

RSA-PTIS' SPOTLIGHT

RAISE Summit

September 18, 2017

Connecting Youth to Communities, College and Careers



PACER Center's Project Launch

Partner with parent centers in KY, OH, IN

Provide training and information to youth and families

Employment Options

Postsecondary Options

Independent Living Goals

Collaborate with Vocational Rehab, Centers of Independent Living, Employers, Workforce Centers.

Activities: Special workshops

Develop and present 6 basic special workshops

- Rural
- Urban
- New employment focused workshops

Activities: Broaden impact

Strengthen Linkages and partnerships

- Local
- State
- National Agencies

Activities: Diverse families

Develop and Facilitate Workshops Without Walls

- African American
- Hmong
- Hispanic/Latino
- Southeast Asian
- Native Americans
- New Refugee/Immigrant populations
- Underserved/underrepresented

Activities: Information & Assistance

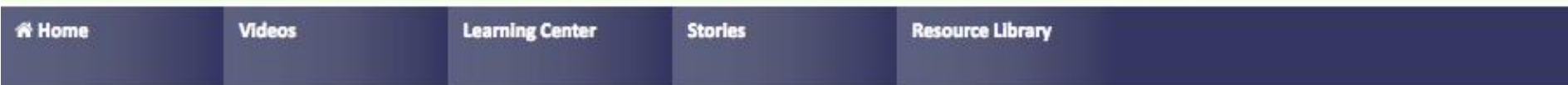
Provide information and individual assistance

- Transition information
- Client Assistance Program
- Rehabilitation Act
- ADA
- Ticket-to-Work
- The Work Incentive Improve Act
- Employment Legislation

Resource Library

[www. PACER.org/transition/resource-library](http://www.PACER.org/transition/resource-library)

pacer.org/transition



Learning Center

Find helpful information and resources on transition topics such as independent living, postsecondary education, and employment.

[Learn more](#)



Features



Vote! It's Your Right and Responsibility

A message from the Oregon Council on Developmental Disabilities, Disability Rights Oregon and the Oregon Secretary of State.



10 Tips for Voters With Disabilities

Project Launch

Your trusted source for information on career exploration, employment, and vocational rehabilitation for youth and young adults with disabilities

For transition-age youth and young adults with disabilities, success often depends on having the right services in place to support employment, education, and inclusion in the community. Fortunately, there are laws that help.

The Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Workforce Investment Act, and the Americans with Disabilities Act (ADA) guarantee people with disabilities a free and appropriate education, ensure civil rights, and protect young adults from employment discrimination based on their disabilities.

Funded by the Rehabilitation Act, Project Launch works in partnership with parent centers in Indiana, Kentucky, and Ohio to help youth, adults, families, professionals, and employers understand how these laws can help individuals with disabilities create a positive future.

How Project Launch Helps

Through individual assistance, workshops, resources, and more, Project Launch helps youth and young adults with disabilities pursue meaningful careers, live as independently as possible, and enjoy inclusion at work and in the community.

Project Launch provides a practical website and an array of helpful publications, webinars, parent tip sheets, and videos on disability-related topics.



Parent Center Partners

Project Launch works in partnership with parent centers in:

- Indiana: [IN*Source](#)
- Kentucky: [KY-SPIN](#)
- Ohio: [OCECD](#)

Visiting College and University Campuses

Preparing for postsecondary education takes careful planning on the part of the student, his or her family, school personnel, and college and university staff. For students thinking about furthering their education, one step in planning and preparing for postsecondary life is by visiting college campuses. This PACER publication highlights some helpful activities for the visit.

Frequently asked questions about career exploration for youth with disabilities

Career exploration is an

Activities: Future

Years 4 and 5 Focus

- New trainings on careers and postsecondary topics
- Assistive technology for school
- Workplace Accommodations
- Career Curriculum and continued product development



FEDERATION FOR CHILDREN WITH SPECIAL NEEDS



INFORMING, EDUCATING, EMPOWERING FAMILIES

617-236-7210 | www.fcsn.org | fcsninfo@fcsn.org



WIOA Student & Family Support Project

INFORMING, EDUCATING, EMPOWERING FAMILIES

617-236-7210 | www.fcsn.org | fcsninfo@fcsn.org



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Who we are



The LINK Center connects families and individuals with disabilities who are transition age (14-26) to information, supports and services to achieve their future vision.

The Parent Training and Information Center is a project of the Federation. It provides free information, support, technical assistance and affordable workshops to families who have children with disabilities and the professionals who work with them.





FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

WIOA Student and Family Support Project

- Project overview
- 3 main goals
- Measurable goals
- Goals detailed
- Case example
- LINK Center projects





FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

WIOA Student & Family Support Project

Collaboration between FCSN and the Massachusetts Rehabilitation Commission (MRC)

- ✓ Provide pre-employment transition services to students with disabilities ages 16-22 and their families
- ✓ Transition Family Support Specialists
 - Statewide reach
 - Act as liaisons to MRC
 - Support students and families



Three Main Goals

1. Partnership with MRC area offices to offer transition workshops for MRC counselors, families, and professionals.
2. Provide transition resources through websites, webinars, workshops, materials, and phone calls.
3. Referral based face-to-face transition support for vocational rehabilitation eligible students and families.



Measureable Goals

- 1 workshop for every MRC area office (24) per year
- 1 workshop for every pre-ETS vendor per year
- 1 workshop for each area office community per year (24)
- 250 face-to-face meetings
- Impact 2500 families, students, and professionals statewide per year



Partnership with MRC

Provide training to MRC counselors, pre-employment transition services vendors, community partners, schools, students, and families

- Improve MRC's understanding of working with families and schools through trainings and technical assistance
- Improve family and student understanding of eligibility services and the MRC process and connect them with resources
- Provide training regarding transition to MRC vendors and community partners



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Outreach and Resources

- Transition Family Support Specialists
 - Outreach team (Spanish, Vietnamese, Chinese, Portuguese, and Haitian Creole)
- LINK Center website
- Call center
- Workshops
- Webinars
- TIPS brochures





FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Face-to-Face Transition Support

- One time meeting
- Must be MRC eligible consumer
- Referrals from MRC





Face-to-Face continued

Primary goal of the meeting is to increase knowledge around planning for life after high school through:

- Person-centered planning
- Goal setting support
- Connecting to resources





FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Case Example





FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

LINK Center Projects

- Planning a Life Conference – 2 day transition planning conference (3 x per year)
- TIPS brochures – partnership with MA Dep. of Ed
- Becoming a Leader: Youth Leadership Forum at Visions of Community Conference
- Youth Advisory Board and Facebook group
- WIOA Project Advisory Board
- Transition Family Guide Book
- Transition Listserv



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Contact Information

Federation for Children with Special Needs

wioa@fcsn.org

617-236-7210

<http://fcsn.org/linkcenter/>





FEDERATION FOR CHILDREN WITH SPECIAL NEEDS



INFORMING, EDUCATING, EMPOWERING FAMILIES

617-236-7210 | www.fcsn.org | info@fcsn.org



OPEN DOORS FOR MULTICULTURAL FAMILIES



WHO WE SERVE

Culturally & Linguistically Diverse families who have loved ones with developmental/intellectual disabilities & special health care needs

MISSION

Equal access to culturally and linguistically appropriate information, resources & services



MULTICULTURAL PARENT TRAINING & INFORMATION CENTER PROGRAM

CLD youth & families:



➤ **Increase knowledge** about transition & related services in their primary language



➤ **Increase access** to culturally responsive transition related services

Service System & Professionals

Capacity Building



➤ **Increase capacity** to meet the need of CLD youth and their families

PUBLICATION: Information Resource Guides



- Available from ODMF website
- Disseminated in-person at:
 - County Transition Fairs
 - WA State transition conference
 - Presentations with transition-related professionals
- ➔ More outreach activities planned for FY4-5.

