PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

PA’s Secondary Transition Website

www.secondarytransition.org
Additional materials and resources related to today’s webinar can be located at:

http://transitionfamilyengagement.wikispaces.com/

Today’s Presenters

- Dana Baccanti, Chief, Special Programs Division
  Office of Vocational Rehabilitation (OVR)
- Cindy Duch, PEAL Center
- Becky Fogle, Educational Consultant, PaTTAN
- Mary Hartley, Consultant, 21 and Able
  United Way of Allegheny County
- Liz Healey, PEAL Center
- Michael Stoehr, Educational Consultant, PaTTAN
Agenda

• Welcome and Introduction
• Secondary Transition Focus
• Family Engagement:
  ❖ Misconceptions
  ❖ Strategies for Family/Caregiver Engagement
  ❖ Frameworks for Family Engagement
  ❖ Preparation for Employment
• PA Resources for Schools and Families
  ❖ The PEAL Center
  ❖ Planning for the Future Checklist
  ❖ Additional Resources

Why Focus on Transition

Lifelong learning is an expectation for students with disabilities.

Non-employment is not an acceptable terminal goal for students exiting high school.
Why Focus on Transition?

Getting a high school diploma is not enough

The challenge is not only to ensure all students achieve high academic standards, but also gain skills needed to achieve their desired post-school goals and assume adult responsibilities in their communities.


What is Transition?

- Is focused on preferences and interests
- Addresses individual needs
- Leads to successful post-secondary outcomes
- Is a coordinated set of activities, services and goals
- Promotes the movement from high school to adulthood
Misconceptions of Family Engagement

Common Family Member Misconceptions

• “If there is something I need to know, the school will tell me.”

• “Everything that needs to be addressed is being addressed, because that’s what schools do.”

• “I don’t have to be as involved now that my child is in high school.”

• “There must be somebody responsible for coordinating adult services for my child.”

• “All this paperwork they are giving me is not important.”
Common Educator/Agency Staff Misconceptions

Families of secondary students just aren’t as involved as the families of elementary students!

Families don’t understand the Transition process so it’s alright that they aren’t at the meetings—agencies know best on the Transition issues!

Families and youth sometimes have unrealistic expectations!

The families trust us so much that they don’t even have to come to the meetings… they know we’ll always do what is right for their child!

It is the family’s sole responsibility to connect with adult agencies and services

Is the Goal the Same?

What do schools want?

- Graduate in 12th grade
- To be compliant
- Unsure about parent involvement
- Students to be independent in school environment
- To use existing programming

What do parents expect?

- To be in school as long as it takes
- Or, to graduate with same age peers
- That the important things are being addressed
- Individualized programming
- To be listened to

14
So What Do Youth and Families Want?

Transition Discoveries: Empowered Voices Expressing Authentic Dreams and Goals
Preliminary Findings: YOUTH

- Youth are very interested in talking about relationships – desire for friendships, wanting to get married and have children.
- Youth have expressed an interest in being independent from their families.
- Youth seem to focus on immediate concerns – getting out of high school, driving, planning to get a job, go to school.
- Theme of bullying – often youth share and then become very quiet.

What do youth want?

- Achieve her/his dreams
- Live on his/her own
- Ability to get to and from places
- A job
- Relationships
Preliminary Findings: FAMILIES

- Transition has a TOTALLY DIFFERENT definition to families – it is for the rest of their lives!
- Families are worried about the long-run – what will happen to my son/daughter when I am no longer here. Often times there are plans for sibling support.
- Strong sense of frustration with schools and systems – not getting the information they need, not even knowing what to ask, having to sue for what they need.

Interesting to hear families talk about transition, from a broader community and society perspective:

- Concerns about safety and security in the community
- "Trusting" the wrong people
- Feeling "tired" – how will they survive in the long haul, how does it impact husband/wife, how does it impact family – no respite
- Concern for bullying
Preliminary Findings: FAMILIES

Transition is not just a school thing – this is a misconception. It is a lifelong thing for families and youth!

There is great deal of fragmentation across systems

Concern about fitting son/daughter as a square peg into a round hole

Systems do not recognize or focus on the strengths, gifts, and talents of their son/daughter

What Families Want for Their Sons/Daughters…

home

givers

friends

to be included

safe and healthy lifestyle

self-advocacy

dreams
## Why Should Families Be Involved?

