

RSA Parent Center Spotlight

12:30 PM-1:45 PM



REAL Transition Partners



A-1

SPAN Parent Advocacy Network

Dawn Monaco

Project Director

REAL Transition Partners

dmonaco@spanadvocacy.org



A-2

**Federation for Children
with Special Needs**

Pam Nourse

Executive Director

pnourse@fcsn.org



REAL Transition Partners



Collaboration and Partnership

- The Region A works together as one team under one set of deliverables. Each participating PTI receives \$10,000/ year; each CPRC receives \$7,500/year based on an action plan.
- The team - SPAN, FCSN (MA), INCLUDEnyc, PNWNY (Buffalo) & Starbridge (Rochester, NY) - meets monthly to review all activities & upcoming events and to determine responsibilities.
- REAL works closely with the RPTAC (NE-PACT), which funds the participation of an additional person focused forum each year.
- REAL gives an update at the monthly RPTAC meetings and collaborates on regional activities.



REAL Transition Partners



Collaboration

Region A-1 (7 centers)

FCSN (MA) - Grantee

Connecticut (2)

Maine

Massachusetts

New Hampshire

Rhode Island

Vermont

Region A-2 (19 centers)

SPAN (NJ) - Grantee

Delaware

Maryland

New Jersey (2)

New York (9)

Pennsylvania (3)

Puerto Rico

Virgin Islands

Washington, DC

REAL Transition Partners



Activities

- Transition technical Assistance to all 26 Region A centers
- 4 annual [Webinars](#) with related [Train the Trainer](#) on: VR ('21/'22), Independent Living ('22/'23), Family Engagement & IPEs
- Translated resources - [Fact sheets](#)
- Expansion of the Transition Resources Repository

REAL Transition Partners



Activities (cont.)

- 4-Virtual or in-person [convenings](#) targeted to specific audiences - PC staff, adult system providers, parent leaders & youth leaders
- Newsletter - INCLUDEnyc develops and sends to all centers. Centers have capability to edit it to include their own events/workshops, resources
- Transition Tuesday - we provide each center with a Transition Tuesday social media post to send out every week.

REAL Transition Partners



Governance Board

- Representative from 6 funded Parent Center (including CPRCs & PTIs) alternating every two years) & an Adult Service Provider/agency (Vocational Rehabilitation, Center for Independent Living, etc.) as well as self advocacy agency representation (YASA, ASAN, YouthMove).
- Meets Bi-annually to:
 - Inform project implementation and evaluation
 - Make recommendations for topics, presenters, etc. for convenings, webinars, resources, & other project activities
 - Review results of project activities and events
 - Discuss current & emerging needs

REAL Transition Partners



Youth Collaboration & Leadership

- In collaboration with RPTAC: Quarterly Youth Leadership Council meetings, facilitated by a young adult leader, with youth leaders from Region A centers providing resources, professional development and leadership development
- TA to Region A centers to develop individual youth leadership
- MOU with youth advocacy organizations - ASAN, YASA, Youth MOVE - to collaborate on resources and presentations focused on building youth leadership

Reporting On Our Progress

Region B1 – RSA PTI

2022



YEAR TWO

Topics



PART 1

Parent & Professional Training



Session Two Welcome

AUDIO

Transition IEP Planning

VIDEO · 49 MIN

What You Will See Next

AUDIO

Transition IEP Flowchart

PDF

Transition Individual Education Plan Factsheet

PDF

Building a Transition Based IEP Worksheet

PDF

Age Appropriate Transition Assessments

AUDIO

What About Students with 504 Plans?

AUDIO

Top 10 Mistakes to Avoid in Transition Planning / Evaluation - Dr. James Williams

AUDIO

Age Appropriate Transition Assessments

Transition assessments are vital for appropriate transition planning. They provide information that helps guide the rest of the transition IEP process.

Once a student with an IEP reaches transition age (13 in South Carolina), "age-appropriate transition assessments" should be done at least annually. These assessments help provide data on a child's academic and functional strengths and needs, as well as their interests and desired outcomes when leaving high school.

The term "age-appropriate transition assessment" means:

- The assessment should be appropriate for any student that chronological age. It should not be based on their "functioning level". For example, a 15-year old should not receive an assessment that is meant or designed for a 10-year-old.
- The assessment should be individualized and linked to the student's postsecondary goals.
- Transition assessment is an *ongoing* process.

Things to know about transition assessments:

- One or two assessments do not give enough information.
- Interviews should not be the only type of assessment done.

Why are transition assessments done?

It's the law! Transition assessments are required by IDEA.

Assessments are used to develop postsecondary goals by showing the IEP team (including the

NEXT →

Planning / Evaluation - Dr. James Williams

AUDIO

Top 10 Mistakes to Avoid in Transition Planning Resource

PDF

Assessing Life Skills

AUDIO

Life Skills Checklist PDF

PDF

Transfer of Rights

AUDIO

Graduation Requirements and Diploma Options in South Carolina

AUDIO

South Carolina Postsecondary Educational or Training Options for Students with Disabilities

PDF

Discussion Time

AUDIO

Additional Resources for Transition Planning

DOWNLOAD

Helpful Contacts

DOWNLOAD

Top 10 Mistakes to Avoid in Transition Planning / Evaluation - Dr. James Williams



Dr. James Williams works in the field of Transition Evaluation and Planning through Bloom Consulting in Texas.

He is also an individual diagnosed with Autism Spectrum Disorder and understands transition planning from his own perspective as a self-advocate.

In his presentation below, he shares what he sees as the top 10 mistakes to avoid in transition planning and evaluation. At the end of his presentation, he also shares a list of transition assessments that he finds helpful in his work.

Top 10 Mistakes to Avoid in Transition Planning/Evaluation

Mistake #3: Goal-Directed Students Actual Functioning

- Goals based solely on the student's or family's hopes, dreams, and/or interests without considering the student's current academic, physical, mental, or intellectual functioning.

NEXT →

PART 2

In Spanish Trainings



**WAZE A LA
ADULTEZ**

EN ESPAÑOL



Sesión Dos: Bienvenida

AUDIO

Lo que Usted Verá a Continuación

AUDIO

Diagrama de Flujo del IEP de Transición

PDF

Elaboración de una Hoja de Trabajo del IEP Basada en la Transición

PDF

¿Qué pasa con los estudiantes con Planes 504?

AUDIO

Evaluaciones de Transición Apropriadas para la Edad

AUDIO

Los 10 Errores Principales Que Se Deben Evitar en la Planificacion de Transicion

PDF

Lista de Verficacion de Habilidades para la Vida PDF

PDF

Evaluando Habilidades para la Vida

AUDIO

Transferencia de Derechos

AUDIO

Evaluaciones de Transición Apropriadas para la Edad

0:00 / 2:06

Evaluaciones de Transición Apropriadas para la Edad

Las evaluaciones de transición son vitales para una planificación de la transición adecuada . Brindan información que ayuda a guiar el resto del proceso de transición del IEP.

