

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.



- **A1: Pam Nourse, Federation for Children with Special Needs (FCSN), MA**
 - Centers include: CT (AFCAMP, CPAC), ME (MPF), NH (NHPIC), RI (RIPIN), VT (VFN)
- **A2: Dawn Monaco, SPAN Parent Advocacy Network (SPAN), NJ**
 - Centers include: DE (DEPIC), MD (PPMD), NY (AFC, LIAC, INCLUDEnyc, Siergia, CIDA, UWS, Starbridge, PNWNY), PA (PEAL, HUNE, Mission Empower, PR (APNI), VI (DRVI), Washington DC (AJE)

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Yearly Activities

- Each center develops a yearly action plan and receives funding to support the transition-related activities (funds disbursed twice a year)
- 4 Webinars & Train the Trainers per year: Examples: “Helping Families See Possibilities in Employment” Nov. 26 & “Getting Involved in the VR Process” Feb. 20
- 3 Convenings per year with families, youth/young adults & professionals In Person: 1) Understanding Pre-ETS & VR Services Part 1 & 2 2) NPCC “Benefits of Integrating Youth in the Work of the Parent Center.
- A #Transition Tuesday & #WorkforceWednesday template provided to all Region A centers containing resources/stories to share on all social media platforms every week. and
- Fund Youth to attend in person events - locally and nationally
- An E-Newsletter disseminated monthly in Region A; Parent centers can tailor information targeted to their state.

Youth Related Activities

In collaboration with NE-PACT Region A RPTAC



- Youth Leadership Council (YLC)
 - Consists of over 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



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

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

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

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



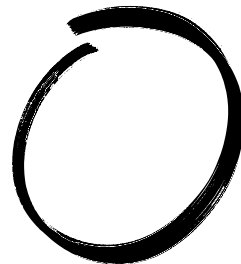
Region B1

Year 5 – Independent Living





Parent and Professional Trainings



Independent Living

Go to Dashboard PEATC's School


Waze to Adulthood
Independent Living- North Carolina
0% complete

Search by lesson title

- Getting Started in Thinkific 0/2
- Independent Living: Planning for the Future 0/22
- Project Information
- Welcome to Independent Living: Planning for the Future
- ECAC - Exceptional Children's Assistance Center
- What is Independent Living?**
- What You Will See Next
- What are Centers for Independent Living (CILs)?
- North Carolina Centers for Independent

What is Independent Living?

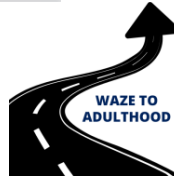
Independent Living



2:52

NEXT →

WAZE TO ADULTHOOD





WAZE en Espanol

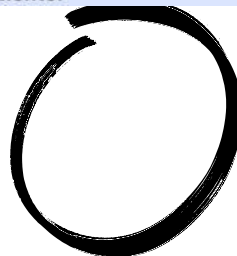
CAPACITACIÓN PARA
PADRES Y PROFESIONALES



Camino hacia el éxito: Una Vida Independiente

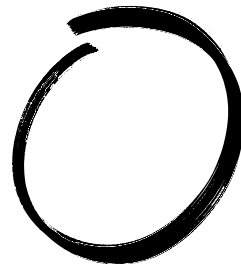
Martes, 15 de Abril | 6:00 - 7:30 PM

Cuando se trata de planificar la vida después de la escuela secundaria, es importante pensar en trabajar, aprender y vivir en nuestras comunidades. Todos estos temas influyen en los diversos caminos que una persona puede elegir para alcanzar sus objetivos de vida independiente.





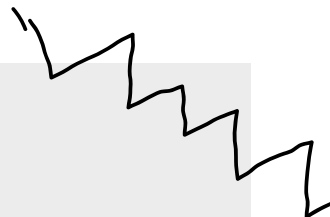
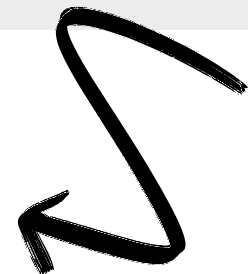
Student Training



Last 5 Years



**TURNING
18**

A white rectangular graphic with the text "TURNING 18" in red, where "18" is in a large, outlined font.

Trainings

Parents
Trained
1,786



Professionals
Trained
1,005

Students Trained
398





Product Development



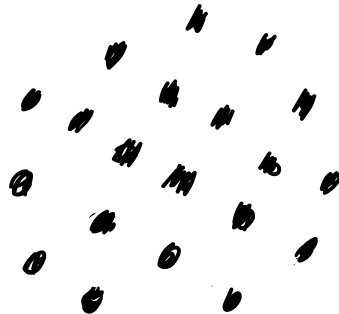
Trainings

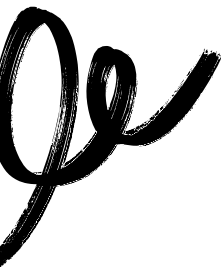
39

Resources

150

Disseminated
+2 million





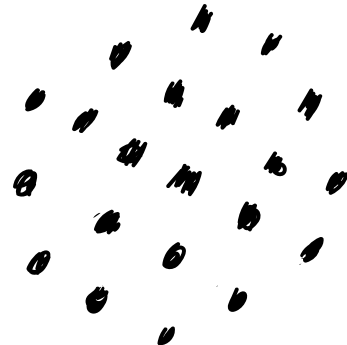
Thank you!