- For **all students**, family involvement results in:
  - Higher achievement
  - Positive attitudes and behavior
  - Higher graduation rates
  - Greater enrollment in postsecondary education

- For **students with disabilities**:
  - Quality, more comprehensive transition plans
  - Higher rates of post-school outcomes
  - Student preferences

### Family/Caregiver Engagement in the Secondary Transition Process

The Highest Stake...Of Great Value
The family will still be there…

…even after the teachers, transition coordinators, supports coordinators, Counselors, job coaches, etc.

…are gone.

Families

- Families are essential to the transition process for any youth.

- Parents and families are often the most helpful historians, providing the transition team partners with an essential level of detail about the background, experiences, and functional needs of the young person.
Families

- Are experts regarding their son/daughter and are a vital member of the team
- Have provided long-term support
- Are advocates for services and benefits
- Vary in their capacity to support their child
- Deal with multiple issues
- Will be more likely to participate if they feel that their participation is valued

Family input early in the transition process establishes a solid foundation for planning and builds a critical connections and relationships with the transition partners

- It is vital that educators and agency staff:
  - Build a trustworthy relationship with the young person and family
  - Appreciate the fact that families have a long history of working with multiple professionals with mixed results
  - Provide support to families to plan for change during the transition process
Assisting Families

• Introduce concept of transition planning *early*
• Use “preparing for” instead of “transition”
• Help parents promote:
  ❖ Independence
  ❖ Self-advocacy
• Share information among team members
• Build *trust* and foster *ongoing communication*

---

Assisting Families

• Training for families: moving from the elementary IEP to a *transition driven* IEP
• “Introduction to Transition” (handout, video, booklet)
• Provide information multiple times and in smaller chunks
Work backwards

• Start now to build for the future!
• Parents make the difference
• The youth's self-perception as a capable person is influenced by you and their experiences
• Expectations make a difference
• Develop a transition plan for yourself to move from primary care taker to secondary support person

Universal Truths!

• Learned Helplessness or Independence come from you
• There is true dignity in risk
• The development of self-determination is a learned behavior, based on experiences, attitudes and opportunities
Why Let Go?

- Self-determined students twice as likely to be employed after high school
  *(Wehmeyer & Schwartz, 1997)*

- Greater post secondary enrollment
  *(Mason, McGahee, Kovac, Johnson & Stillerman, 2002)*

- You won’t be there forever

What the research says…

- “Students who are more involved in setting educational goals are more likely to reach their goals.”

- Wehmeyer found that “students with disabilities who are more self-determined are more likely to be employed and living independently in the community after completing high school than students who are less self-determined.”
According to transition information from NICHY, it is suggested that four of the most fundamental skills students can have that serve them well in a wide variety of adult situations are:

1. The **ability to assess yourself**, including your skills and abilities, and the needs associated with your disabilities

2. **Awareness of accommodations** you need

3. **Knowledge of your civil rights** to accommodations through legislation such as the Americans with Disabilities Act and Section 504 (http://www.ed.gov/ocr)

4. The **self-advocacy skills** necessary to express your needs in the workplace, in educational institutions, and in community settings
Lack of self knowledge
Overprotection
Low expectations
Few opportunities for choices
Lack of stable support system

Barriers to Self-Determination

Develop Self Determination by fostering COMPETENCE

Starts when they begin to develop skills
Students experience competence when challenged and given prompt feedback.
If you do it for them or demand that they ask your permission for everything they will learn to be helpless!
Beware of Learned Helplessness!
Provide opportunities and lots of them!
Dignity of Risk

Opportunities to develop competence involve risk taking

Supporting Decision Making – refer to handout – Supporting Decision Making

Independence ≠ doing everything for yourself

We all need a little help from our friends

Families need to support sons and daughters as they set their course
Use Teachable Moments

Use real life situations
Making choices
Reasonable level of risk
Living with the consequences

What you can do now

Help youth to identify their needs and develop strategies to meet those needs
Improve decision-making, goal setting and goal attainment skills
Enhance communication and relationship skills

Develop the ability to celebrate success and learn from reflecting on experiences
Help them identify information they would like to share with the educational team
Cindy and son Andrew
A Personal Transition Story

Frameworks for Family Engagement
What roles do parents play?