Upcoming Publication:

- Security: Legal, Finance & Health

PUBLICATION: Transition Video Series

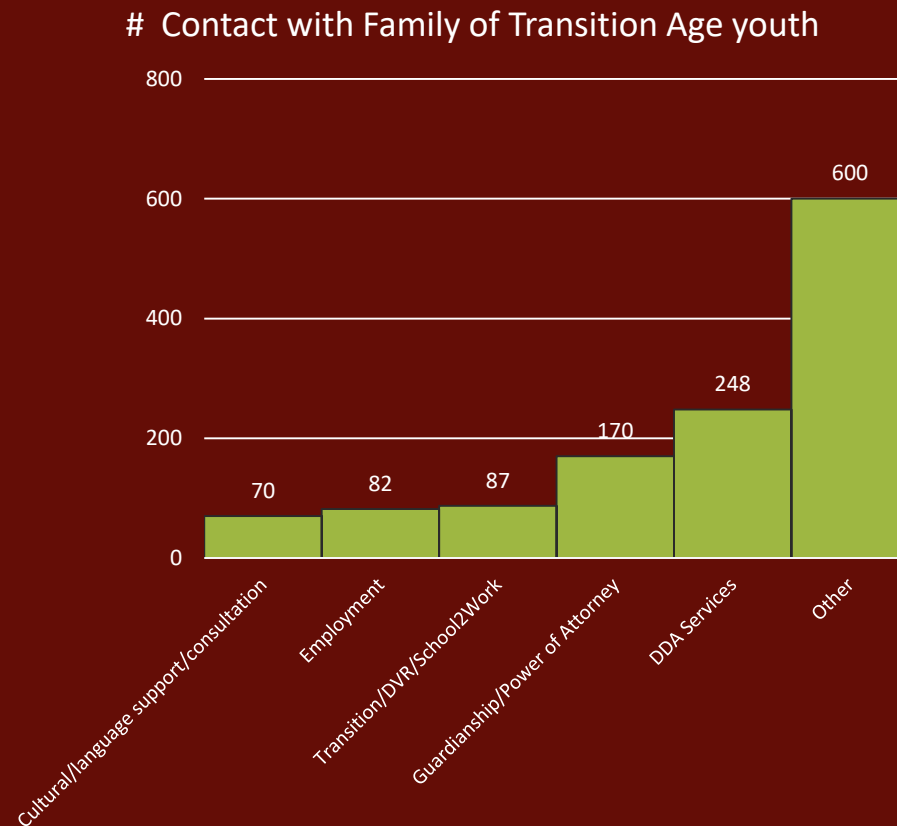


[Link: Section 1](#)

- Information & Resources from Transition Guide
 - Introduction
 - Discovery & Decision Making
 - School Based Transition Services
 - Daily Life: Work, College, IL
 - Safety: Legal, Finances & Health
- Interviews with CLD self-advocates and parents
- Upcoming Publications:
 - What is Transition?
 - Person-Centered Planning
 - Disability Disclosure

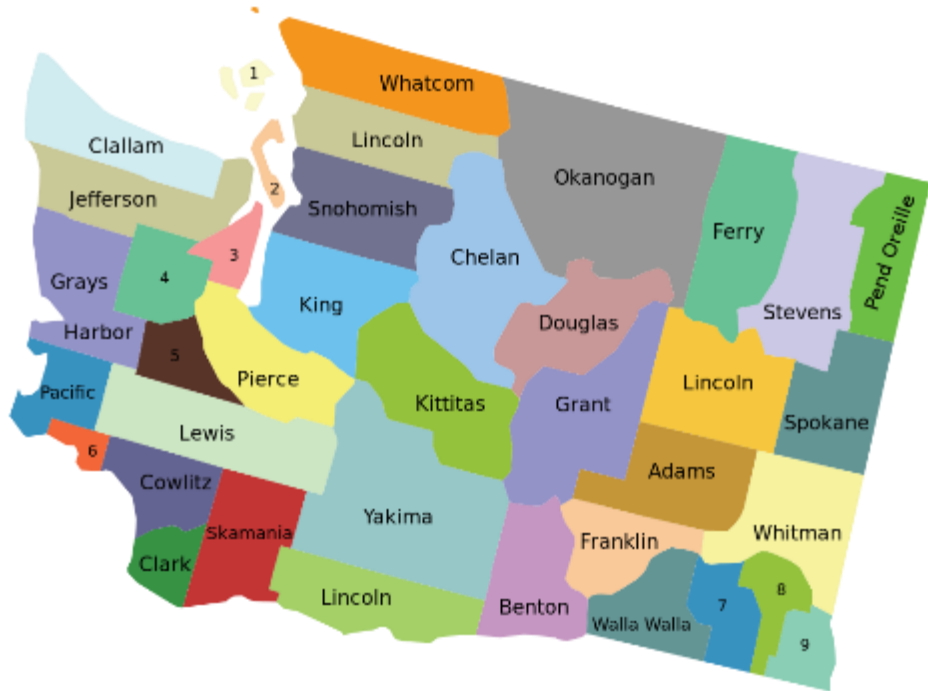
STUDENTS & FAMILIES SUPPORTED DURING 2015-2016

Top 5 primary issues



- 1,257 interactions recorded Family Case
- *Excluding # from Professional Case on Transition Youth, parent workshops & youth programs

Upcoming activities



- Outreach to the target counties in WA with publication disseminations & Technical Assistance
- Develop Technical Assistance strategy for professional development in serving CLD youth & families in WA
- Develop infrastructure for Info & Referral system for CLD families throughout WA

Contact

Open Doors for Multicultural Families

24437 Russell Rd Suite #220, Kent WA 98032

Web: www.multiculturalfamilies.org

Email: info@multiculturalfamilies.org

Office: 253-216-4479 Fax: 253-499-0014

Miho Onaka, Project Coordinator

(Japanese & English)

mihoo@multiculturalfamilies.org

(253)-391-6004

REACH Webinar Series

LUNCHTIME LEARNING WEBINAR

YES I CAN! Supported Decision-Making & Alternatives to Guardianship

Learn ways parents/families, professionals, children & youth with disabilities can get prepared to make choices and decisions about their own lives.

Presented by
Diana Autin, Executive Co-Director
Statewide Parent Advocacy Network

To register, go to: www.yes-i-can.eventbrite.com

When
Tuesday
Feb. 16, 2016
12:00 - 1:15 PM

Registration required!
Register early, limited number of tickets available.
Instructions on how to join the webinar will be provided with registration confirmation.

Questions:
Contact
Dawn Monaco
dmonaco@spannj.org

Statewide Parent Advocacy Network
35 Halsey St | Newark, NJ | 07102
www.spanadvocacy.org

LUNCHTIME LEARNING WEBINAR

Integrating Health into the Transition IEP

Learn why health is important to post-secondary education, employment and independent living and how to address this in the IEP

Presented by:
Carolyn Hayer and Dawn Monaco, Co-Directors
REACH for Transition Project
Resources for Employment, Access, Community Living & Hope

To Register go to:
www.transition-health.eventbrite.com

When
Wednesday
May 25, 2016
12:00-1:00 pm

Registration Required!
Register early, limited number of tickets available.

Instructions on how to join webinar will be sent with registration confirmation.

Questions contact:
Dawn Monaco
dmonaco@spannj.org

Statewide Parent Advocacy Network
35 Halsey St | Newark, NJ | 07102
973-642-8100
www.spanadvocacy.org

LUNCHTIME LEARNING WEBINAR

Assistive Technology & Transition from School to Adult Life

This webinar is designed for teens and young adults with disabilities, parents, teachers, transition coordinators, child study teams, and administrators.

Included in Webinar:
• information on reading, writing, note taking, scheduling, executive function skills, and communication skills
• including AT goals into the Transition IEP
• demonstrations of AT software, programs and apps
• information about laptops, tablets, smartphones, and computers

AT is constantly changing. Stay up to date and learn about the latest developments. Transition is a team sport! Sign up your entire transition team to participate in this webinar.

To register go to:
<http://at-transition.eventbrite.com>

When
Thursday,
July 7, 2016
12:00-1:00 pm

Registration Required!
Register early, limited number of tickets available.

Instructions on how to join webinar will be sent with registration confirmation.