Kendra Wormley

703-923-0010

kwormley@peatc.org

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.

Our Accomplishments in 2024-2025

**What We Accomplished for the End of Year 4
and the First Half of Year 5**

We became better in tracking the data of resource sharing and training activities

- In September of 2024 we trained all of our PTI state leads and partners on a two new Excel spreadsheet data collection tools.
- All six PTIs have been submitting data quarterly, which has enabled us to really see what is being shared and what trainings are occurring and where when can do better

Submissions to the NCRTM

- The Independent Futures that Work! project has submitted all 24 project-developed resources to the National Clearinghouse for Rehabilitation Training Materials (NCRTM) as 508-compliant documents, and all have been accepted.
- We are awaiting thirteen of the resource to be posted once the NCRTM publishing freeze is lifted. Eleven are currently in the NCRTM library.
- One of our resources, “The Benefits of Work”, has been shared from the NCRTM library by OSERS and picked up by many others to share.

In Development

- In the last few months of this grant cycle, IFTW is:
 - Creating a final nine-part training module entitled, “Postsecondary Transition – Planning for an Independent Life After High School”
 - Continuing to host our Regional and state advisory committee quarterly meetings
 - Continuing to meet quarterly as Region B-2 PTIs

Our Major Accomplishments with the RSA Grant

**What We Accomplished for Years 1, 2, 3, 4,
and Half of Year 5**

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
- Establishes a bedtime routine
- Uses restroom appropriately, including hand washing
- Shower/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 Accomplishments

- Website established that houses all our project-created resources and related national resources
- 20 additional resources (in addition to Here We Come! series) created on various topics related to living, learning, and working independently for youth and young adults with disabilities.
- Two of the Here We Come! series and 18 additional resources translated into Spanish with the remainder to come soon.
- Regional and six individual state advisory committees established and meeting quarterly.

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

Thank you!



For more information contact:

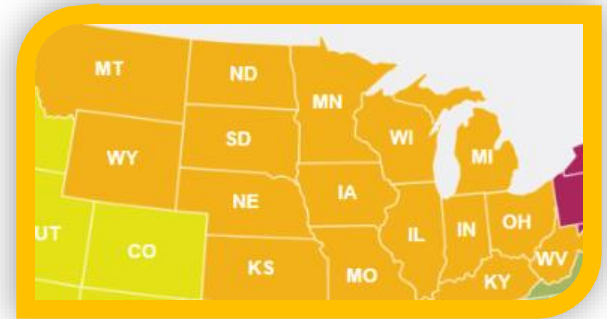
Alabama Parent Education Center

Independent Futures That Work! Project
transition@alabamaparentcenter.com

334-567-2252

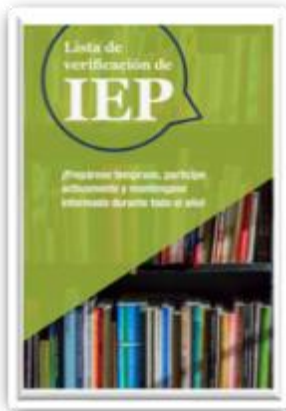
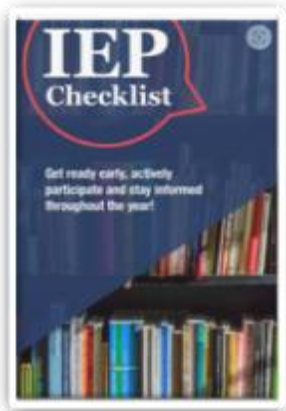
www.independentfuturesthatwork.com

Project Launch: Region C1



PACER Center's Project Launch coordinated joint activities with parent centers in our region to share expertise among centers and support training and information activities that meet the needs of transition-age youth with disabilities and their family members. The project will include focused activities to ensure it meets the needs of culturally and linguistically diverse and other underserved families.

Centers of Expertise



Centers of Expertise, cont...

WV TIPS:
 Transition Information for Parents & Students
 (800) 541-5271

WV TIPS:
 Transition Information for Parents & Students
 (800) 541-5271

RESOURCES

WV TIPS:
 Transition Information for Parents & Students
 (800) 541-5271

WV TIPS:
 Transition Information for Parents & Students
 (800) 541-5271

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 Transition Information for Parents & Students
 (800) 541-5271

POSTSECONDARY GOALS
 WHERE WILL YOUR STUDENTS...

LEARN
 COLLEGE
 VOCATIONAL TRAINING
 APPRENTICESHIP

WORK
 FULL-TIME EMPLOYMENT
 PART-TIME EMPLOYMENT
 VOLUNTEERING

LIVE
 INDEPENDENT LIVING
 COMMUNITY PARTICIPATION
 SELF-ADVOCACY



What That Means...
 Set goals

- Gather options
- Decide what you want
- Know your strengths
- Know your understanding barriers



KY-SPIN Youth Talk

NICK@ HI, I'm Nick from Kentucky SPIN and for this Youth Talk I want to talk a little bit about...