Una vez que un estudiante con un IEP alcanza la edad de transición (que varía según cada estado, pero debe ser antes de los 16 años), se deben realizar "evaluaciones de transición apropiadas para la edad" al menos una vez al año. Estas evaluaciones ayudan a proporcionar datos sobre las fortalezas y necesidades académicas y funcionales de un niño, así como sus intereses y los resultados deseados al terminar la escuela secundaria.

El término "evaluación de transición apropiada para la edad" significa:

- La evaluación debe ser apropiada para cualquier estudiante de esa edad cronológica. No debe basarse en su "nivel de funcionamiento". Por ejemplo, un niño de 15 años no debe recibir una evaluación destinada o diseñada para un niño de 10 años.
- La evaluación debe ser individualizada y vinculada a las metas postsecundarias del estudiante.
- La evaluación de la transición es un proceso continuo.

Cosas que debe saber sobre las evaluaciones de transición:

- Una o dos evaluaciones no dan suficiente información.

NEXT →

○ Cómo Navegar esta Capacitación Virtual 0/2 ▾

○ Con un Final en Mente 0/13 ▲

○ Información del Proyecto

🔊 AUDIO

○ Bienvenida

🔊 AUDIO

○ ¿Dónde empezamos?

📺 VIDEO · 33 MIN

○ Qué es lo que Usted Verá a Continuación

🔊 AUDIO

○ Encuesta de Transición para Padres

📄 PDF

○ **Desarrollando una Visión - A Través de la Planificación Centrada en la Persona**

📺 VIDEO · 9 MIN

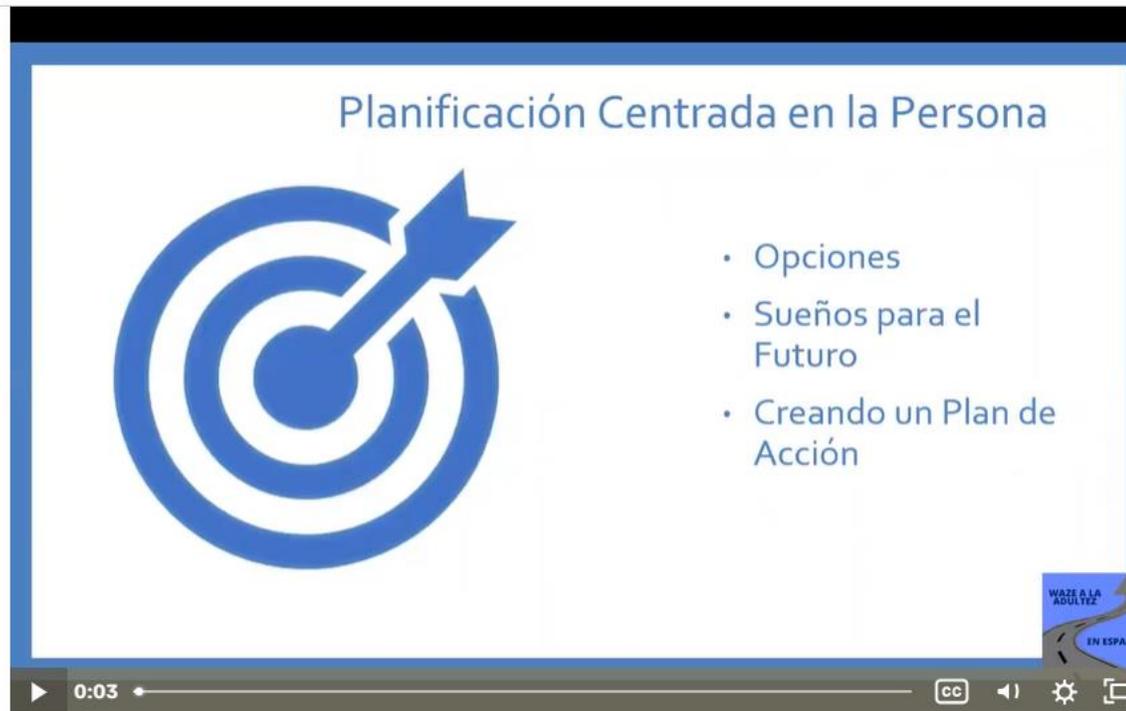
○ Planificación Centrada en la Persona - Una Perspectiva de la familia, la Persona, y todo el Entorno de Apoyo

🔊 AUDIO

○ Otras Herramientas de Planificación Centradas en la Persona

📺 VIDEO · 6 MIN

Desarrollando una Visión - A Través de la Planificación Centrada en la Persona



Planificación Centrada en la Persona

- Opciones
- Sueños para el Futuro
- Creando un Plan de Acción

WAZE & LA ADULTEZ
EN ESPAÑOL

0:03

Desarrollando una Visión - A Través de la Planificación Centrada en la Persona.pdf

48.1 KB

DOWNLOAD

NEXT →

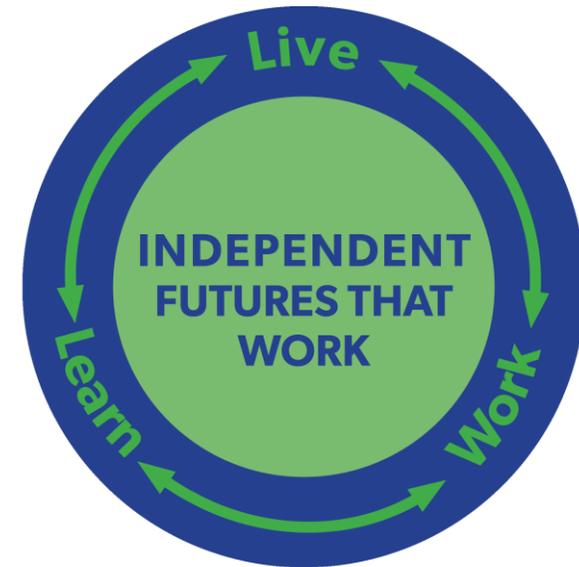
PART 3

Student Training



Independent Futures That Work

Region B-2 Supporting Youth and Young Adults with
Disabilities throughout Alabama, Mississippi, Louisiana,
Texas, Arkansas, Oklahoma



Website

- <https://www.independentfuturesthatwork.com/>



Tipsheets

- Independent Living, Here We Come! is a checklist that youth and young adults with disabilities and their caregivers can use to keep track of independent living skills that have been mastered and those that still need to be taught and developed.
- <https://www.independentfuturesthatwork.com/wp-content/uploads/2022/03/Independent-Living-Here-We-Come-v3-3-1.pdf>



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.



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
- 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

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



Alabama Parent Education Center

Region B-2 RSA PTI

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PART 4

Resources



TOP 10 MISTAKES TO AVOID IN TRANSITION PLANNING

1

Goals are too broad

Goals don't include the specific steps a student needs to take to meet that goal.

Example: Bob will go to college when he graduates.

2

Goals are too specific

Goals focus on a minute detail which may not have an impact on what the student needs.

Example: Jannette will not wear blue clothing more than 3 days in a week.

3

Goals disregard student's actual functioning

Goals need to be challenging, but should also be relevant/realistic based on their current academic, physical, or cognitive challenges.

