitation

Thursday, May 16th, 1-2 pm MT

VR assists people who have disabilities with employment and related training

Register: <https://bit.ly/3PFFIkE>

2. Pre-Employment Transition Services (Pre-ETS)

Thursday, August 29th, 1-2 pm MT

Pre-ETS services include work readiness training and work-based learning

Register: <https://bit.ly/3THsZcN>

3. Centers for Independent Living (CILs)

Thursday, September 19th, 1-2 pm MT

Centers provide a variety of programs, services, and resource navigation

Register: <https://bit.ly/3UOrWGr>



Success Unmeasured Conference





- 8/27: Dignity of Risk
- 9/3: Success Unmeasured: In Our Own Words
- 9/17: Shifting Roles
- 9/24: Building Capacity





Youth Engagement Toolkit

Project  **POWER**

 Diverse Ability Incorporated

The central graphic is a white rectangle with a dark blue border. It features a green leaf-like shape in the top-left corner and a dark blue and teal leaf-like shape in the top-right corner. The bottom portion of the rectangle is an orange horizontal band containing the Project POWER logo and the Diverse Ability Incorporated logo.

Youth
Engagement
Toolkit



Individualized Plan for Employment Resources

Project POWER

Partnering with the Division of Vocational Rehabilitation (DVR) To Create an Individualized Plan for Employment (IPE)

Start here with this two-page overview. Follow links or read through the entire guide to learn more. This guide includes general information and information about DVR that is specific to Colorado. If you are outside of Colorado, check with your state or local DVR office for information specific to your location.

If your answer is yes to the following two questions, then an IPE might be for you:

- Are you interested in building your career path after high school?
- Do you need any specific services related to a disability to meet your employment goals?

You can apply for DVR services while still in school. If you are [eligible for services](#), **DVR can help you find a job, keep your job, or get a better job**. The process takes time. Also, at times, there may be a [waitlist](#) for services. The best time to begin the process is before you leave high school, but if you are out of high school, it is not too late.

Also, while you are in high school, you can receive Pre-Employment Transition Services (Pre-ETS) without an eligibility determination or an IPE. For more information on Pre-ETS in your area, check with your school or DVR partner. The Colorado DVR website has more detailed information on [Youth Services](#), including Pre-ETS.



Accessibility Guidelines & Checklist

Guide to Creating Accessible Documents

Document Accessibility Checklist

Remember that accessibility is a continuum. Try to make the document work for the largest range of users. Write for your audience. More information can be found in the **Accessibility Guide: Creating Accessible Documents**.

Word Document Structure

- Heading Styles** are used to create logical headings for each section. Use Heading 1 for the Title (not Title).
- Provide a Table of Contents for long documents (use the tool under References).
- Give the document a title in the File Properties.

Document Content: Text Formatting

- Use a **Sans Serif font** such as Arial, Calibri, or Helvetica.
- For text in the body of the document, use a **font size** of 12 or larger.
- Avoid all caps. For strings of words without spaces, capitalize the first letter of each word.
- Use **left justification**. Avoid full justification.
- Line spacing** of at least 1.5 and double spacing between paragraphs is recommended. Avoid using a series returns to create space.
- Do not use **color** as the only way to differentiate information.



- [Youth Engagement Toolkit](#)
- [Piece of Advice Videos](#)
- [Youth Advisory Community Infographics](#)
- [Individualized Plan for Employment](#)
- [Project POWER Webpage](#)
- [PEAK Youtube](#)
- [Pre-ETS Webinar Registration](#)
- [CILs Webinar Registration](#)
- [Success Unmeasured Registration](#)
- [Accessibility Guidelines](#)



QPhillips@PeakParent.org



MEdwards@PeakParent.org

www.PEAKParent.org



719-531-9400