Collaborators in the IEP process
Instructors in their youth’s emergent independence
Decision makers and evaluators
Peer mentors
Systems change agents

- Pleet & Wandry, 2009; 2010

Frameworks for Family Engagement

National Standards for Family-School Partnerships

Welcoming All Families
Communicating Effectively
Supporting Student Success
Sharing Power
Collaborating with Community

PTA.org/excellence
Frameworks...

Which one works for you?

Guideposts for Success

www.ncwd-youth.info/family-guideposts-information-brief
Family Involvement Supporting Post-School Outcomes

Tier 1: Parent Involvement in secondary academic and career planning = Universal

Examples
- PTA Standards for Family School Partnerships: (a) welcoming all families in school; (b) communicating effectively; (c) supporting student success; (d) speaking up for every child; (e) sharing power; (f) collaborating with community
- The Family Involvement Network of Educators (FINE)
- Communication with parents (newsletters, online grades)
- School events (e.g., job fairs, college fairs) involve parents
- Parents collaborate with student and school to develop individualized graduation plans
- Parent advocate models

Parental engagement with secondary schools through participation in school-side activities and organizations
Schools actively promote and support active parent engagement
Family Involvement Supporting Post-School Outcomes

Tier 2: Supporting parents as partners in education = Supplemental

Working directly with “hard to reach” families, including those from culturally and ethnically diverse backgrounds and those from low income areas.

- School outreach to hard-to-reach families
- Parent Information Resource Centers (PIRCs)
- Parent Involvement Specialists in Schools

Multi-tiered Transition Education and Supports – M. Morningstar, Ph.D.

Family Involvement Supporting Post-School Outcomes

Tier 3: Family-focused Transition Planning = Intensive

Active family involvement in planning for transition to post secondary and employment settings

- Parent engagement in transition planning and IEPs
- Parent Training and Information Centers
- Cultural community liaisons for CLD families
- Systematic support for families (e.g., parent transition & educational advocates)
- Community schools

Multi-tiered Transition Education and Supports – M. Morningstar, Ph.D.
Emergent Adult Role

Assumptions in society

What is reality for families with adolescents with disabilities?

Stressors for families: uncertain of status & capabilities of adolescent with disabilities

Typical experiences for teenagers often missed in adolescents with disabilities

Cultural issues: adulthood = independence

Obstacles families face in self-determination

Strategies for supporting self-determination

Thought Questions...emergent adult roles for a student you know...

How has this young person participated in any emergent adult roles?

How do you think the youth’s family feel about promoting self-determination or more adult roles?

Are there strategies you can think of to assist the youth’s family in overcoming obstacles to supporting adult roles?

Is it possible to promote self-determination within family-centered and culturally appropriate ways?
### Strategies to Support Families in Transition

- Encourage early expectations
- Address parent concerns regarding future (including their changing role in the youth’s life)
- Help parents to recognize the importance of their contributions
- Encourage parents to honor choices of their child
- Increase role of social support network

### Increasing Parent-Professional Collaboration

- How does my school/agency actively seek and/or provide opportunities for family involvement?
- Are my families involved in the transition planning? If not, how can we make this a positive experience for them?
- What strategies do we use to actively solicit feedback, ideas, comments, and concerns from families and students?
- How do we communicate with families?
- What information and skills do parents need to be full partners in transition?
Thinking it Through

- What was the transition program that resulted in the best level of participation from youth & families?
- What method did you use to notify the parents of the event?
- How many times did you contact the parents before the event? Phone, email, mail, through the student?
- Who contacted the parents?
- What staff members were at the event?
- Why do you think there was such a great turnout?

What Works?

- Personal relationship with school personnel
- Personal invitation (voice rather than paper)
- Showcase their son/daughter (make it relevant)
- Let them know how important their presence is to you and their child, then be sure it is important
- Location (central and safe)
What Works?

- Family members welcome
- Thank you follow up for attending
- Provide opportunities for family networking
- Communicate positive news, monthly progress reports
- Meet outside of school hours
- Celebrations of transition success

How does family engagement help with transition activities?