Example: Clark wants to be a brain surgeon but has a 3rd grade reading level at age 14 and would most likely not be able to pass the entrance exam. In this case, the team may want to further explore why Clark wants to be a brain surgeon and what the alternatives may be that still involve his interests.



Building positive futures for Virginia's children, with and without disabilities, through family, school and community partnerships

TRANSITION IEP CHECKLIST

The following is a checklist for parents to review when developing their child's Transition IEP. The items in red are required under Regulations Governing Special Education Services in Virginia (https://doe.virginia.gov/special_ed/regulations/state/reg_speced_disability_vs.pdf). Items not included in regulations are considered best practice. For more information, consult the regulations or contact PEATC at 800-869-6782.

MEETING NOTICE

- Meeting is scheduled at a mutually agreeable time and place.
- Advance notice of the meeting is provided.
- The student is invited to the meeting.
- The meeting notice states that the purpose of the meeting is for transition planning.

BEFORE THE MEETING

- Parent consent is obtained to invite outside agencies, if appropriate.
- The student's goals and dreams are identified through a person-centered planning process.
- The student knows their role at the IEP meeting and can participate in some way, even if they cannot attend in person.
- The student, family and IEP team are familiar with available community resources.

AS THE MEETING BEGINS

- The IEP Team includes the following members:
 - Parent
 - General Education teacher(s)
 - Staff who are expert in analyzing assessments
 - A representative of the school division (usually a special education administrator) who can commit school division resources
 - Related services staff
- If appropriate, the IEP team includes the following members:
 - Student (required to be invited)
 - Any invited outside agencies
- The parents and school division consent in writing to the excusal of any required team member and the member provided their input in writing before the meeting.

- The IEP team reviews the results of the assessments in a way that the family and student could understand.
- The student and family have the opportunity to ask questions about the assessments.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE (PLAAFP)

- If the student is not attending the IEP meeting, the school took steps to ensure that the student's interests and preferences are considered.
- The student and the family are given the opportunity to talk to about their desires and concerns OR time is set aside on the agenda for this purpose.
- The PLAAFP addresses how the student's disability affects their involvement and progress in the general curriculum.
- The PLAAFP describes the student's strengths, preferences, and needs.
- Assessment results are included in the PLAAFP and explained.
- The PLAAFP describes academic performance and needs and non-academic performance and needs (such as health, motor skills, communication, social skills, etc.).
- The PLAAFP describes current learning accommodations, modifications, strategies, level of independence and need for assistance.

POST-SECONDARY GOALS

- Postsecondary goals are developed before the student enters high school but not later than the first IEP in effect when the student turns 14, or younger if the IEP team thinks it's appropriate.
- Goals are based on age-appropriate transition assessments and the student's interests and preferences.
- The student participated in the discussion of their post-secondary goals.
- The postsecondary goals are over-arching (big) goals for what the student



Health Care Transition Skills Checklist



Learning and trying out life skills is an important step for students as they plan for moving into adulthood. The Health Care Transition Checklist can help youth and young adults (ages 14-25), their families, and IEP Teams, build health care transition skills. If a youth or young adult can't fill out this form, they can complete it with the help of their family/caregiver. The list below does not include every skill, and all these skills may not apply to everyone. It is also important to remember that everyone is unique, and that health care transition needs are different for different students.

PLEASE CHECK THE BOX NEXT TO THE ANSWER THAT BEST APPLIES RIGHT NOW.

HEALTH CARE SKILLS	Can Do Already	Needs More Practice	Plan to Start	Ongoing Support Needed	N/A
Can name your disability, learning difference, medical, or mental health diagnosis (example: diabetes, depression)					
Can name 2-3 people who can help with your health needs in an emergency					
Prepares questions to ask before a doctor's visit					
Asks the doctor's office for accommodations, as needed					
Knows how to get to doctor's office					
Makes your doctors' appointments					
Has a list of the medicine(s) you take					
Knows how much of medicine(s) to take					
Knows when to take medicine(s)					
Can read and follow medicine direction labels					
Requests refills on medicine, as needed					
Has a list of medicine allergies					
Has a list of food allergies					
Carries health information every day (example: health insurance card, emergency phone numbers)					
Knows the name(s) of your doctor(s)					
Knows how to contact your doctor(s)					

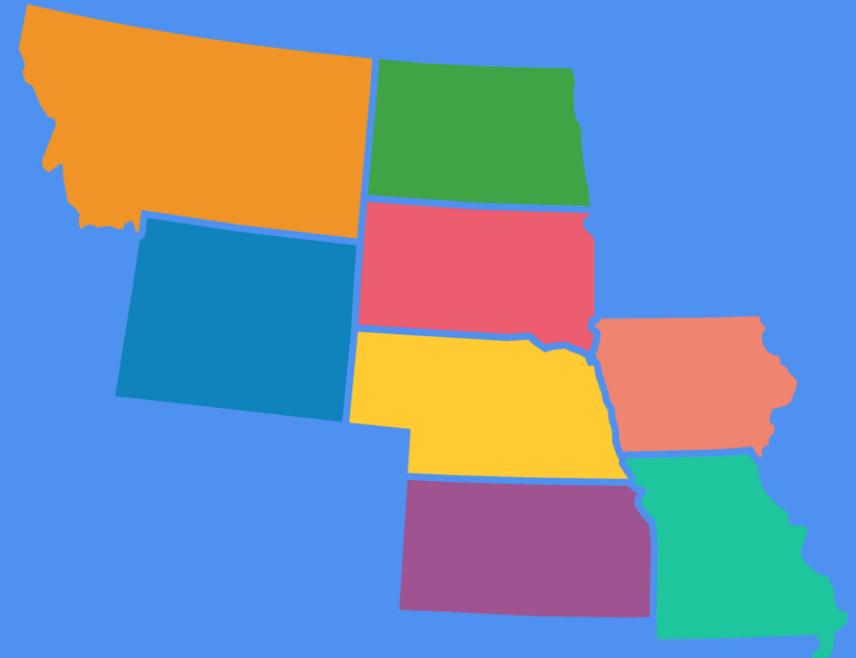


Contact Info:

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

800-869-6782

www.peatc.org

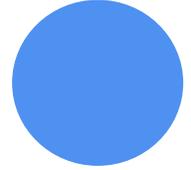


MIDWESTERN COLLABORATIVE

Beth Larson-Steckler
youth@pathfinder-nd.org

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 center to replicate



Training & Resources

Completed or In-Process:

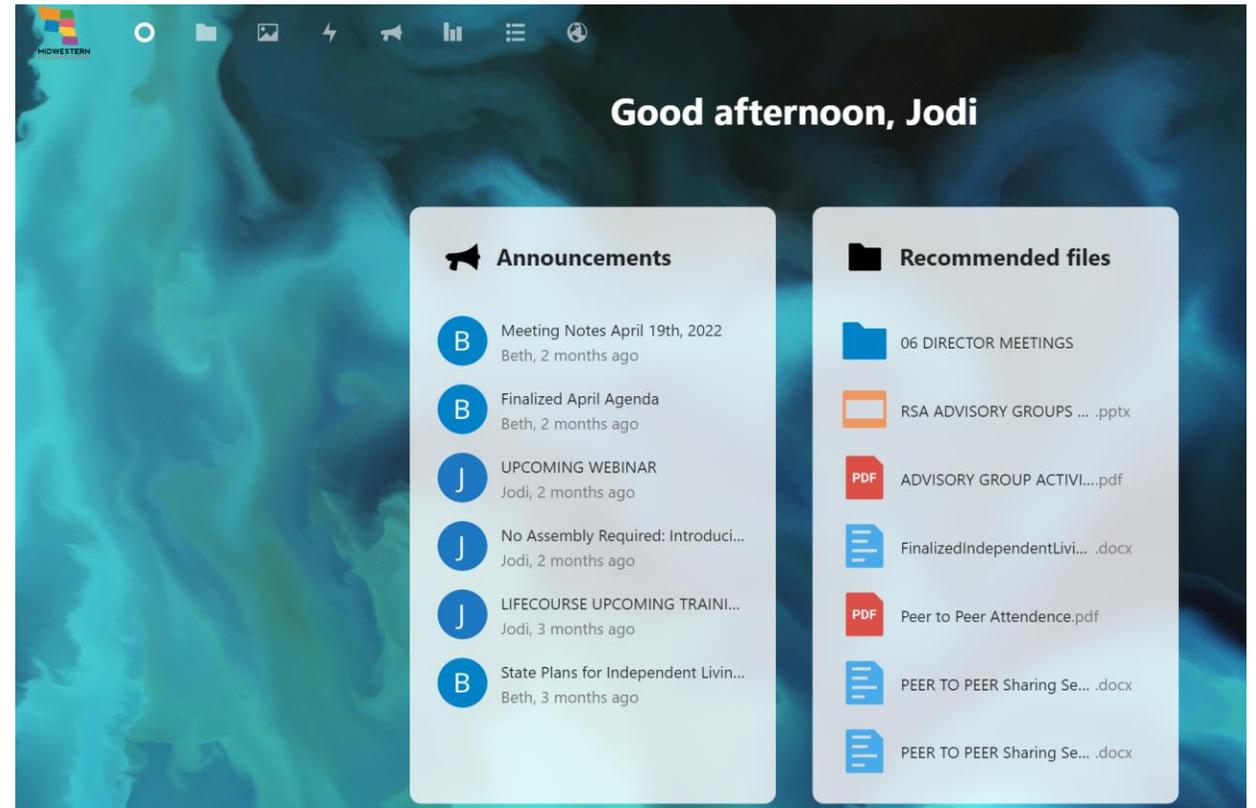
- All about VR
 - Webinar
 - Brochure
 - FAQ
- All about CILs
 - Webinar
 - Brochure
 - FAQ
- Secondary Transition Acronyms & Definitions

Resources are available to email or mail out upon request

Resource Repository

Nextcloud:

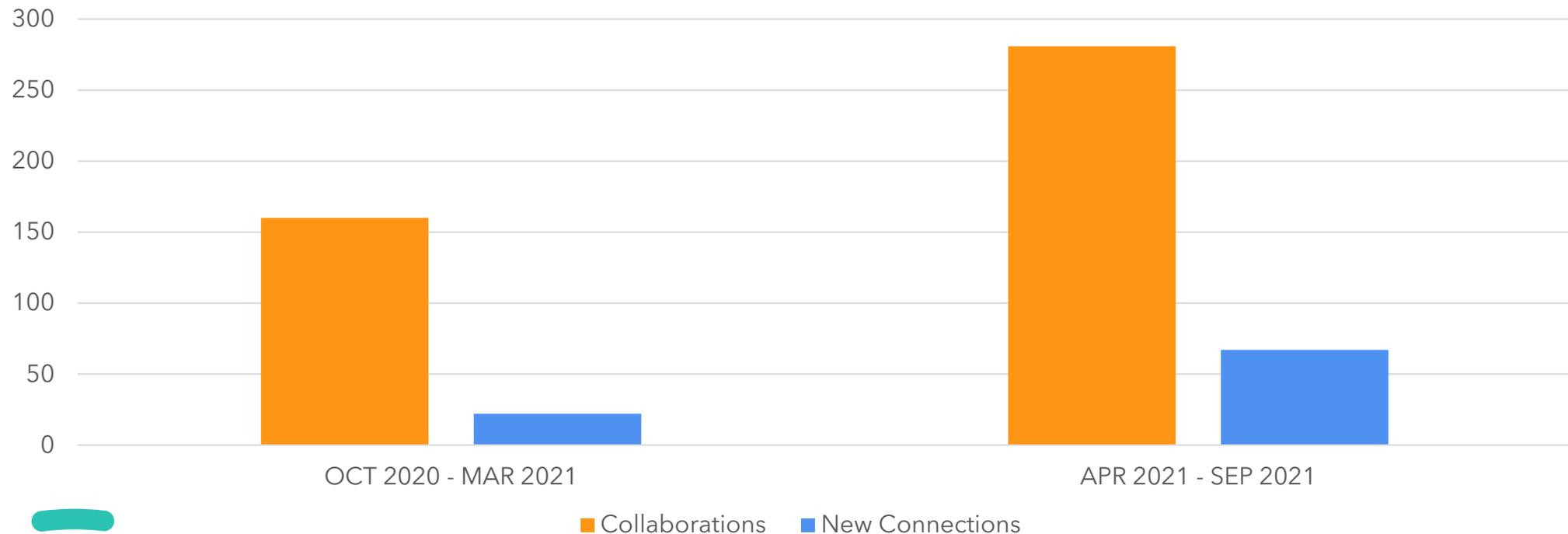
- Shared regional files
 - Curriculum
 - Resources
 - Presentations & PPTs
 - Marketing
 - State's VR plans
 - Upcoming PD events
 - Meeting notices & notes
 - Reporting forms



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.



Charts are reporting on a six month basis

State PTI Presentations – SUCCESSFUL ACTIVITIES

1

FEAT Curriculum

KS conducted an overview of their FEAT training within their state. This regional presentation walked participants through the curriculum and successes of the program.

2

Networking Navigation

SPAN REACH conducted an overview of their collaborative connection throughout their region and their sister region. This networking has allowed additional knowledge and resources for PTI staff, service providers and YYA and their families.

3

Regional Transition Networks (RTNs)

MO conducted an overview of their RTNs across their state. They gave guidance on how to create networks, how to bring people together and how to manage data collection from these networks.

4

Transition Iowa

IA conducted an overview of their Transition Iowa website. They identified the collaboration with agencies, and funding resources. IA completed an online tour of the site and demonstrated navigation of its resources and tools.

5

Person Centered Certification and Supports

SD conducted an overview of their Person Centered services. They walked through the certification training they received and explained the details of their services related to Transitional Planning.

Presentation PPTs are available and/or recording links upon request

Project Launch 2022 Resource Highlights



Video: The Individualized Plan for Employment (IPE)

- 13-minute excerpt of a RAISE video
- Features Amy Scherer of the National Disability Rights Network providing information on the IPE.
- This was from a longer RAISE webinar funded by the Rehabilitation Services Administration.