INSOURCE

INSOURCE is a program that provides...
 (800) 541-5271

INSOURCE YOUNG ADULT PROGRAM

INSOURCE YOUNG ADULT PROGRAM...
 (800) 541-5271



Bridget Brown Self Advocacy Rocks Video Blog

With the opening...
 Bridget Brown Self Advocacy Rocks Video Blog

Some of this Year's Resources and Activities

Embrace entrepreneurship!

Self-employment offers a unique and flexible career path that can be particularly advantageous for young adults with disabilities. It can allow them to experience meaningful employment, become financially secure, become independent, and take a more active role in their own lives. There are many opportunities to learn and experiment through online and social network sites.

There are many types of entrepreneurship, ranging from food and services to digital marketing and the creative arts. Because of their own experiences, some young adults with disabilities have been able to create a career for themselves and help others. These experiences are what individuals looking to start their own business and grow a business. Here are some key elements of self-employment and how to succeed in applying skills with disabilities.

- Improve quality of life**
 - Work from a location of personal choice
 - Increase independence and confidence
 - Increase self-esteem and confidence related to health needs and abilities
- Work benefits**
 - Funding for education, tuition and disability program, government benefits and continue planning for future financial security. Focus on a business plan that includes an exit strategy for the business transition. Find out the appropriate business options.
- Find a mentor**
 - Mentoring can help through growth and success
 - Make a work schedule commitment that matches the work and personal
 - Support work interests and values while maintaining social connections

PACER CENTER

Supplemental Security Income application

What is SSI?
Supplemental Security Income (SSI) provides financial assistance to individuals who are disabled, elderly, or blind and have limited income and resources. It is especially helpful for young adults with disabilities aged 18 and over as they begin to be independently eligible for the program. The disability significantly impacts work ability (for those aged 18-64).

Are you or your young adult eligible for SSI?

- Must be disabled by Social Security Administration (SSA) criteria, blind, or age 65 or older
- Must have limited income and resources
- Must be a U.S. citizen or qualified non-citizen
- Must reside in one of the 50 U.S. states, the District of Columbia, or the Northern Mariana Islands

Submit your information

- Social Security number
- Medical records (if disabled)
- Proof of age (usually a birth certificate)
- Proof of income, if relevant (pay stubs, tax returns)
- Proof of resources (bank statements, property deeds if relevant)
- Living arrangement information (bank, lease, utility bills if relevant)
- Names, addresses, and telephone numbers of doctors, therapists, and others over the past three to four years (if relevant)
- Copy of current Individualized Education Program (IEP) (if relevant)
- Keep copies of all your documents and contacts with the SSA. A designated third party will be helpful in the process. Reach forward!

PACER CENTER



Calling young people of all abilities, allies and advocates... Ohio's future needs your voice!

Youth Advisory Council
Driven by Ohio's Youth with Disabilities

What will we be doing?

- Direct priorities for Ohio's leaders and agencies
- Network with other youth and change makers
- Design Ohio's future systems of support
- Make decisions on issues impacting your life
- Share your experiences
- Join other youth to prioritize issues

Hosted by Ohio Coalition for the Education of Children with Disabilities

How can I get involved?

Click Here or Scan the QR Code to fill out an Interest Form or
Email amy@ocoecd.org for more information



PACER Partnerships: Expanding Outreach to and Connecting with Families



Ensuring resources for families reflect their needs



Facilitating the connection between youth and families and American Job Centers



3 part housing workshop attended by over 700 people from across the nation



Parent trainings on SSI and Work Incentives

Links to Resources

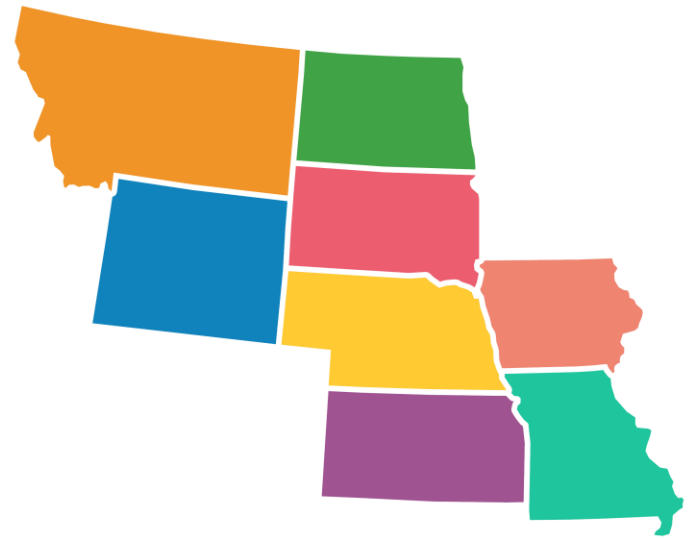
- [IEP Publications & Other Resources Wisconsin | WI FACETS](#)
- [OCECD Youth Self-Advocacy and Empowerment](#)
- [Youth in Transition Who Experienced Foster Care - Michigan Alliance for Families](#)
- [WV Secondary Transition Process Infographic](#)
- [WV Self-determination Infographic](#)
- [WV Postsecondary Goals Infographic](#)
- [Youth & Adults Suite - KY-SPIN](#)
- [KY SPIN Self Determination Video](#)
- [KY SPIN Youth Talks Videos](#)
- [Young Adult Program | IN*SOURCE](#)
- [What is Self-Advocacy : Self-Advocacy : Family Matters PTIC](#)

