

# **Supporting Students in Transition: Connecting With Community Agencies**

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**Upper Perkiomen School District**

**Parent Training**

**January 11, 2022 5:30pm -7:30pm**

# Agenda

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- Introductions
- Montgomery County - Department of Mental Health/Developmental Disabilities/Early Intervention – Registering for Services
- Achieving More – Supports Coordinating Agency
- Office of Vocational Rehabilitation
- Montco Works Now – Youth Workforce
- Resources



# **Montgomery County Office of Developmental Disabilities**

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**Dina Scarci**

**Intake Coordinator**



# **Supports Coordination Achieving More**

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**Rebecca Vogelsang  
Administrator**

# Office of Vocational Rehabilitation

## OVR's Mission Statement



To assist Pennsylvanians with **disabilities**  
to secure and maintain  
**employment** and independence.



# Office of Vocational Rehabilitation



- <https://www.pattan.net/assets/PaT TAN/f4/f4702910-0653-4f6a-aa01-0d7d3213ccbe.pdf>

# OVR Considerations

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- OVR – Pre-Employment Transition Services
- OVR IEP Meeting Participation
- Eligibility based program.
- Need to register for services
- Client / Individual needs to be active participant.
- Order of Selection / Waiting List

# OVR Considerations – Local Office

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- Green Lane area is Norristown
- Pennsburg and East Greenville is Allentown
- Palm to over 29 to Seisholtsville is Reading



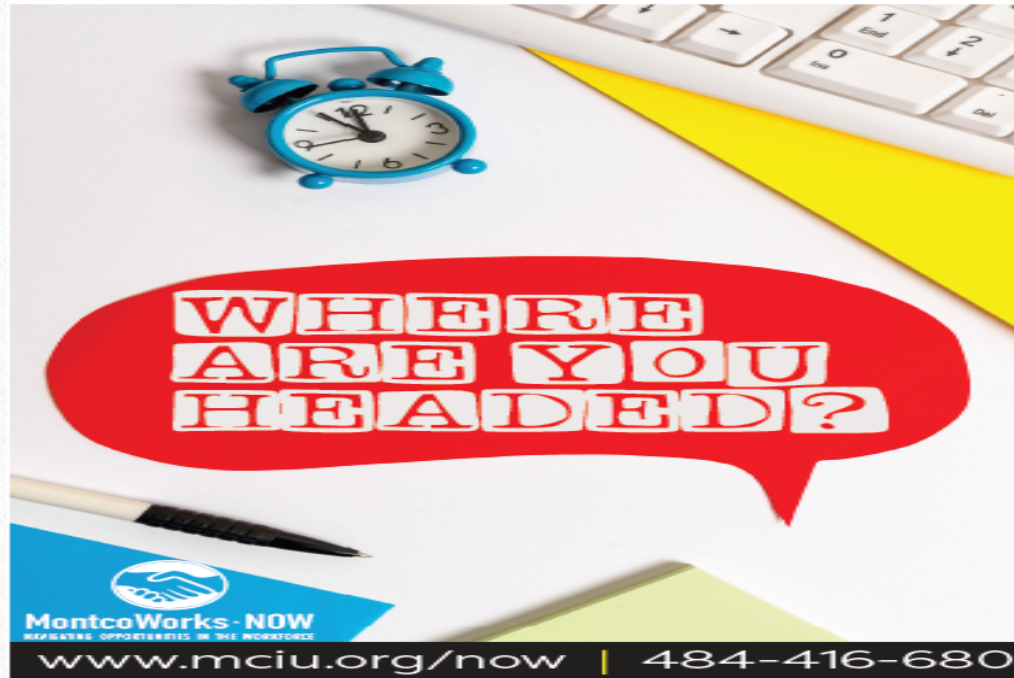
# Office of Vocational Rehabilitation

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- OVR –PA Department of Labor and Industry
- District Office of Vocational Rehabilitation
- 1875 New Hope Street Norristown, PA 19401
- Phone: (484) 250-4340
- Fax: (484) 250-4356

# Montco Works Now



## MAP OUT YOUR FUTURE

with the MontcoWorks★NOW team

MontcoWorks★NOW program provides **FREE** guidance on career and educational opportunities for eligible youth and young adults ages 14-24 that reside in Montgomery County.