<table>
<thead>
<tr>
<th>permissions/ training agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>physicals/work permits</td>
</tr>
<tr>
<td>documentation (birth certificate, Social Security Card)</td>
</tr>
<tr>
<td>liability</td>
</tr>
<tr>
<td>hygiene issues</td>
</tr>
<tr>
<td>travel/transportation issues</td>
</tr>
<tr>
<td>loss of social security</td>
</tr>
<tr>
<td>absences / call off procedures</td>
</tr>
<tr>
<td>fear of letting go, self determinacion</td>
</tr>
<tr>
<td>follow through with adult agency eligibility</td>
</tr>
</tbody>
</table>
Family Engagement in Preparation for Employment

In preparing for an employment goal, family input early and throughout the transition process establishes a solid foundation for planning and building skills, critical connections and experiences.

Learning about work, watching parents and family members work at home, hearing about family member’s work, having responsibilities at home and in the neighborhood can be the foundation for future work experiences.

In addition to home, neighborhood and community experiences, parents can work with their son/daughter’s school to help create opportunities for career development and training.
So What Can Families Do?

- Foster independence by assigning specific responsibilities in the home. Build responsibility, choice making, a strong work ethic as well as pride in quality and quantity of work.
- Build appropriate social and communication skills that will be needed in a work environment
- Explore their neighborhood and community for experiences and training opportunities
- Discuss future goals and adult realities with their son/daughter
- Develop and support a work ethic common to the family culture
- Discuss interests, abilities, aptitudes and needs in relation to career goals, personal interests versus avocations

More Ways Families can Engage.....

- Help youth prepare for job interviews
- Assist youth with job retention
  - Help prepare for work in the morning
  - Help maintain assistive technology
  - Cultivate external natural supports in the community
  - Provide a safe haven for youth to talk about their job and normal everyday job-related problems and frustrations
  - Problem solve how to deal with challenging workplace situations
  - Identify early warning signals for problems youth is having with a job
Finding Employment

- Family members can use their personal networks of relatives, friends, neighbors, community business, and religious community to identify job opportunities.
- Support an individual in their job search.
- Improve quality of placement and job satisfaction by advocating for employment options that reflect the interests and skills of their family member.

Universal Truths.....

- Work requires specific job skills, work ethic skills - including presence, social and communication skills, at least basic academic skills, team work, pride in work, ability to solve problems and to ask for help when needed.
- Both learned helplessness and independence come from you.
- There is true dignity in risk, but always work to learn from mistakes.
- Self-determination is a learned behavior, based on experiences, attitudes and opportunities.
- In today's world, individuals with disabilities are working and contributing in employment settings but the demands are high and the competition for each job is fierce.
Families can help their sons and daughters build:

- Life skills
- Self-determination
- Self-advocacy
- Desire to work
- Enriching experiences
- Appropriate goals

Office of Vocational Rehabilitation
Early Reach Initiative
Early Reach Initiative

*Early Reach* is an OVR Outreach Program, to find youth earlier (14 – 16 years old) and their parents to discuss:

- OVR services and vocational planning
- What to expect from OVR and when to expect it.

The main focus is Group Services

- To provide outreach presentations to school personnel, students and families to outline the services offered by OVR.

- To provide vocational consultative services to school personnel, agencies, students and families to leverage the full array of services offered during the secondary school years to best prepare students for OVR and vocational goals.
Sometimes Individual Services are necessary

- To track youth with disabilities not yet ready for referral to OVR so they don’t “fall through the cracks”.

- To assist appropriate students in making application to OVR and to provide pre-eligibility services, as needed.

- To facilitate the VR counselor’s ability to effectively and accurately determine timely eligibility for identified students with disabilities.
PA Resources for Schools and Families

The Parent Education & Advocacy Leadership Center (PEAL Center)

Cindy Duch, Director of Parent Advising; PEAL Center

Liz Healey, Executive Director, PEAL Center
Mission

To ensure that children, youth and adults with disabilities and special health care needs:

- lead rich, active lives and participate as full members of their schools and communities
- by providing training, information and technical assistance based on best practices to individuals, families and all people who support them.