Links to Resources, continued

- [Embrace entrepreneurship!](#)
- [Supplemental Security Income application](#)
- [KY SPIN - Nick Talks Employment](#)
- [OCECD Youth Advisory Board](#)
- [WV Virtual Wrights Law Transition Conference](#)
- [My Adventures in Youth Empowerment issue #4 - Social Interactions](#)

Links to Resources, Final

- [Disability Hub MN – Home](#)
- [American Job Centers: Information for Families to Know](#)
- [PACER's Housing Workshop Session 1: Creating the Vision](#)
- [Young Adults and Disabilities: What You Need to Know \(Applying for SSI\)](#)



MIDWESTERN
COLLABORATIVE

Region C2

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



Completed:

- All about VR
 - Webinar
 - Brochure
 - FAQ
- All about CILs
 - Webinar
 - Brochure
 - FAQ
- Secondary Transition Acronyms & Definitions
- All about IPE
 - Webinar
 - Brochure
 - FAQ
- **In Process:**
- Changing Roles for Parents
 - Webinar
 - Brochure
 - FAQ

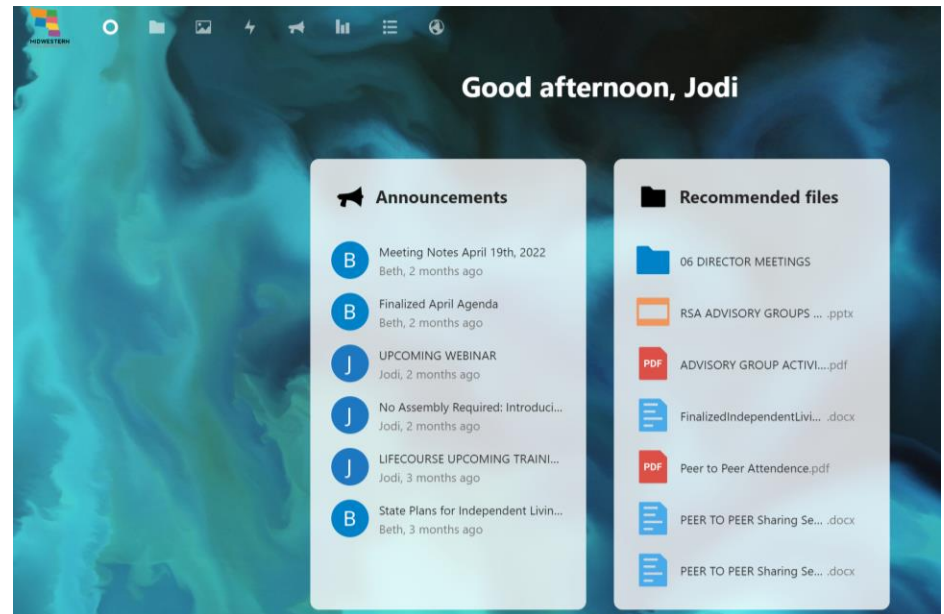
**Resources are available
upon request**



Resource Repository

Nextcloud:

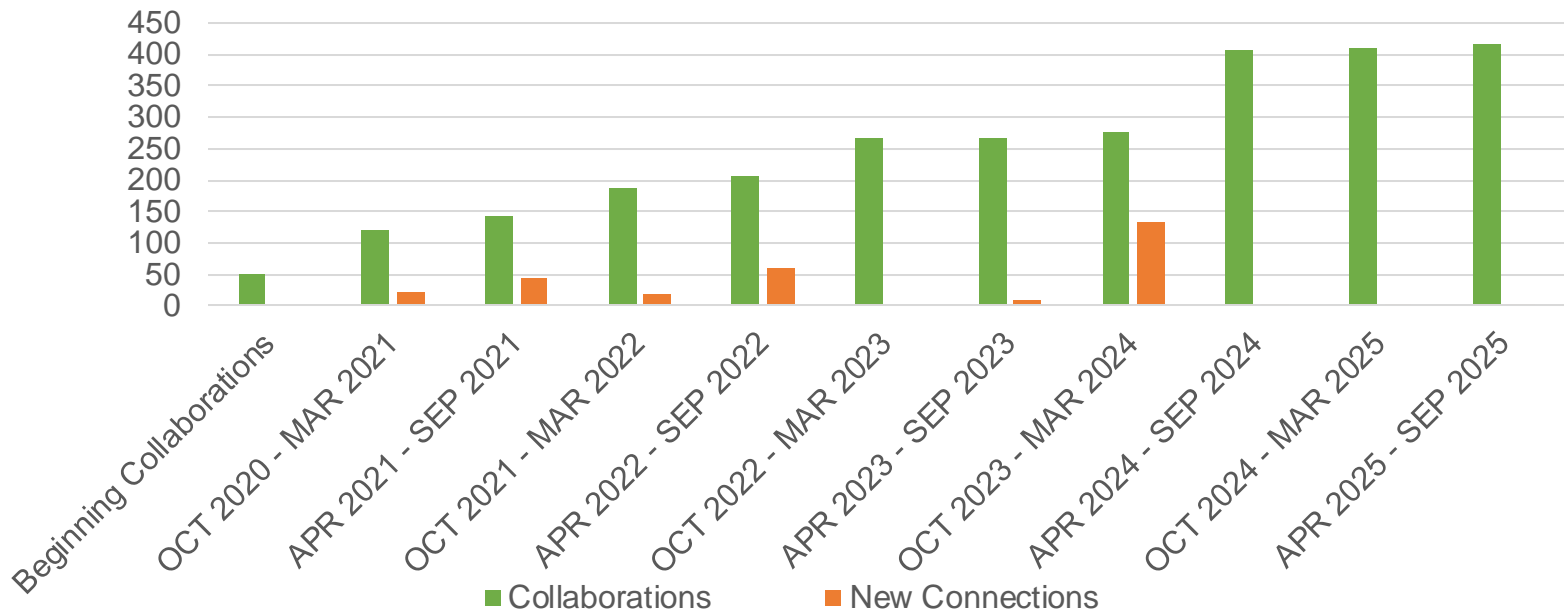
- Shared regional files
 - Curriculum
 - Resources
 - Presentations & PPTs
 - Marketing
 - State's VR plans
 - Upcoming PD events
 - Meeting notices & notes
 - Reporting forms