Scan the QR code to find out more about our weekly zoom information sessions.



MontcoWorks - NOW

MENTORING OPPORTUNITIES IN THE MONTGOMERY COUNTY

[www.mciu.org/now](http://www.mciu.org/now) | 484-416-6800



# LET'S NAVIGATE OPPORTUNITIES





## MontcoWorks - NOW

WORKING OPPORTUNITIES IN THE WORKFORCE  
A Service of Montgomery County Intermediate Unit

- Services available to Montgomery County residents ages 14-24.
- WIOA eligibility requirements apply.

### CAREER EXPLORATION

- Exposure to in-demand occupations through industry tours and job shadows.
- Guide youth in making appropriate decisions about education and training for careers.

### HIGH SCHOOL EQUIVALENCY

- Help youth re-engage in education that leads to the completion of a recognized high school equivalency.
- Basic education skills training and individualized academic instruction.

### JOB READINESS

- Career readiness workshops to prepare youth for the workforce.
- Resume and cover letter preparation, interview skills, etc.

### POST-SECONDARY EDUCATION

- Prepare youth with transition to post-secondary education.
- Assist youth with college admissions applications (FASFA, Scholarships, and Grants).

### TRAINING & CERTIFICATION PROGRAMS

- Sponsor organized programs of study that provides specific vocational skills and certifications.
- Hands on occupational skills training in high priority occupations.

### WORK EXPERIENCES

- Provide paid and unpaid work experiences for youth throughout the year.
- Offer employment opportunities such as pre-apprenticeship programs, internships, and on-the-job training.

LEARN ABOUT US: [www.mciu.org/nw](http://www.mciu.org/nw)  
VISIT US: 21 West Lafayette Street, Montebloom, Pa. 15401

CONTACT US: [montcoworksnw@mciu.org](mailto:montcoworksnw@mciu.org) 484-416-6800  
CONNECT WITH US: [www.facebook.com/montcoworksnw](https://www.facebook.com/montcoworksnw)



# LifePath

[www.lifepath.org](http://www.lifepath.org)

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- Programs include:
  - Residential
  - Community
  - Community Supports

# Peaceful Living

<https://peacefulliving.org>

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- Programs include:
  - Day Programs
  - Family Programs
  - Residential Programs



# Indian Creek

<https://indcreek.org>

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- Programs include
  - Residential
  - Community
  - Day
  - Behavioral Health

# BARC Developmental

<https://barcprograms.org>

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# Montco Works Now Contact Information

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- Megan Hockenbrock
- Administrative Assistant
- MontcoWorks★NOW
- Montgomery County Intermediate Unit
- 2 West Lafayette Street
- Norristown, PA 19401
- 484-416-6800- office
- Email: [mhockenbrock@mciu.org](mailto:mhockenbrock@mciu.org)

# Important Considerations for Transition Planning

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- Begin Early.
- Life Course Lens
- Look at Individual Considerations
- Identify Resources including Financial Planning Considerations
- Entitlement vs Eligibility
- Transportation



# Stages of Life

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Post Secondary

School Age

EI





# Transition Considerations

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- Individual
- Family
- Circumstances
- Perspectives
- Resources
- Supports
- Transportation
- Wants and Needs





# 3C's in Transition

- Communication
- Cooperation
- Collaboration



# When The School Bus Stops...

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Entitlement

VS

Eligibility



# Entitlement

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- School-age students with a disability receiving special education services are **ENTITLED** to receive services to access a free appropriate public education as outlined in the Individuals with Disabilities Education Act (IDEA). Services are documented within the student's Individualized Education Plan (IEP) as determined by the IEP team and funded by the school district.

**Students are entitled to:**

**Free appropriate  
public education  
(FAPE)**

**Least Restrictive  
Environment  
(LRE)**

**Specially Designed  
Instruction  
(SDI)**

**Related Services**

**Preparation for  
further education,  
employment and  
independent living**



# Eligibility

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Once a student exits school, **ELIGIBILITY** for services and supports is determined through the requirements of agency(s) outside of the school system.