PEAL Center Focus on Transition

Statewide and Federally Funded

- Parent Training and Information Center (PTI) OSEP, through age 26
  - Strong history of work with parents
  - Added direction: Work with transitioning youth/young adult mentors
  - Now serving eastern PA formerly served by PEN

- Family to Family Health Information Center (F2F) HHS, through age 21
  - Work with parents, transitioning youth and healthcare providers
Projects Focuses – One Stop Shop

**PTI**
Education, post-secondary ed, employment, community living

**F2F**
Access to healthcare, health insurance, Social Security, Medicaid waivers, community services

---

**PEAL Transition Services**

- **Parents**
  - Trainings on transition & IEPs
  - One-on-one consultation
  - Parent Leadership sessions

- **Youth**
  - Self-advocacy development
  - Rights in adult systems and agencies
  - Youth Leadership Institutes / advocacy on system change

- **Resources**
  - Online IEP Course / Transition Section
  - Medical Assistance, SSI &Waivers for Transitioning Youth
  - Healthcare Transition video series
  - PEAL Inclusive Communities Conference
Resources for Access, Independence, Self-Advocacy and Employment Technical Assistance Center

User-centered technical assistance center
• Understand needs & resources of PTIs
• Collaboration between PTI and RSA to improve products and services

REACH for Transition

PURPOSE:
• to provide the nine participating PTIs (including PA) with innovative and responsive services that are designed with and involve diverse youth/young adults with disabilities and their families
• accomplished through a regional Community of Practice that enhances participating parent center capacity, reach, and partnerships around transition and adult service systems
Who should contact PEAL?

- Families of children with disabilities and SHCN
- Friends of children with disabilities and SHCN
- Youth with disabilities and SHCN
- Professionals in education, healthcare, and human service fields
- People who support families & children

PEAL Resources

*Developing a Strong IEP*, an online mini-course
www.pealcenter.org/trainings-online.php

“Did You Know” – Eligible for Services Until age 21 - video
www.youtube.com/watch?v=dfEM_m2LqxE&feature=youtu.be

Transition to Adult Health Care, Waivers and Managed Care
www.pealcenter.org/help-special_needs.php#transition

Medical Assistance, SSI & Waivers for Transitioning Youth
*Coming soon* – Webinars will be posted soon

PEAL Annual Inclusive Communities Conference, March 25th
www.pealcenter.org/services-conference.php
# Planning for the Future Checklist

**Mary Hartley, Consultant**  
**21 and Able**  
**United Way of Allegheny County**

## Pennsylvania Training and Technical Assistance Network

## Planning for the Future Checklist

Use this as your checklist to get ready for life after high school. Bring it to your meetings with your school and/or agency supports to talk about your progress and how best to plan for your future.

**Name:**  
**Date:**

### 14-15 Year Olds

<table>
<thead>
<tr>
<th>Task</th>
<th>15-16 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk with your school and/or agency supports about your interests and what you want to study after high school.</td>
<td>Learn how accommodations may be different at the educational program you've been chosen for after high school, so you can start to prepare.</td>
</tr>
<tr>
<td>Study websites to learn about training, technical school college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.</td>
<td>Purchase your chosen college, sign-up for the SAT test, and complete your part-time employment in your area of interest. You should also talk to your school counselor about colleges and your plan for applying.</td>
</tr>
<tr>
<td>Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.</td>
<td>Visit technical schools or certificate programs you may be interested in.</td>
</tr>
<tr>
<td>Understand your disability. Ask for your own accommodations.</td>
<td>To get ready for a job, practice filling out job applications and answering questions an employer might ask you.</td>
</tr>
<tr>
<td>- Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.</td>
<td>Ask your school and/or agency supports for help with on-the-job training, job exploration, and part-time employment in your area of interest. Your school counselor can help you get this experience during school and during the summer.</td>
</tr>
<tr>
<td>- Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.</td>
<td>Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.</td>
</tr>
<tr>
<td>- Join an activity at your school, community, or place of worship.</td>
<td>Talk with your school and/or agency supports about the possibility of funding through Medicaid/Medibank.</td>
</tr>
<tr>
<td>- Ask about certified transportation training at your EIP meeting.</td>
<td>Keep a list of your medical conditions and physicians. Be able to describe your health needs.</td>
</tr>
<tr>
<td>- Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect your body.</td>
<td>If you have questions about your emotional or mental health, talk to your parent/guardian, school staff, or an agency supportive of your needs. You can also call the crisis line for help.</td>
</tr>
<tr>
<td>- If you have an intellectual disability and the one you contact has contacted the County’s Office of Intellectual Disabilities (OIDS), have your parent/guardians call the school district to complete an intake to register for services.</td>
<td>Find out about adult agencies like OVR that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies.</td>
</tr>
<tr>
<td>- If needed, create an Individual Health Plan with your doctor and school nurse.</td>
<td>Keep copies of your medical, education, and government papers in a file to have ready when you need them.</td>
</tr>
<tr>
<td>- Learn how to manage money.</td>
<td>Learn how to manage money.</td>
</tr>
</tbody>
</table>
Background