<https://www.youtube.com/embed/nMlSKnHHTbA?rel=0&wmode=transparent>



Project Launch Partner Resources

- Project Launch partners at each of our Region's PTIs have developed products on their Center of Expertise topics
- Links to all 8 current resources are available online at

<https://www.pacer.org/project-launch/partner-resources.asp>

Blog: Why Self-Advocacy is Important

Each month **Family Matters Parent Training and Information Center** hosts a [Blog post](#) written by Bridget Brown.

Bridget Brown, a young woman with Down syndrome, travels the country as an inspirational, public speaker. She speaks to audiences of students, teachers, parents, and administrators.

<https://selfadvocacyrocksfmptic.blogspot.com/>

Publication: Transition IEP Checklist

- This [Transition IEP Checklist](https://regioncptac.org/sites/default/files/Transition-IEP-Checklist_Revised_211212.pdf) was developed by **Wisconsin FACETS**. It contains general, non-state-specific information about transition and the transition IEP.
https://regioncptac.org/sites/default/files/Transition-IEP-Checklist_Revised_211212.pdf
- There is also a brief [guide](#) for users who want to customize it for their own state.



Transition Hub Newsletter

Check this out:

The Enabled Disabled

Check out The Enabled Disabled by Gustavo Serafini, [here](#). The podcast highlights individuals with disabilities and their experiences in the world.

Click below to go through and listen to all of their episodes.



Coming Soon: Region D1 website



IN THIS NEWSLETTER

ASSISTIVE TECHNOLOGY

CULTURALLY
RESPONSIVE RESOURCES

FEATURED PARENT
CENTERS

REGIONAL HIGHLIGHTS

TRANSITION RESOURCES

Transition Hub Newsletter

JUNE 2022

Parent Centers Alaska

VOL. 02



LINKS

LINKS provides support for families in remote villages in Alaska. They assist with the IEP process, advocacy, and meeting support. Check out LINKS' YouTube channel for a variety of training videos for families and youth.



Parent Centers Hawaii



Leadership in
Disabilities & Achievement
of Hawai'i

Transition Hub Newsletter

School Readiness Project (SRP)

The SRP of LDAH helps families by providing developmental, social-emotional, hearing, vision, and autism screenings for children ages 0 - 8.



Partners in the Pacific



American Samoa

The 93KHJ radio station provides information on resources for youth with disabilities and other relevant information for Samoan communities.



93KHJ

Listen to our station on your computer or mobile device!
www.93khj.com

CNMI

The Division of Youth Services of CNMI partners with Joeten-Kiyu Public Library to provide innovative resources to underserved families with youth with disabilities of the Commonwealth.



Transition Hub
Newsletter

Youth Voice by Theo Petuel M. Terrado

When my Mom asked me if I would be interested in sharing my transition story, the first three words that came to my mind were: independence, responsibility, and citizenship. So, I agreed and started writing.

On Independence

I am turning 13 in July and will be an 8th grader in the fall. I now walk around campus on my own, no Registered Behavior Technician (RBT) trailing behind me. An RBT is an adult who supports students with behavior, communication, social, and/or life skill issues. That means I used to check all those qualities. Looking back, I realized they were all connected. I would have behavior issues because I did not know how to communicate my needs, and then some students would do me wrong, then I would retaliate or cry because I did not know how to process my emotions. I am still learning, but as I grow older and learn to communicate, behaviors become a non-issue, and Mom agreed to a fade plan for my RBT. My last RBT slowly left me – he used to be with me 5 days a week, then it became 4 days a week, then 3 days, then 2 days, until one day, we had to say goodbye. I wrote a thank you card for him and while I was sad, I was also happy. I am now independent, just like any other student on campus. I thought that was a good thing.

Transition Hub Website

ORIGINAL



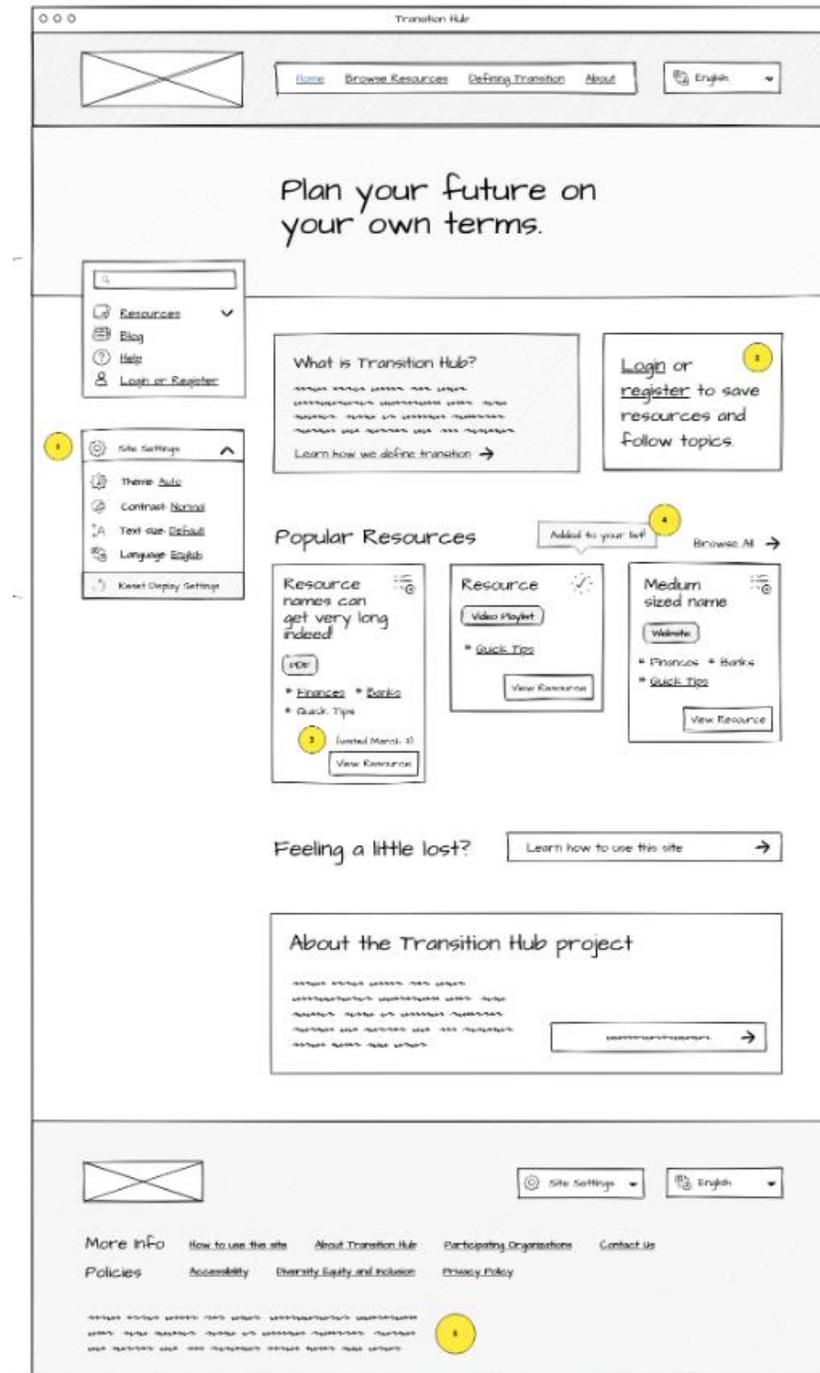
TRANSITIONHUB
advocacy | community | determination