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 (n6) had under 5 collaboration connections beginning October 2020. Region C-2 has increased collaborations by 698% by the end of 2024 (n8).



Charts are reporting on a six month basis



State PTI Presentations and PD Opportunities

1

All About RAISE

RAISE team members presented on the RAISE grant components and the resources, trainings and tools that they have available to all state PTIs

Completed ✓

2

All About YETI & YEN

RAISE and YETI team members presented on the YETI youth group, how it came to be and what services they provide. They also introduced the YEN website and all of the ~~amazing resources~~ available that have been created by youth – for youth

Completed ✓

3

Reimagining Day Services

TranCen will address the growing movement to make day services more community-based, person-centered, and linked to employment

4

Planning For A Meaningful Life

TranCen will continue the topic from last session by providing information on what meaningful day services look like and how to advocate for them

5

NTACT:C CBI Team Member – PTI Role

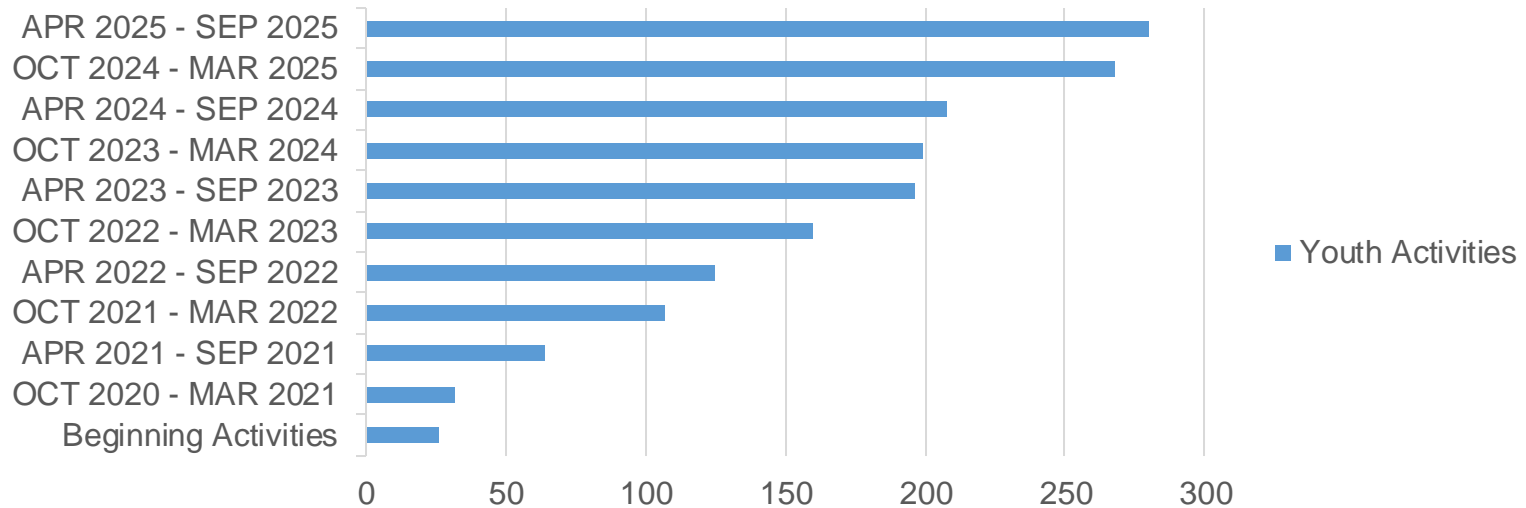
SDPC will be conducting a presentation on their experience as a first-time attendee at the NTACT:C CBI conference as a PTI state team member

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 (n6) delivered under 5 youth and young adult (YYA) activities beginning October 2020. Region C-2 has increased YYA activities by 976% by the end of 2024 (n8).