Questions contact:
Dawn Monaco
dmonaco@spannj.org
973-642-8100 x 193

LUNCHTIME LEARNING WEBINAR

Talking to Your Child about Their Disability: When, How & Why

Parents have many questions when it comes to talking to their child about their disability. This webinar will answer some important questions:

- When is the right time to talk to your child about their disability?
- How can a parent help their child to understand their disability?
- What is self advocacy and self determination and why is it important to teach these skills to your child?
- How can these skills help your child in post secondary education and beyond?

Hear youth talk about their experiences!

To register go to:
<https://talkingdisability.eventbrite.com>

When
Wednesday,
September 21, 2016
12:00-1:00 pm

Registration Required!
Register early, limited number of tickets available.

Instructions on how to join webinar will be sent with registration confirmation.

Questions contact:
Dawn Monaco
dmonaco@spannj.org
973-642-8100 x 193

Presented by
Lorena Hernandez
Family and Youth Education
Coordinator
SPAN

LUNCHTIME LEARNING WEBINAR

Understanding the Laws that Protect Youth and Young Adults With Disabilities Post High School

In order to ensure a smooth transition from high school to adult life, it's important for youth & young adults to understand

- There are no IEPs after high school
- There are laws that prohibit discrimination
- Students must advocate for themselves to be entitled to services

Presented by
Diana Autin, Executive Co-Director
Statewide Parent Advocacy Network

Link to Register for Webinar:
<http://laws-that-protect.eventbrite.com>

When
Wednesday,
January 24, 2017
12:00-1:00 pm

Registration Required!
Register early, limited number of tickets available.

Instructions on how to join the webinar will be sent with registration confirmation.

Questions contact:
Dawn Monaco
dmonaco@spannj.org
973-642-8100 x 193

LUNCHTIME LEARNING WEBINAR

Community Resources "Disability Rights"

Learn the resources and supports available to families, youth/youth adults with disabilities and professionals.

There are many resources available right in your backyard.

Hear from representatives from the National and local levels

To register go to:
<https://reach-community-dm.eventbrite.com>

When
Thursday,
April 6, 2017
12:00-1:00 pm

Registration Required!
Register early, limited number of tickets available.

Instructions on how to join webinar will be sent with registration confirmation.

Questions contact:
Dawn Monaco
dmonaco@spannj.org
973-642-8100 x 193

LUNCHTIME LEARNING WEBINAR

Community Resources "Vocational Rehabilitation"

Learn the resources and supports available to families, youth/youth adults with disabilities and professionals.

There are many resources available right in your backyard.

Hear from representatives from the National and local levels

To Register Go To
<https://reach-communityresources-vr.eventbrite.com>

When
Wednesday,
July 12, 2017
12:00-1:00 pm

Registration Required!
Register early, limited number of tickets available.

Instructions on how to join webinar will be sent with registration confirmation.

Questions contact:
Dawn Monaco
dmonaco@spannj.org
973-642-8100 x 193

Presented by
Lorena Hernandez
Family and Youth Education
Coordinator
SPAN

Link to webinar recordings:
www.spanadvocacy.org/content/reach-transition-webinars-0

REACH Webinar Series

2016/2017 Webinar Presenters:

Parent Centers:

- Laura Arrington, Family and Youth Education Coordinator, STARBRIDGE
- Diana Autin, Ex. Co-Director, SPAN
- Carolyn Hayer, Project Co-Director, REACH
- Dawn Monaco, Projector Co-Director, REACH

Professional Partners:

- Nancy Breiden, Director, Disability Law Project, Vermont Legal Aid, Inc.
- Ron Hager, Senior Staff Attorney, National Disability Rights Network
- Jeni Hergenreder, Staff Attorney, Disability Rights Pennsylvania
- Adam Krass, MS, ATP, Adam Krass Consulting, LLC
- Mike Marotta, ATP, Inclusive Technology Solutions, LLC

State Agencies:

- Lisa Hinson-Hatz, Director, NH Vocational Rehabilitation Services
- Alice Hunnicutt, Director, NJ Vocational Rehabilitation Services
- Libby Stone-Sterling, Asst. Director, ME Vocational Rehabilitation Services
- Stephen Wooderson, CEO, Council of State Administrators of Vocational Rehabilitation



Evaluation Results:

Overall Participants: 745

Evaluation Results: 100% of participants reported they were satisfied with the information provided.

"I found the advice on having your child present at their own IEP meeting very helpful."

"I liked the explanation of applicable laws."

Resource Repository:

Over 120 resources available from parent centers and partners.

<https://tinyurl.com/REACHrepository>





STELLAR Project

Supporting Transition to Engaged Lives by Linking Agency Resource

OUR GOAL

- The goal of STELLAR project is to provide information and training to assist transition age youth (14-26) with disabilities, their parents, family members, guardians, advocates, or other authorized representatives of the individual to participate more effectively with professionals in meeting the vocational, independent living, and rehabilitation needs of individuals with disabilities.

For more information
call us toll free at 1-800-743-7634
or email dstewart@ptimpact.org
Check out our website
<http://missouriparentsact.org/transition-to-adulthood/>

HOW WE REACH OUR GOALS

- 12 Regional Transition Networks (RTN) State Wide
 - Key Network Partners
 - Strategic Action Plans
- 36 Transition Mentors
 - Support in the facilitation of the RTNs
 - Provide direct support and resource to families and transition aged youth and young adults with disabilities

Shift

PEAK Parent Center



The purpose of the Shift Transition Project (Shift), initiated by PEAK Parent Center, is to serve youth with disabilities and their families to realize new transition possibilities. Shift provides resources, training, and support to families and to youth with disabilities on transition to college, post-secondary opportunities, how to plan for positive futures, and how to access supports and services after leaving school.

New York State Transition Partners

New York State Transition Partners is a collaboration of Starbridge, the Parent Network of Western New York, and INCLUDEnyc, providing information and strategies to help young adults with disabilities and their families to access and navigate vocational rehabilitation and other public systems that can help with financial stability, meaningful employment, and post-secondary education.



Take Charge of Your Life

Self-Advocacy Course Pilot

Selected Examples

from Course Sessions and Activities

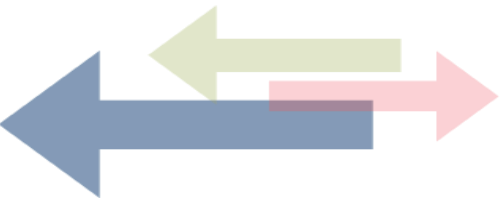


What is Self-Determination ?

Taking Charge of Your Life

- Make things happen
- Let others know who you are, what works for you, and what you need
- Know what you want and how to get it
- Set goals and work to reach your goals
- Speak up for yourself
- Make decisions

“Nothing about me without me”



Take Charge Course Sessions

1 - Saturday, March 12, 2016	“Get a Life”
2 – Saturday, April 9, 2016	“Speak Up for Yourself”
3 – Saturday, May 14, 2016	“Get a Job”
4 – Saturday, June 11, 2016	“Get Connected”
5 – Saturday, August 13, 2016	“Move On to Life!”

Take Charge Sessions at a Glance...

Course Goals

- Gain knowledge and increase your confidence in communicating what you need to have a good life.
- Use your knowledge, advocacy skills and planning tools to work toward your employment and independent living goals.
- Become self-determined to reach success in your life.