- Individuals may qualify for services BUT services are not guaranteed
- Responsibility to obtain services is on the individual/parent/guardian.
- Services may be provided IF there is enough staff, capacity at the facility, and/or funds to provide services
- Self-advocacy is necessary in obtaining accommodations

# Entitlement vs Eligibility



Secondary Transition

## Entitlement vs. Eligibility (IDEA, ADA, and Section 504)

**Entitlement:**  
Schools are entitled with authority to ensure special education services are provided for income eligible students who are appropriate for education in accordance with the Individuals with Disabilities Education Act (IDEA). Services are documented within the student's Individualized Education Program (IEP) as determined by the IEP team and funded by the local educational agency. Students are entitled to:

- Free appropriate public education (FAPE)
- Least restrictive environment (LRE)
- Specially designed instruction (SDI)
- Evaluation
- Preparation for further education, employment, and independent living

**Eligibility:**  
Once entitled and school, **eligibility** for services is determined through the requirements of agency law, statute of the school system.

- Individuals may qualify for services under IDEA but are not eligible.
- It is the individual's parent/guardian responsibility to obtain services.
- Services may be provided through other means, such as by the facility, outside funds to provide services.
- Self-advocacy is necessary in obtaining accommodations.

**Post-Secondary Education:**

- Rights are preserved in the ADA.
- Students must self-advocate (identify and present documentation to the college/university's Office of Disability Services and not rely on school accommodations in a disability).
- Post-secondary accommodations are not provided for students with disabilities.
- Students must self-advocate for accommodations.

**Employment:**

- Rights are preserved in the ADA.
- The individual must:
  - Identify disability as employer requires accommodations.
  - Request reasonable accommodations.
  - Self-advocate in order to obtain accommodations.

**Independent Living:**  
Students should understand:

- Housing rights and responsibilities.
- How to maintain a safe home.
- General awareness.
- Hygiene.
- Health and safety.
- Resource needs.
- Abuse prevention.
- How to obtain and support services from the local Center for Independent Living (CIL).

**Self-Advocacy:**  
Students should be able to:

- Self-identify.
- Describe his/her disability, strengths, and areas of need.
- Be independent in obtaining disability accommodations.
- Request accommodations.
- Seek out support services.

- <https://www.pattan.net/assets/PaTTAN/dd/dd552366-f225-4ee4-8ad1-e10951557d8a.pdf>



# Transportation:

## When The School Bus Really Stops

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### Upper Perkiomen Area

- Limited Public Transportation Options.
- Need to determine transportation options.

### Transportation Options

- Student if able
- Agency - sometimes
- Immediate Family
- Family Members
- Transportation Services
- Uber, Lyft, etc.

# Resources

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- PA – Secondary Transition
- Virtual Montgomery County Resource Expo Board
- Safe In Home