Charts are reporting on a six month basis



24-25 Professional Development Opportunities

1. All About RAISE
2. All About YETI/YEN
3. Reimagining Day Services
4. Planning for a Meaningful Life
5. All About NCRTM
6. PTIs Role at NTACT:C CBI Conference

Conference Attendance Reimbursement

1. RAISE Summit
2. NTACT:C CBI Conference with Team

Subawards for Youth Activities

1. State Activities
2. Collaboration Expansion/Building
3. Youth Leadership



a program of Pathfinder Services of ND



OPEN DOORS

for multicultural families
disability | community | opportunity

Melanie Cates – Program Manager

melaniec@opendoorswa.org

Nicole Barker – Deputy Director

nicoleb@opendoorswa.org

Region D1

ODMF Year in Review

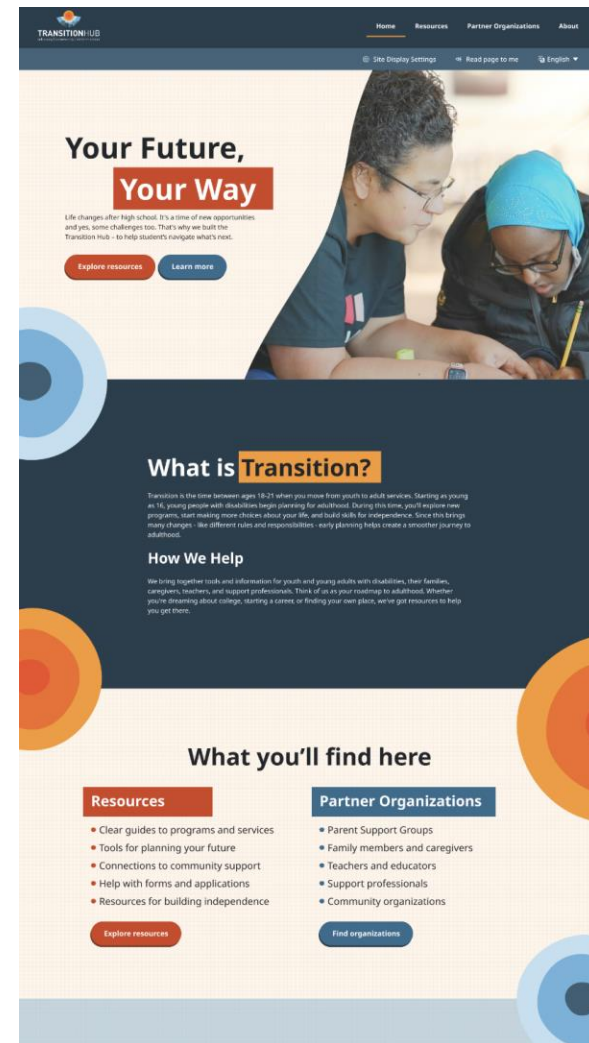
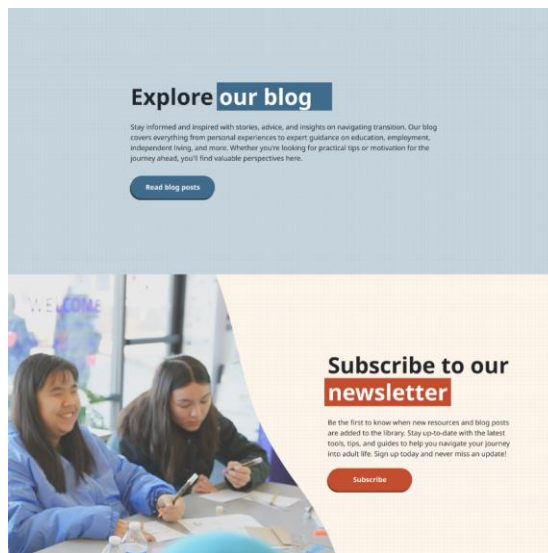
- Transition Hub Website
- Transition Hub [Newsletter](#)
 - Sign up link