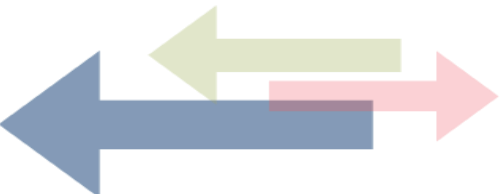


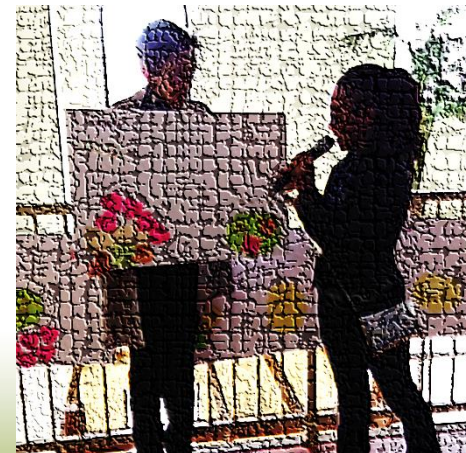
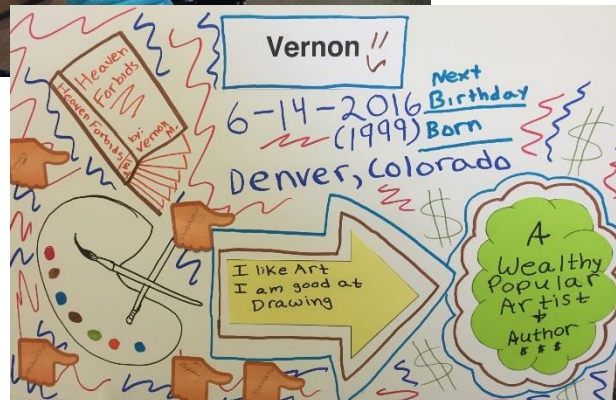
Take Charge...Whose voice is it, anyway?

Youth	Mentors
<p>Your first job is...</p> <ul style="list-style-type: none">• Speak up!• Participate• Ask questions• Take action• Dare to dream!• Take charge!	<p>Your first job is....</p> <ul style="list-style-type: none">• Be quiet and listen• Take notes• Write questions for later• Dare to dream!• Redirect, so your youth can take charge

During Session 1, You Will...

1. Learn about the purpose, goals and activities of Take Charge.
2. Get to know the other participants.
3. Tour The Independence Center.
4. Identify and talk about your strengths and interests.
5. Start a Take Charge poster and a relationship map.
6. Make an action plan for the next step(s) you will take (your homework).

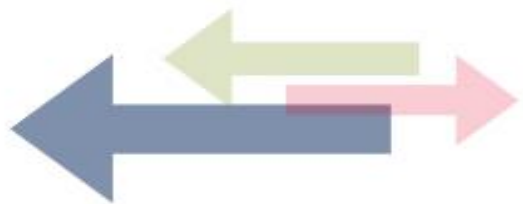




During Session 2.....

- Homework reports
- Reconnect with the group
- Meet Ian Watlington
- Talk about self-advocacy
- Practice speaking up



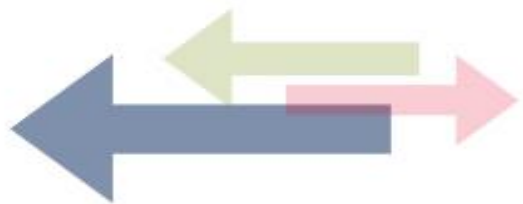


Take Charge – Session 2

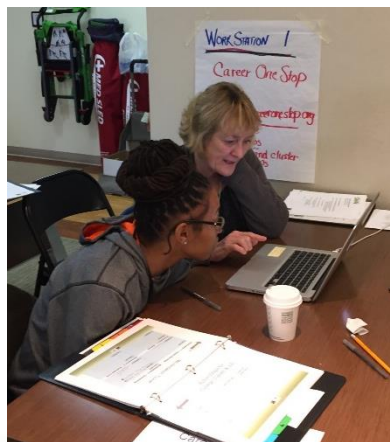
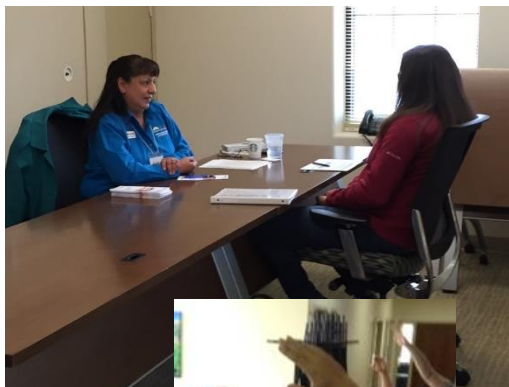


Session 3 Activities

- Reconnect with each other
- Homework and extra credit reports
- Talk to college and job experts
- Do computer research for jobs
- Work on resumes and business cards
- Set next steps



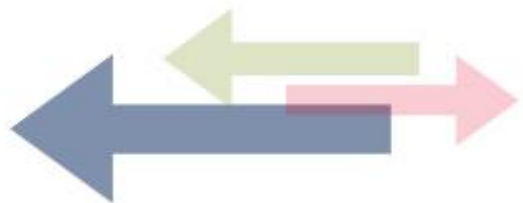
Take Charge – Session 3



Session 4 Activities

- Review Take Charge Sessions 1-3 with Ian Watlington
- Homework reports
- Community mapping to make connections
- Individual meetings with business card design consultants
- Set next steps





Take Charge – Session 4

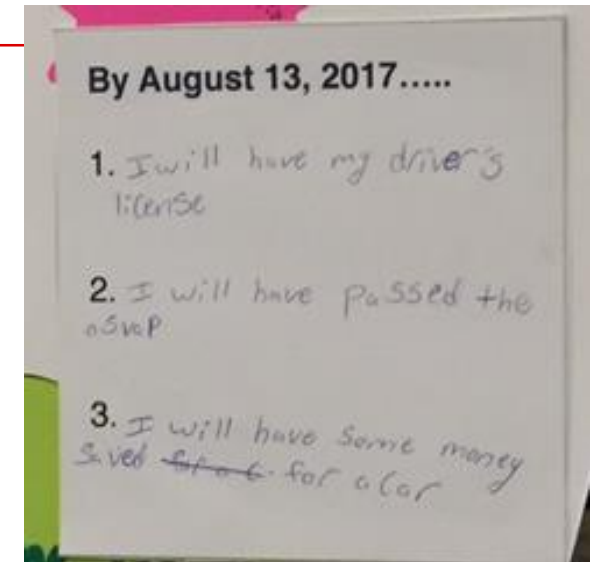
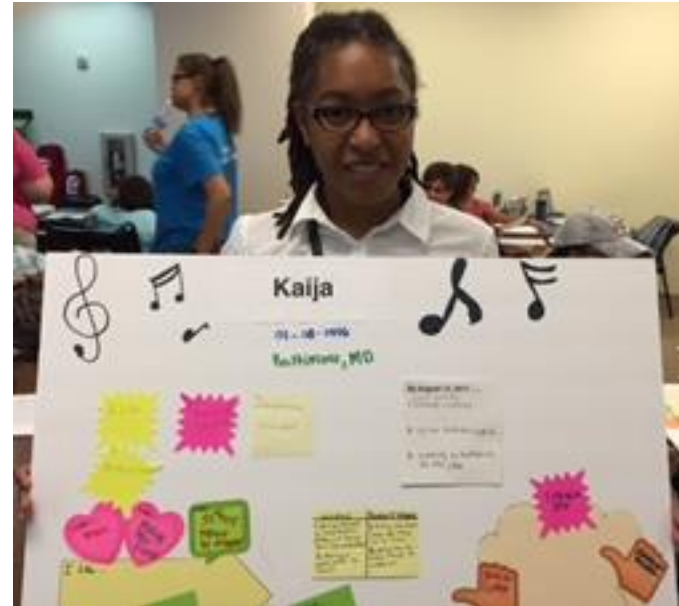
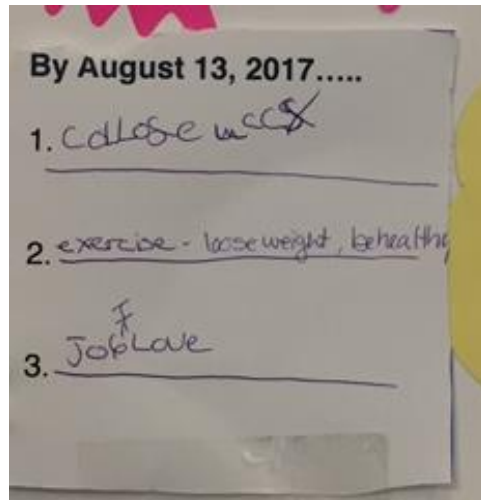


Session 5 Activities

- Virtual check-in with Ian Watlington
- Homework reports
- Video presentations
- Portfolio building
- Disability rights walk and roll
- Lunch on the patio
- Advice for the future from a fellow self-advocate
- Graduation!