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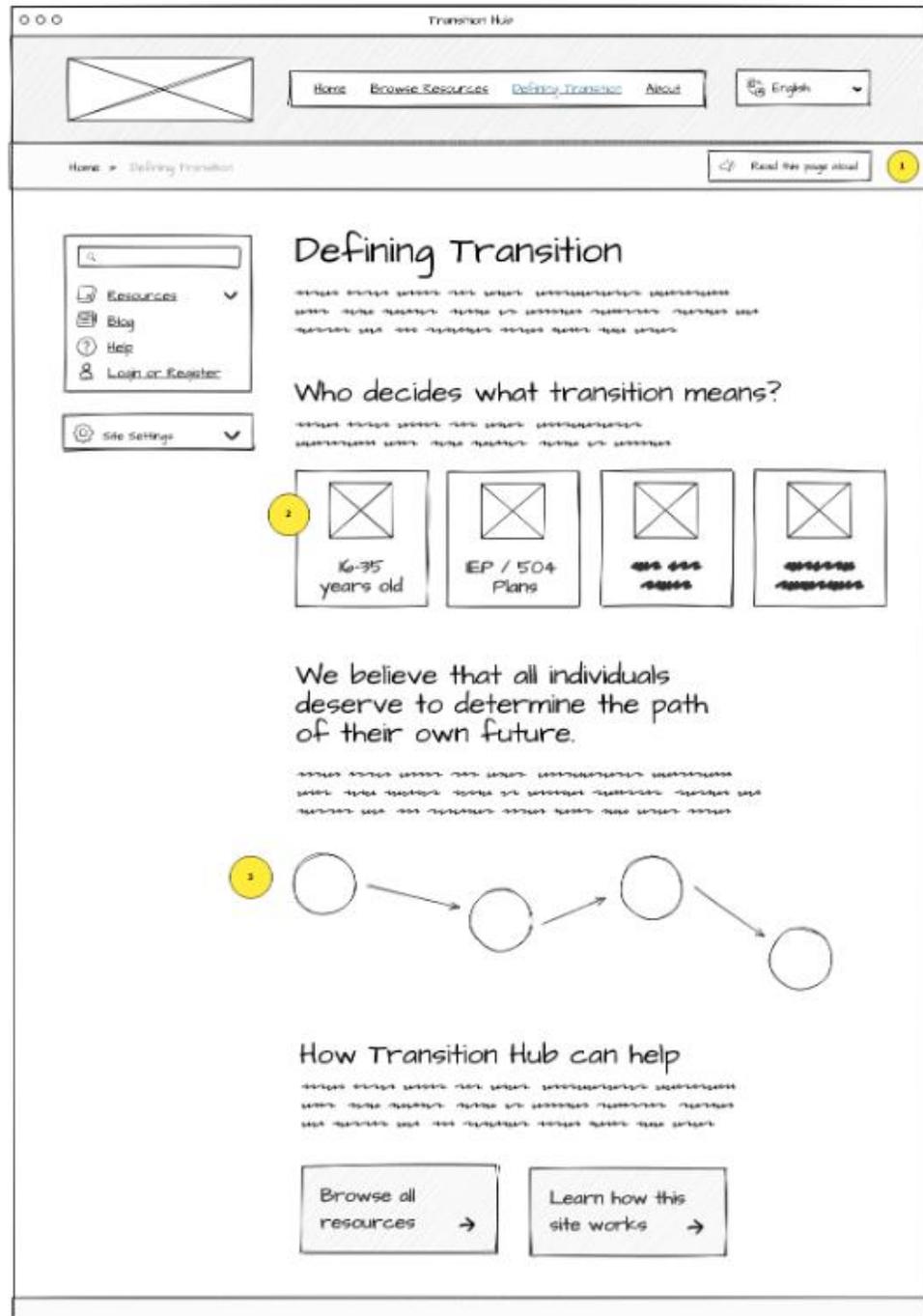
Upper Case

Why: Solid, slightly square, it gives the idea of something well placed on the ground. Furthermore, the lowercase descriptor is easily readable.