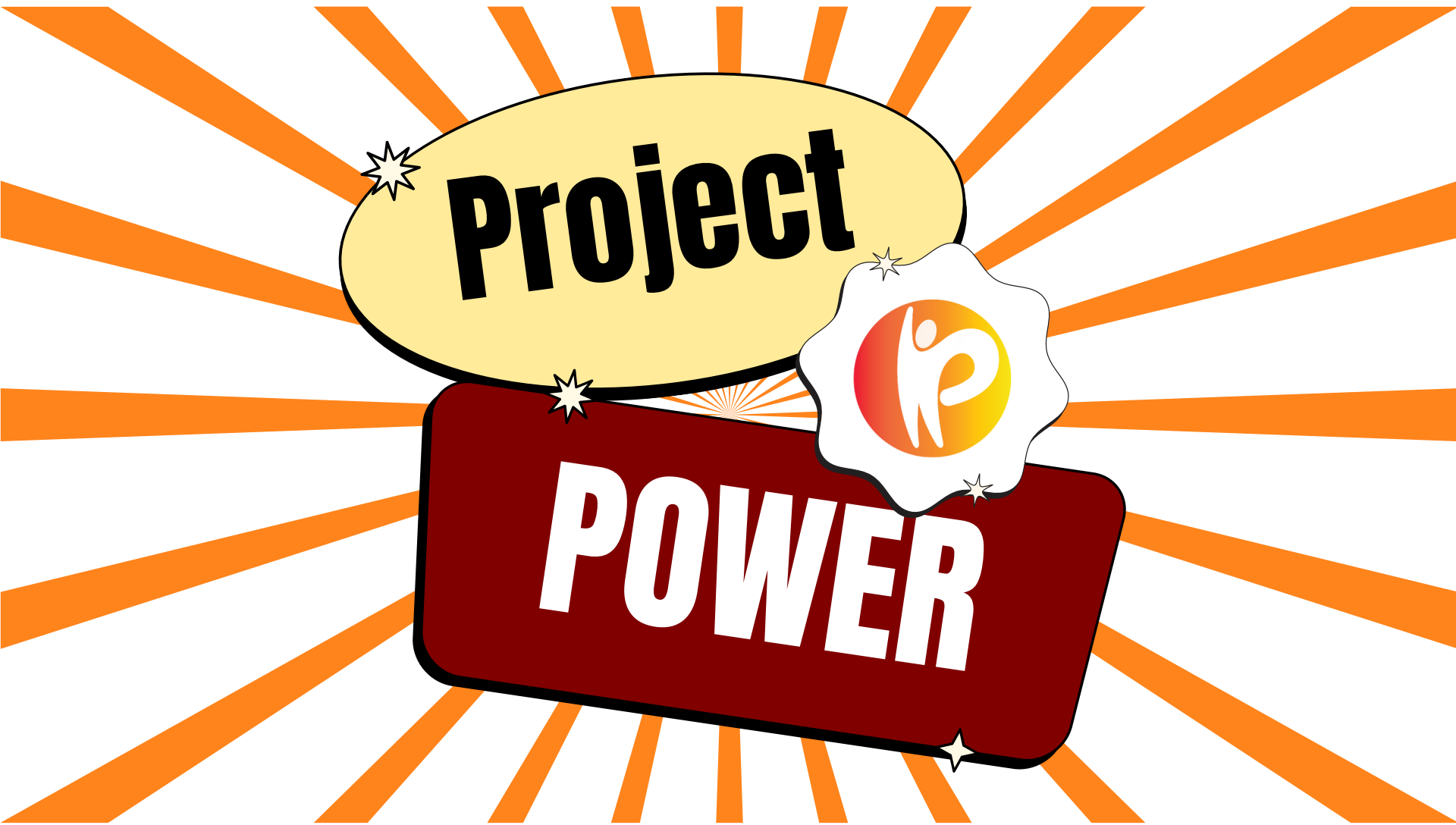


Welcome to Transition Hub Quarterly

Transition Hub exists to help young adults with disabilities transition into adulthood. We connect nonprofits, share resources, and amplify diverse voices across our communities.