Session 5 Graduation & Next Steps

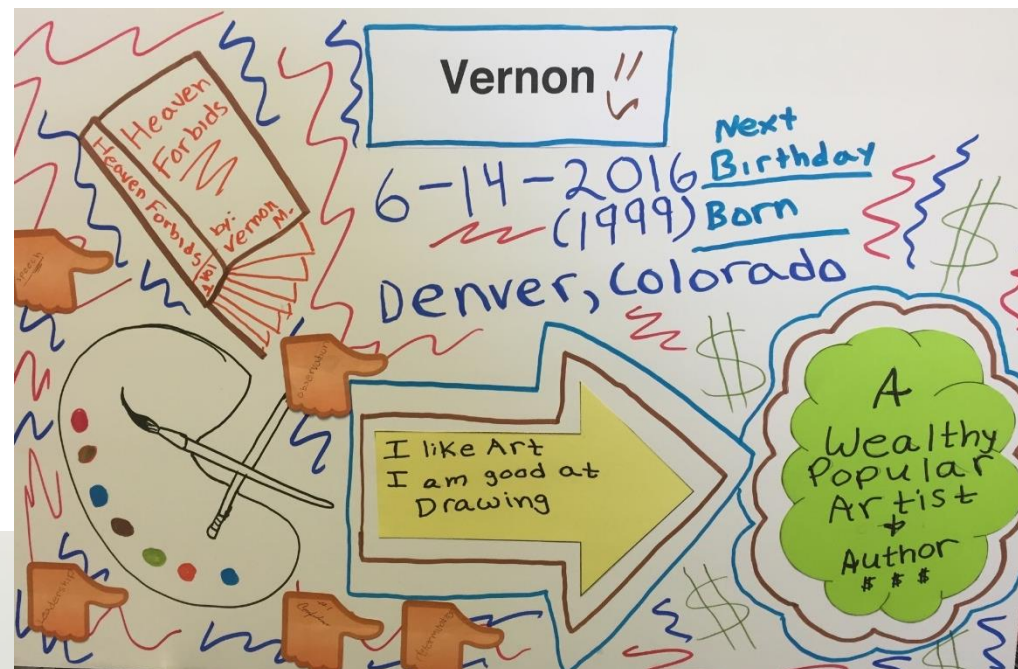
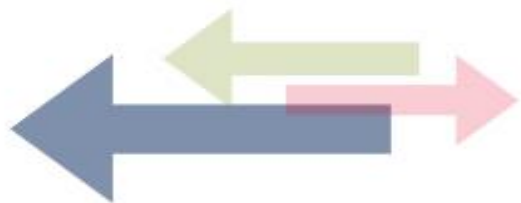


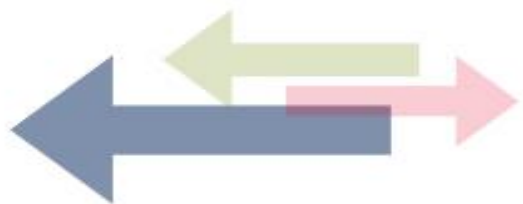


Take Charge Activities

- Speakers who are self-advocates
- Consulting sessions with college, employment and independent living experts
- Interactive and hands-on activities
- Portfolio, business card, and video resume development
- Videos with discussion
- Separate sessions for youth and for mentors

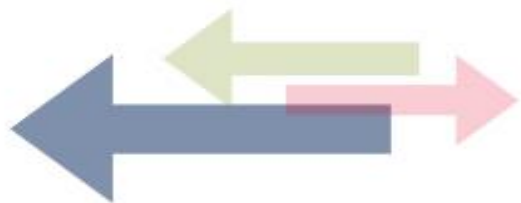






Meet the Experts Ticket

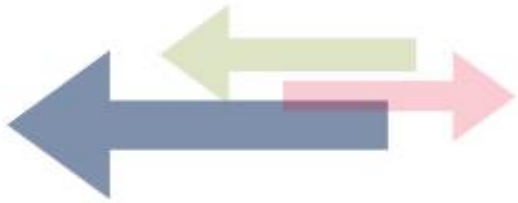
Scott Kupferman, UCCS	Sunny Lane, DVR	Cathy Cimino, PP Workforce Center
I learned:	I learned:	I learned:
Expert's Signature:	Expert's Signature:	Expert's Signature:



Meet the Experts for College, Careers, and Jobs! 9:30 – 11:45 am

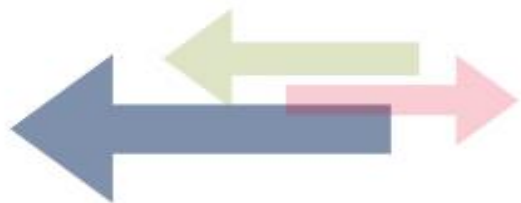
- Scott Kupferman, University of Colorado at Colorado Springs (UCCS)
- Sunny Lane, Vocational Rehabilitation
- Cathy Cimino, Pikes Peak Workforce Center





Workstation Ticket

Workstation 1 – Career One-Stop	Workstation 2 – Connecting Colorado
I learned	I learned
Facilitator:	Facilitator:
Workstation 3 – Resume	Workstation 4 – Business Card
I learned	I learned
Facilitator:	Facilitator:



Workstation 3

Resumes and Letters of Recommendation

Sample High School Student Resume

DAN JENNINGS
Ygnacio Valley | Deer Valley | Richmond High Schools
e-mail: djennings@hotmail.com

OBJECTIVE: To obtain a position in the automotive service industry.

EDUCATION: Hoover High School San Diego, CA
Expected Graduation Date June 2008
Grade Point Average 3.0

EXPERIENCE: **Food Service Worker** Present-September 2004
McDonald's Restaurant San Diego, CA
Provided excellent customer service, operated cash registers, maintained a sanitary work area, prepared food and refilled lobby items as necessary.

VOLUNTEER WORK: **Rowan Child Development Center** Summer 2005
Performed office work, such as data processing.
Provided childcare services and general help as necessary.

AWARDS: **Airplane Construction** Summer 2004
Del Mar Fair Special Award

ACTIVITIES: Hoover High School Baseball Team 2004-2002
HOSA Club 2002
Mid City Police Department Volunteer Summer 2005

REFERENCES: Available upon request.

Dear _____,

I am putting my portfolio together to use to introduce myself to people, businesses, and community people. I want to use it to get jobs, pursue a career, find new opportunities to learn, and do things I am good at and like to do (like volunteering, making friends, and taking classes).

Will you please write a Letter of Recommendation about me I can put into my portfolio?

To help you get started on your letter, here are some things I believe I am good at:

-
-
-

Here are things I am most interested in doing:

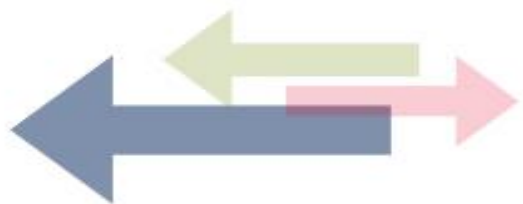
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-

I really want to put letters in my portfolio from people who know me and appreciate me. I hope you will write a letter.

Please return your letter to me by _____ if possible.