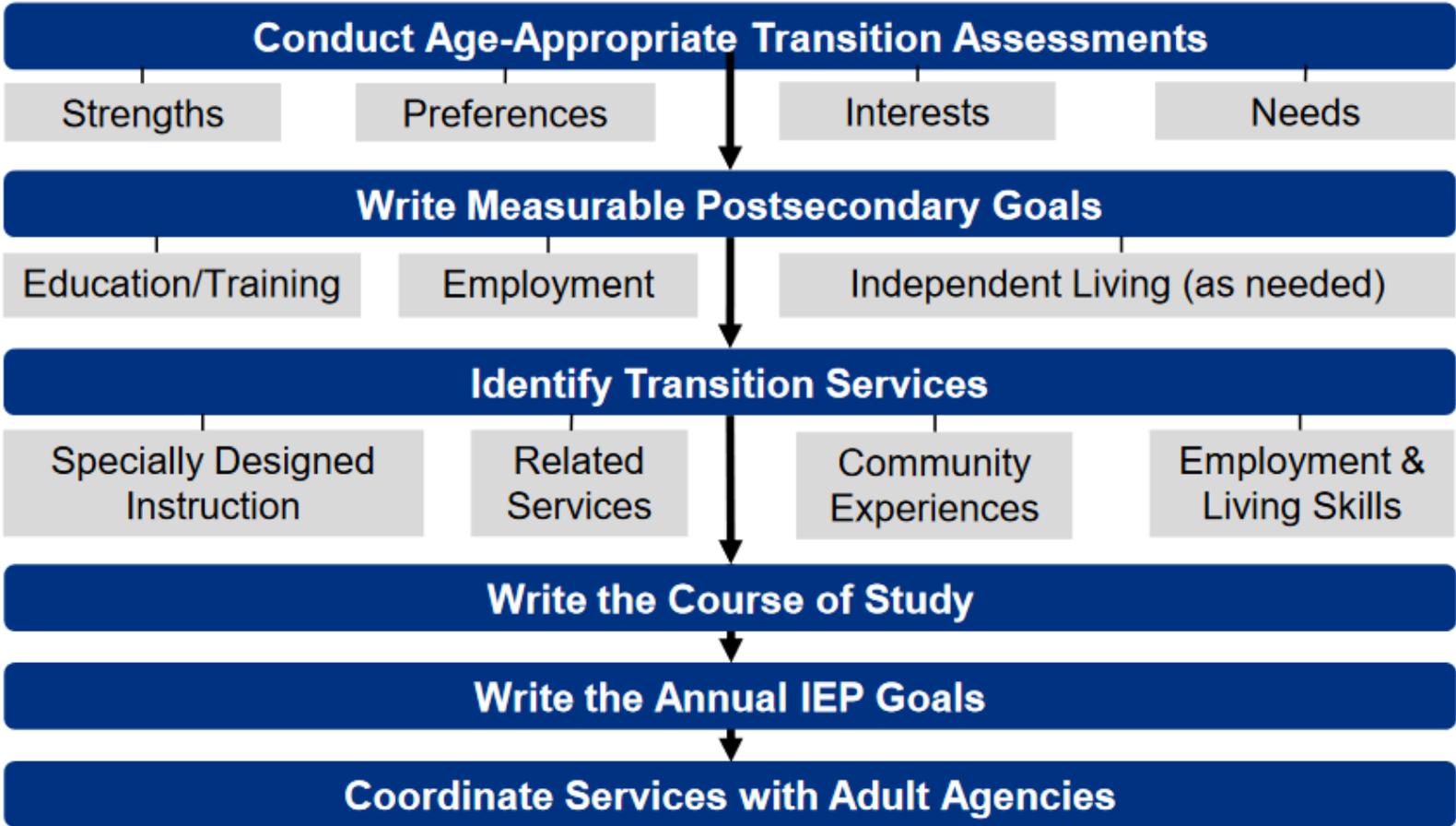
Transition Hub Website



Transition Hub Website



CCTS Transition Services Flowchart



Multilingual
Transition Flow
Charts



Johnson, C.E. (2004). Transition Services Flowchart. Updated by Center for Change in Transition Services, Seattle WA, 2022.

Shaxda socodka Adeegyada Kala-guurka ee CCTS

Samee Qiimaynta Kala-guurka ee Da'

Awoodaha

Dookhyada

Danaha

Baahida

Qor Hadafyada la Qiyaasi Karo Dugsiga sare Ka dib

Waxbarashada/Tababark

Shaqaalaysiinta

Nolol Madaxbanaan (sida baahidu tahey)