• Each year in PA, hundreds of young people with disabilities move from a system of entitlement to one of eligibility at the age of 21

• 21 and Able (an initiative of the United Way of Allegheny County) in collaboration with the Pennsylvania Department of Education, Bureau of Special Education, PaTTAN, local school districts, family members, youth, and community agencies created the Planning for the Future Checklist.

The Planning for the Future Checklist

• This document is a roadmap for youth with disabilities who are transitioning out of high school to continue their education, to work, live independently, and participate actively in their communities to the greatest extent possible.

• Designed to be a resource for youth, parents, and educators to use in framing critical conversations about secondary transition before, during, and after annual IEP team and annual agency meetings.
The Planning for the Future Checklist

- The checklist addresses the top considerations that parents and youth, who have exited secondary schools, believe are critical issues in preparing students with disabilities for their secondary transition.

- The considerations span the following areas: education after high school, employment, and community living.


Distribution of The Planning for the Future Checklist

By February 6, 2015
- A cover letter and color copy of the checklist sent to all LEA superintendents/CEOs

By March 31, 2015
- A paper copy of the checklist will be provided to all students ages 14 years to 21 years.
  - These copies will be given to the BSE Advisory to give to the LEA special education director to hand off to these students’ teachers, along with a cover letter

By May 15, 2015
- A cover letter will be sent to all special education directors reminding them of their responsibility to monitor the use of the forms.
21andable.org - Website

21 and Able is working to create a roadmap for young adults with disabilities.

Additional PA Resources for Schools and Families
PA’s Secondary Transition Website

www.secondarytransition.org

The Dual Capacity Building Framework For Family-School Partnerships

The Guideposts for Success: A Framework for Families Preparing Youth for Adulthood
www.ncwd-youth.info/family-guideposts-information-brief

PTA’s National Standards for Family-School Partnerships
www.pta.org/nationalstandards
Resources

Center for Parent Information and Resources
www.parentcenterhub.org

PA Secondary Transition Guide
www.secondarytransition.org

National Secondary Transition Technical Assistance Center
http://nsttac.org/

The Transition Coalition
http://transitioncoalition.org/transition

Additional Helpful Resources:

Family Involvement in Children’s Education: Successful Local Approaches:
http://www.ed.gov/pubs/FamInvolve/

Harvard Family Research Project:
http://www.hfrp.org/

National Coalition for Parent Involvement in Education:
http://www.ncpie.org

National Network of Partnership Schools:
http://www.csos.jhu.edu/p2000/

Parent and Family Involvement:
http://www.ncrel.org/sdrs/areas/pa0c ont.htm

Parents As Collaborative Leaders:
http://www.uvm.edu/%7Epcl/modules.php
Resources

National Coalition for Parent Involvement in Education:
http://www.ncpie.org

National Network of Partnership Schools:
http://www.csos.jhu.edu/p2000/

Parent and Family Involvement:
http://www.ncrel.org/sdrs/areas/pa0cont.htm

Parents As Collaborative Leaders:
http://www.uvm.edu/%7Epcl/modules.php

2014-15 – COP Webinar Series

- March 4, 2015
  Tools for Engagement for Inclusive Education, Employment, etc. Rescheduled for 2015-16

- March 18, 2015
  Transition Tools of Engagement for Youth and Young Adults

- April 1, 2015
  Transportation Resources and Strategies

- April 15, 2015
  LTCC – Effective Practices and Engagement
  Rescheduled for 2015-16
Contact Information  www.pattan.net

Michael Stoehr
mstoehr@pattan.net
412-826-6864