Sincerely,



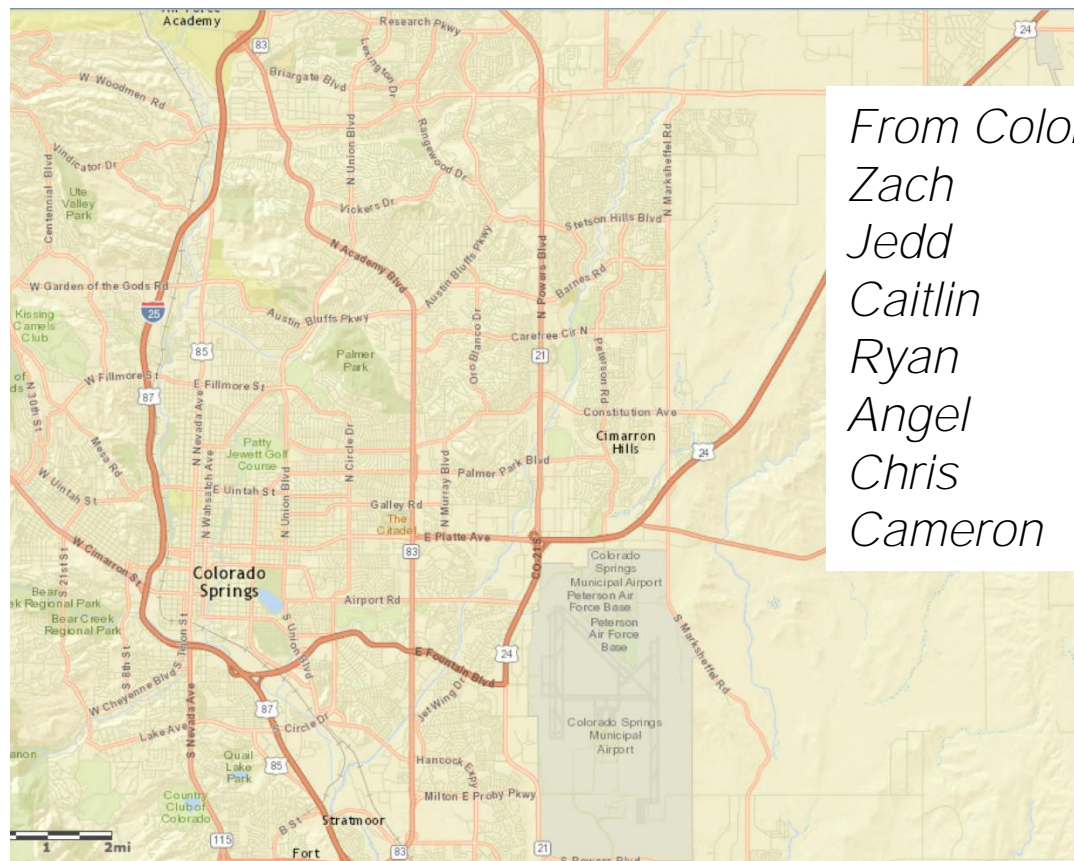


Workstation 4 – Design a Business Card





Map the Community



From Colorado Springs:

Zach

Jedd

Caitlin

Ryan

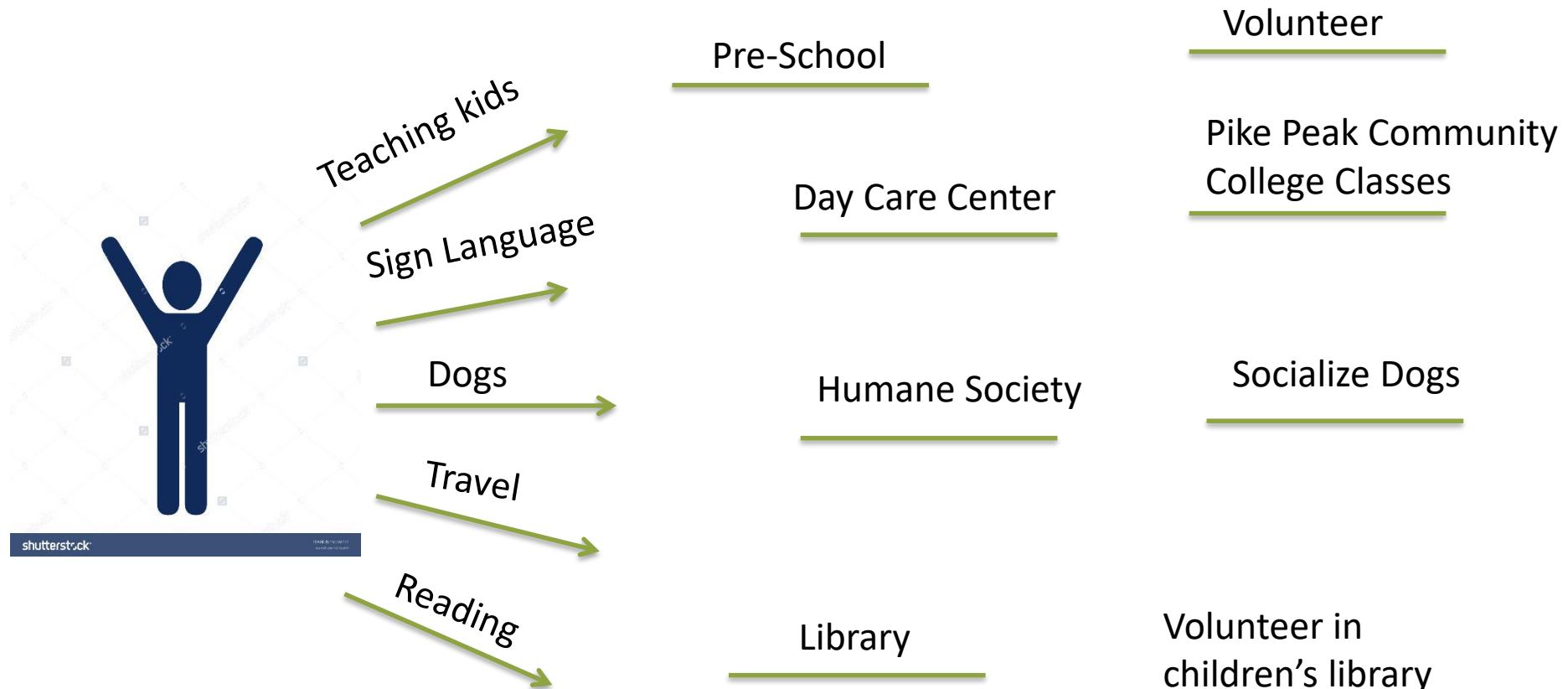
Angel

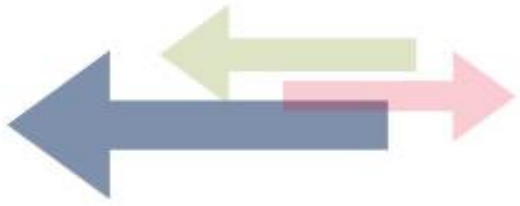
Chris

Cameron

Sample Connections Worksheet

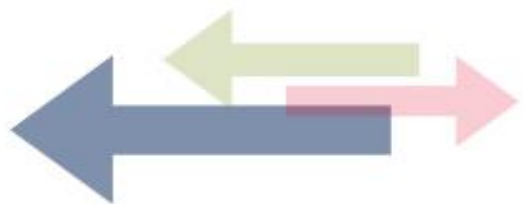
(from Mapping Activity)