Each quarter we'll share updates on the work we are doing and news from





Region D2

OUR TEAM



Michele Williers
Executive Director



Melissa Edwards
Co-Director



Quinna Phillips
Co-Director

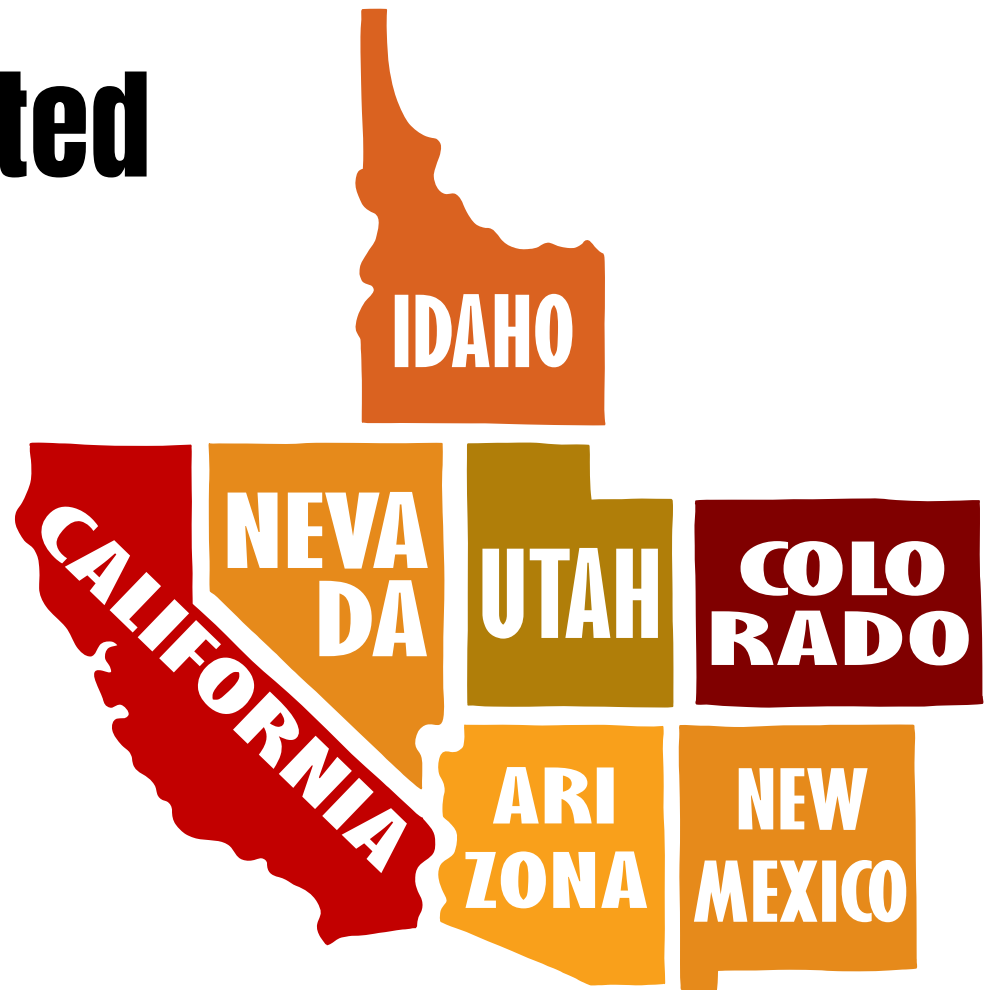


Cade Hebert
Youth Innovation

States Represented

Region D2 Areas of Interest


- Unserved/Underserved Populations
- Policy and Law
- Dignity of Risk
- Collaborative Efforts
- Youth Engagement
- Technology
- Communication





Resources

- Accessibility Guidelines and Checklist
- ICAP's for Youth Work
- Region D2 Parent Center Resources (Transition Resources by State)
- Region D2 Discord
- Monthly Newsletters
- Piece of Advice Videos
- Youth Engagement Toolkit w/Section Fact Sheets



Webinars/Trainings

- Individualized Employment Plan
- Overcoming Barriers Infographic (YAC)
- Success Unmeasured
- WebAim Training for 1 Parent Center Staff



Coming Soon

- Independent Living Webinar Series
- Legal Considerations w/Fact Sheet
- Essential Forms Kit for Youth Engagement
- Personal Networks Training
- Region D2 Parent Center Conference (Zoom)



Technical Assistance



BY THE NUMBERS 2024-2025


Infographics

22



POA Videos

16



WEBINARS

15



Toolkits

4


Project POWER's
**Youth Advisory
Community**
SINCE 2023

Oct. 2022
Are we
ready?



Jan. 2023
First Meeting
(5 members)



June 2024
First YAC Leadership
Conference



March 2025
Increase in
membership
(9 members)



2025
Second YAC Leadership
Conference



Oct. 2022 Collaboration
with RSK/DAI. First round
of YAC applications



Jan. Oct. - 2023
Trainings, Goals,
Content Development



Oct. 2024 - Mar. 2025
Employment Series, POA
Videos, Communication,
Second round of YAC
Applications



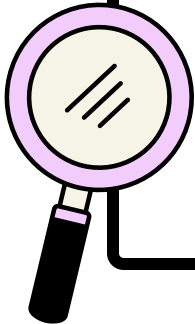
March 2025
Podcasts, Overcoming
Barriers, Collaboration
with Colorado APSE





YAC'S MISSION

The Youth Advisory Community provides resources, real life applications and practical tools to individuals, their families, and professionals from a youth perspective about disabilities. We empower youth and young adults with disabilities through paid opportunities to have their voice heard.





Project POWER's
YAC
Our Favorite
Projects/Trainings

"The Communication Trainings, because the trainer provides business training and corporate training providing personal real life skills and tools. Every time I attend one of their trainings, I learn how to navigate business and life together so that they are balanced enough that they don't have to be separate."

"I rather enjoyed the youth conference we did in Salt Lake and getting to know each other better. The raining on speaking and communication was also my favorite all year."

"The Autism Project when we did the info graph and the conference last June."

"The training was on Success Unmeasured Conference and because I learned more about myself and being confident."

-Youth Advisory Community Members-

OUR YAC AT WORK





Project POWER's
YAC
What We've Learned!

"Some skills I gained are speaking up and being more confident and being better at communicating and using it in my life with other people in the community and at work"

"How to make new friends and I use that in my life when I meet new people"

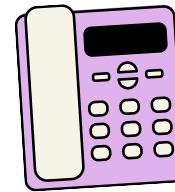
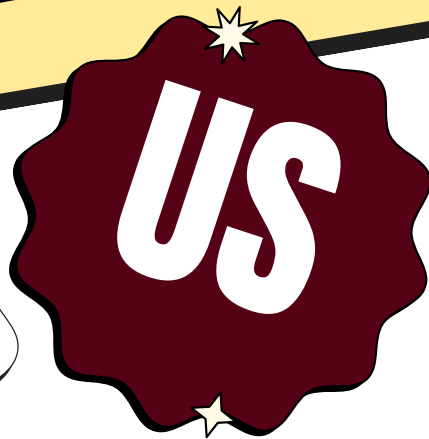
"Stepping into my own power in a way that influences and helps and creates connection for the good"

"Advocating for yourself gets you what you need faster than having others say it for you"

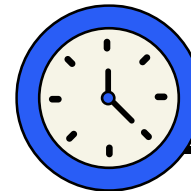
"Empathy. I absolutely love the community fostered within the YAC and feel it's particularly important in the moment in time we find ourselves having to navigate"

-Youth Advisory Community Members-

CONTACT



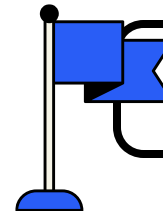
719-531-9400



Mon.-Fri. 8:00am - 4:30pm



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