Aqoonso Adeeguada Kala-guurka

Si Gaar ah loo Nashqadeeyo Tilmaamo

La xidhiidha Adeegyada

Waayo-aragnimada Bulshada

Shaqada & Xirfadaha Noloshu

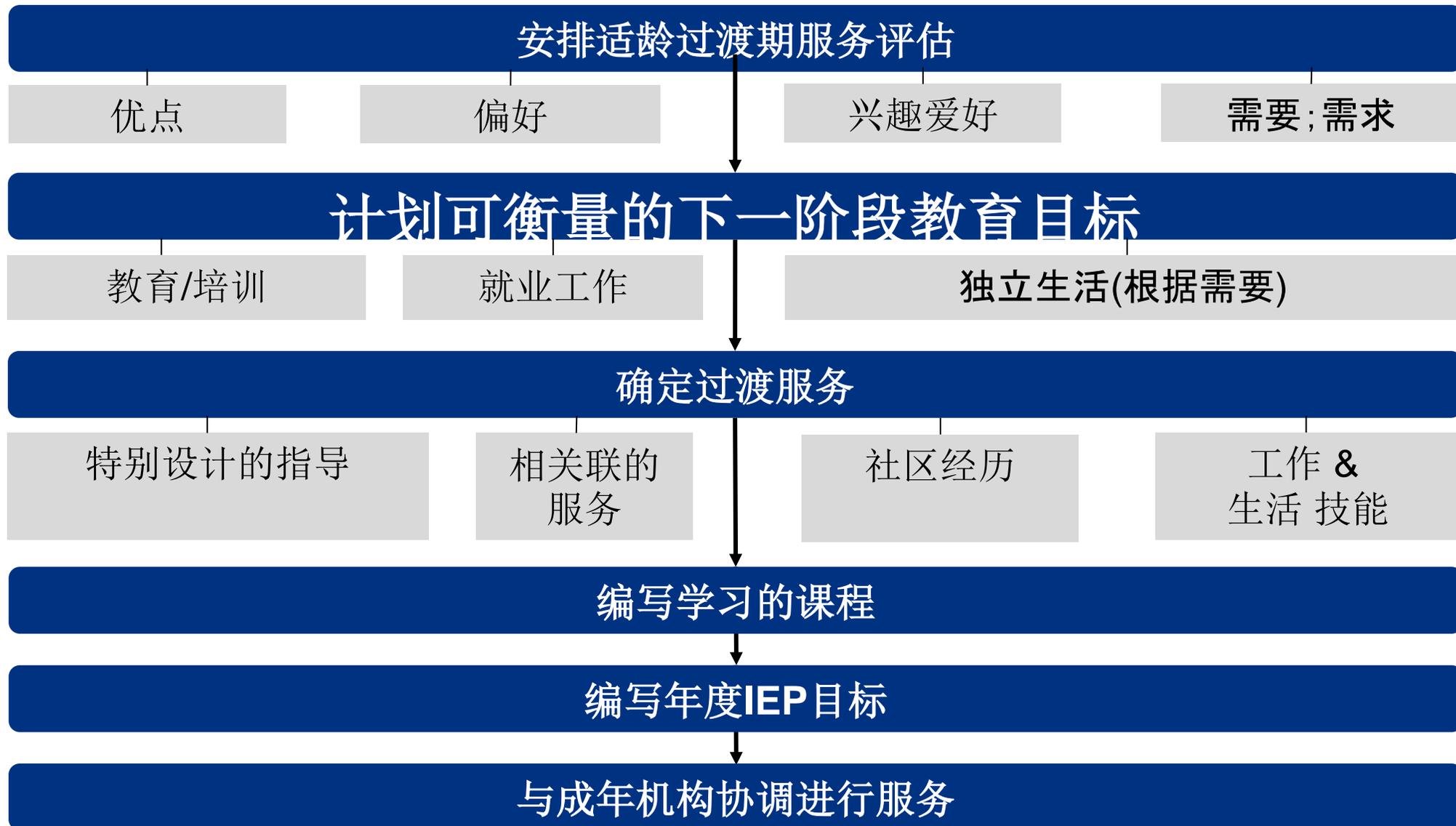
Qor Kooras Waxbarasho

Qor Yoolalka/Goolka IEP-ga Sannadlaha ah

Isku-dubbaridka Adeegyada Hay'adaha Dadka Waaweyn



CCTS 过渡期服务流程表



CCTS مخطط انسيابي لخدمات الانتقال



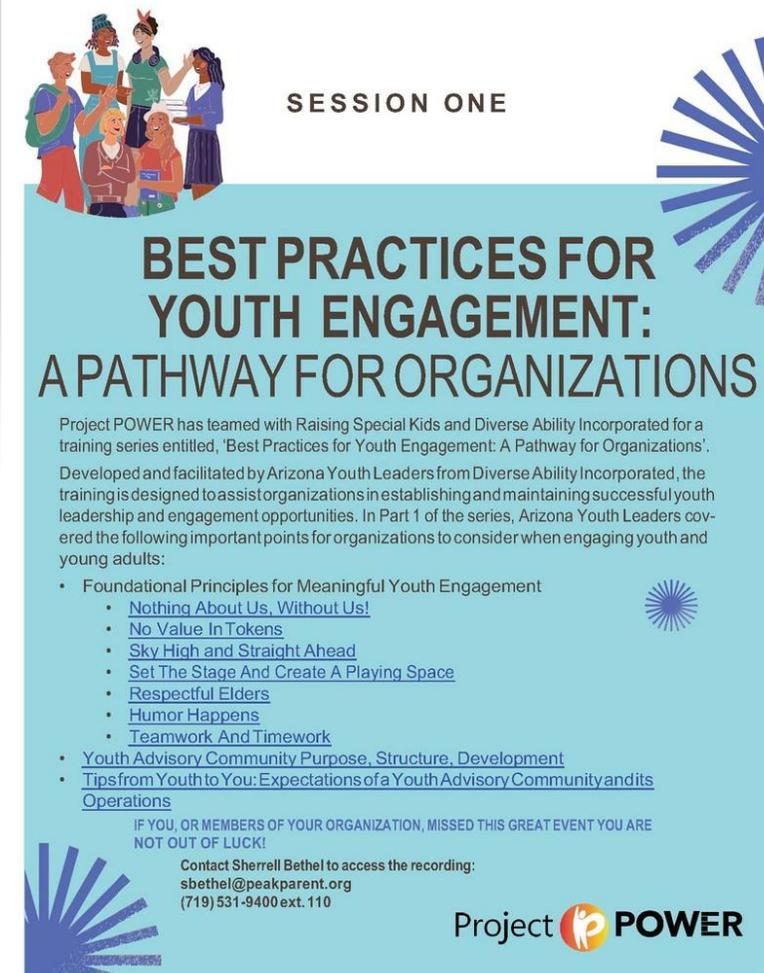
Project POWER

Resources to Share

Project POWER has teamed with Raising Special Kids and Diverse Ability Incorporated for a training series entitled, 'Best Practices for Youth Engagement: A Pathway for Organizations'.

This Infosheet shares pieces of the series in small digestible portions.

Best Practices for Youth Engagement



SESSION ONE

BEST PRACTICES FOR YOUTH ENGAGEMENT: A PATHWAY FOR ORGANIZATIONS

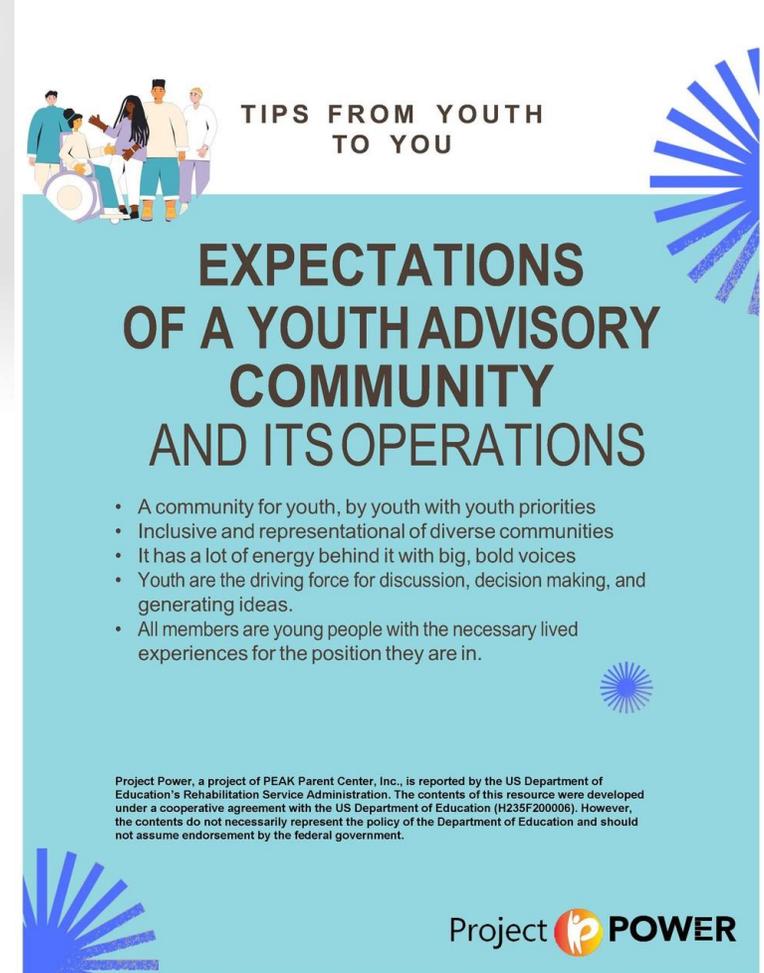
Project POWER has teamed with Raising Special Kids and Diverse Ability Incorporated for a training series entitled, 'Best Practices for Youth Engagement: A Pathway for Organizations'. Developed and facilitated by Arizona Youth Leaders from Diverse Ability Incorporated, the training is designed to assist organizations in establishing and maintaining successful youth leadership and engagement opportunities. In Part 1 of the series, Arizona Youth Leaders covered the following important points for organizations to consider when engaging youth and young adults:

- Foundational Principles for Meaningful Youth Engagement
 - [Nothing About Us, Without Us!](#)
 - [No Value In Tokens](#)
 - [Sky High and Straight Ahead](#)
 - [Set The Stage And Create A Playing Space](#)
 - [Respectful Elders](#)
 - [Humor Happens](#)
 - [Teamwork And Timework](#)
- [Youth Advisory Community Purpose, Structure, Development](#)
- [Tips from Youth to You: Expectations of a Youth Advisory Community and its Operations](#)

IF YOU, OR MEMBERS OF YOUR ORGANIZATION, MISSED THIS GREAT EVENT YOU ARE NOT OUT OF LUCK!

Contact Sherrell Bethel to access the recording:
sbethel@peakparent.org
(719) 531-9400 ext. 110

Project  POWER



TIPS FROM YOUTH TO YOU

EXPECTATIONS OF A YOUTH ADVISORY COMMUNITY AND ITS OPERATIONS

- A community for youth, by youth with youth priorities
- Inclusive and representational of diverse communities
- It has a lot of energy behind it with big, bold voices
- Youth are the driving force for discussion, decision making, and generating ideas.
- All members are young people with the necessary lived experiences for the position they are in.

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 (H235F200006). However, the contents do not necessarily represent the policy of the Department of Education and should not assume endorsement by the federal government.

Project  POWER

TASK

Resource: Assistive Technology PowerPoint



Raising
Special
Kids

Resource: Imagining A Great Life for
Your Child PPT

Region D2 Resource Collection



Helping Families Helping Children

Resource: Know Your Rights -
Voting PPT

Region D2 Resource Collection is a collection of resources that will allow parent centers to expand the capacity and services they provide to families without spending valuable hours creating something new.



Resource: Transition
Checklist

Project  **POWER**

Thank you!

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