Build Your Portfolio

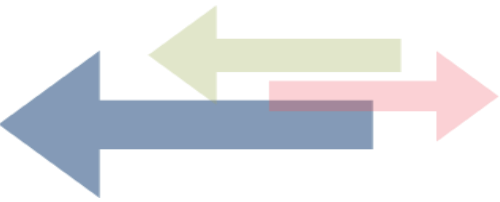
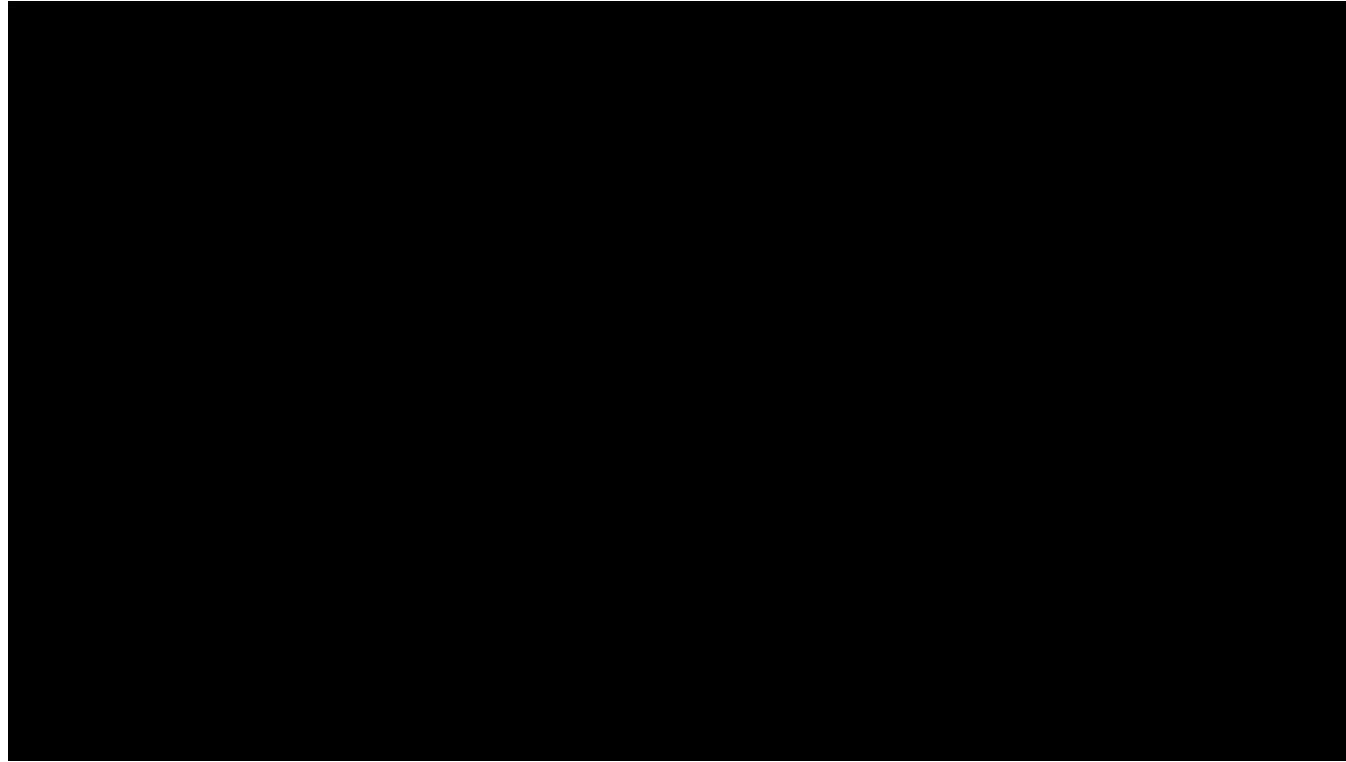
1. Cover letter
2. Resume
3. Letters of recommendation
4. Certificates and special recognition
5. Business card
6. CD and thumb drive



Action Steps for College, Career & Job

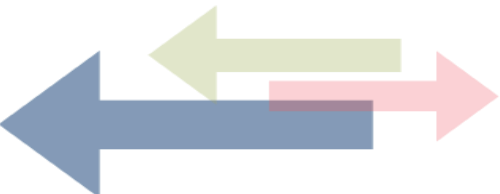
I will:	Who will help:	Check off when done:
1.		
2.		
3.		

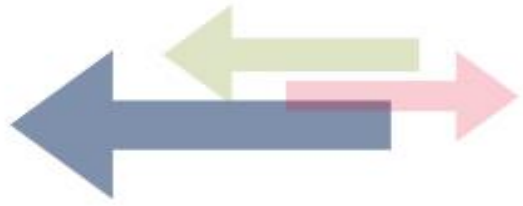
Mentor Activity - Letting Go Video



Letting Go Discussion

1. What struck you from the video?
2. How does the video apply to you?
1. How can you be a guide for a young person while at the same time letting go and allowing him or her to develop self-reliance and independence?





Ian Watlington



Tales of Self-Advocacy and Lessons Learned





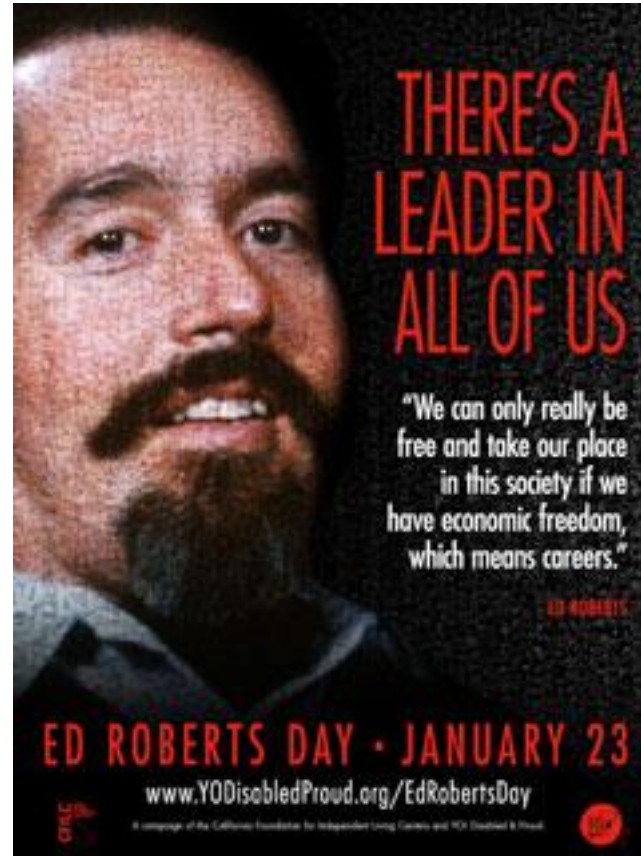
Disability Rights and Advocacy



Patricia Yeager
Executive Director
The Independence Center



Ed Roberts



<https://www.youtube.com/watch?v=E1n379TcS-U>



Disability Rights



Video: Discovery and Possibility



https://www.youtube.com/watch?v=DNQqd_PRKdY



Copyright © PEAK Parent Center

Video: Find Your Strengths



https://www.youtube.com/watch?v=s_30jf4Zmlc



Copyright © PEAK Parent Center

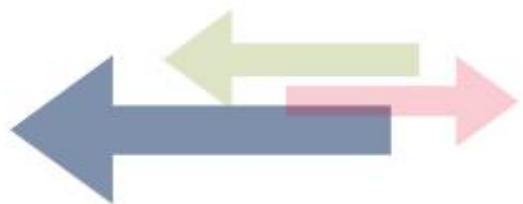
Dare to Dream



<https://www.youtube.com/watch?v=HbOxNvuwabo>

In one or two words,
What did LeDerick's video make you think about?



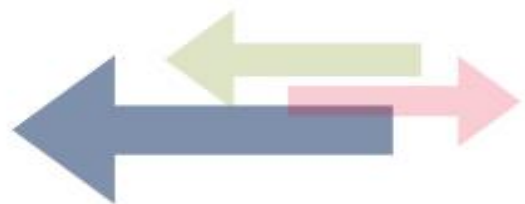


Video: Jonathan Mooney on Lessons Learned



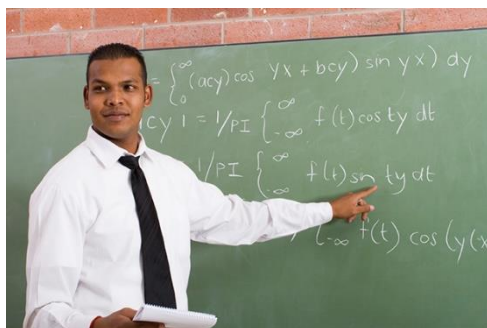
<https://www.youtube.com/watch?v=8LTAtsg-lm4>

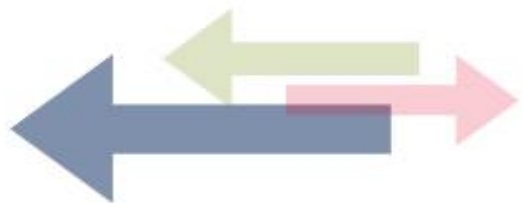




YOUTH

Who Do You Need to Speak Up To?





Ryan – Video Resume





Ryan

Ryan Stringer

Life Path
August 13, 2016

Interests	Strengths	What Works?	What Doesn't Work?
<ul style="list-style-type: none"> • I like school • I like music • I like camping • I like church • I like Souper Salad • I like Taco Bell and Pizza 	<ul style="list-style-type: none"> • I have a happy spirit • I am kind • I like concert music • I am compassionate <p>I'm good at:</p> <ul style="list-style-type: none"> • putting things where they belong • singing, laughing, swimming and being kind <p>I can:</p> <ul style="list-style-type: none"> • do my laundry, cook in the microwave and do chores • work in the counseling office delivering messages • work in the cafeteria • make people happy and speak Spanish 	<ul style="list-style-type: none"> • Music works • Working at school office • Work lunch cart 	<ul style="list-style-type: none"> • Bossing me does not work • Someone not listening to me

1 Year Goals
It's August 2017, what has happened?

I will have a job I love.

I will exercise – lose weight and be healthy.

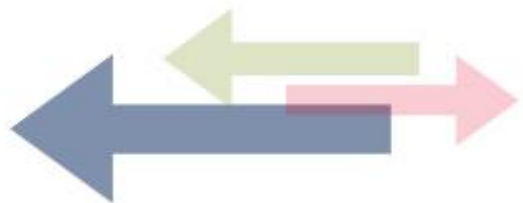
I will be in college – UCCS.

Vision / Goals



- Be happy
- Be needed
- Be in charge
- Be responsible
- Be valuable





Vernon – Video Resume





Vernon

Vernon Moore

June 14, 1999
Denver, CO

Life Path August 13, 2016

Interests	Strengths	What Works?	What Doesn't Work?
<ul style="list-style-type: none"> I like Art 	<ul style="list-style-type: none"> Leadership Confidence Determination Observation Speech I am good at drawing 	<p>Art:</p> <ul style="list-style-type: none"> Very good creativity Having the right technique Being involved <p>Writing:</p> <ul style="list-style-type: none"> Detail in writing Needs the right atmosphere Having a great idea 	<ul style="list-style-type: none"> Distractions Not being able to hold your focus Depression Over thinking Story sets old Loosing focus

1 Year Goals
It's August 2017, what has happened?

My art is recognized.

I will have college credits in high school.

I will have my drivers license.

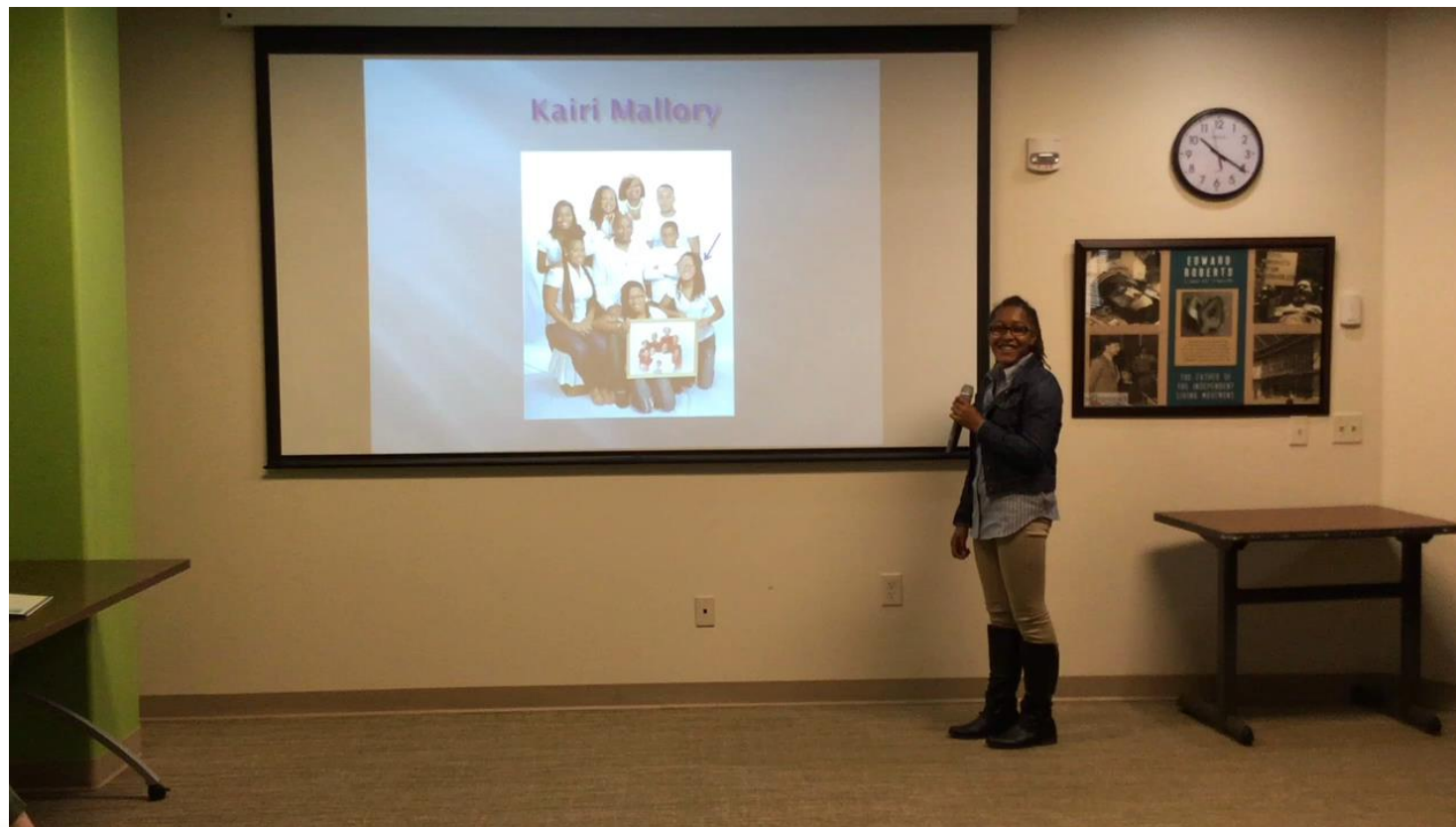
Vision / Goals

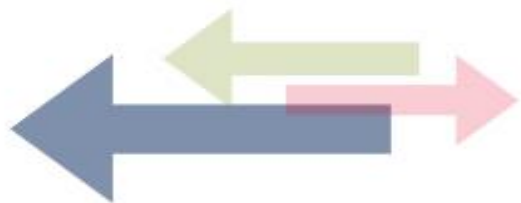


I will be a
Wealthy,
Popular
artist and
author.



Kairi – Video Resume





Kairi

Kairi Mallory

January 8, 1996
Baltimore, MD

Life Path

August 13, 2016

Interests	Strengths	What Works?	What Doesn't Work?
<ul style="list-style-type: none"> • Family • Music • Friends and people • I like purple • I like roses 	<p>I am:</p> <ul style="list-style-type: none"> • Friendly • Energetic • A professional • A good hard worker • Always be on time • Respectful • Independent • I'm good at being positive and smiling • I'm good at babysitting and working with kids • I'm good at helping others 	<ul style="list-style-type: none"> • Being respectful • Having more time to do tests • Someone to help with reading 	<ul style="list-style-type: none"> • I don't like people who call me the "R" word. • Too much information at one time.

1 Year Goals
It's August
2017, what has happened?

I will have my drivers license.

I will have learnt my job without help.

I will have enough money to live on my own.

Vision / Goals



I will be going to college, finding a job and living on my own.

I will be:

- Friendly
- Energetic
- A professional
- A good hard worker
- Always be on time
- Respectful
- Independent



Graduation!

Congratulations
on a Job Well Done!



One Year Goals after Take Charge

By August 13, 2017.....

1.

1.

3.