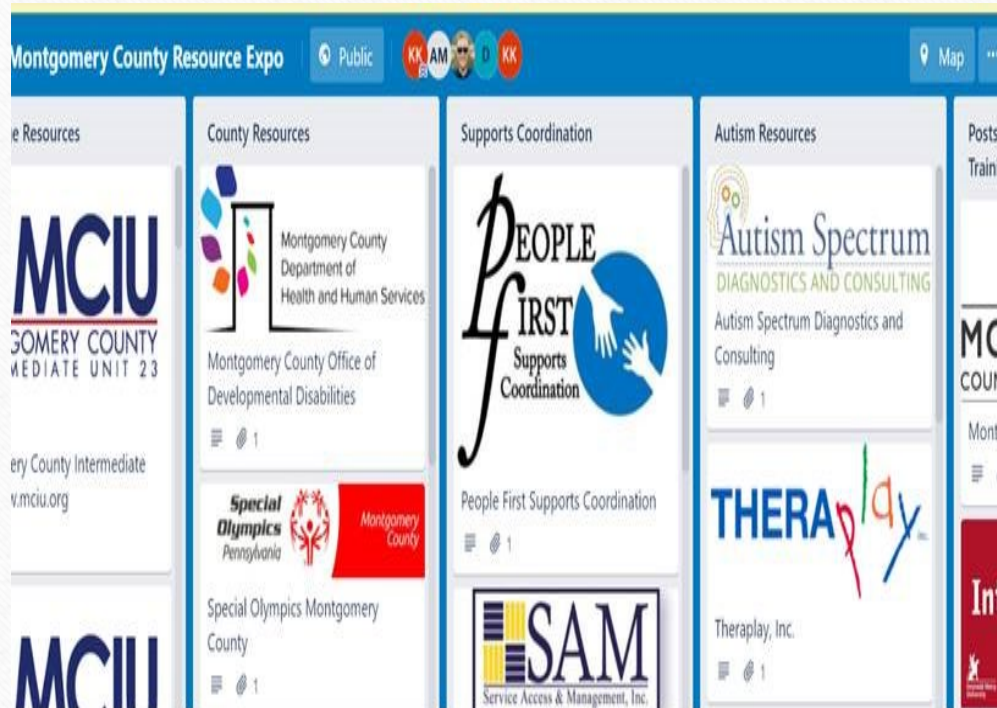


**SECONDARY  
TRANSITION**

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**[www.pasecondarytransition.com](http://www.pasecondarytransition.com)**

# Montgomery County Virtual Resource Board



- <https://trello.com/b/KzPr8or5/virtual-montgomery-county-resource-expo>
- Virtual Resources for Employment, Education, Independent Living, Community Resources.
- **Will Update in October / November**



# SafeInHome


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- David Thom
- SafeinHome
- Direct: 510-333-4909
- Support: 855-476-6665
- Email: [dthom@safeinhome.com](mailto:dthom@safeinhome.com)
- Web: [www.safeinhome.com](http://www.safeinhome.com)

# Transition Tuesdays: Engaging Families in Transition Planning

## Transition Tuesdays - Engaging Families in Transition Planning



This series will provide families, students, and educators with information and insights to enhance family members' participation within the transition process of the IEP. Interviews with families and students, sharing their experiences with transition planning, will be used to guide discussions and learning. Participants will experience how to be active members in transition planning - before the IEP, during the IEP, and after the IEP.

### Before the IEP

**October 26, 2021**  
**2:00 PM – 3:00 PM**

An IEP meeting to discuss the transition process can be overwhelming. Doing some work to prepare for the meeting can make the IEP meeting more productive. What questions should you be ready to answer? What information can you share about your student? During this session, the presenters will discuss how to effectively prepare for the IEP meeting. They will share resources to assist families, students, and educators prepare for the IEP meeting.

**Presenters:**  
Diane Perry PEAL Center in Philadelphia  
Khafeya Spence, Advocate

### During the IEP

**January 26, 2022**  
**2:00 PM – 3:00 PM**

How can families be active members during the IEP meeting? It takes some preparation, but all families, along with their students, should be ready to share their future goals and offer plans for accomplishing these goals. Together, the IEP team can develop IEPs that address the students' postsecondary goals. During this session, the presenter will provide an overview of how families can engage during the IEP meeting to create meaningful plans for students.

**Presenter:**  
Lisbeth Little, HUNE

### After the IEP

**April 26, 2022**  
**2:00 PM – 3:00 PM**

What should families and students do after the IEP meeting? What happens if the students need less or more assistance in meeting their goals? When will families receive reports on the students? During this session, the presenters will discuss strategies and share resources for staying in contact with families after the IEP meeting.

**Presenter:**  
Erin Campion, PaTTAN Pittsburgh  
Jennifer Craig, PaTTAN Pittsburgh

### TARGET AUDIENCE

Families with a student with an IEP, Students with IEPs, Educators, Related Service Providers, Administrators

### REGISTRATION

Please register online by visiting the PaTTAN website at [www.pattan.net](http://www.pattan.net).

After registering you will receive a confirmation email containing information about joining the Webinar, including the Zoom link.


### CONTACT INFORMATION

For questions regarding registration, contact:  
PaTTAN Pittsburgh – Paula Quinn, [pquinn@pattanpgh.net](mailto:pquinn@pattanpgh.net), 412-826-6880

For questions regarding content, contact:  
PaTTAN Pittsburgh – Jennifer Craig, [jcraig@pattanpgh.net](mailto:jcraig@pattanpgh.net), 412-826-6864

Continuing Education Credits: Act 48

Individuals attending this virtual event must login individually, on time, using a computer or iPad, stay the duration of the event, and complete an attendance/evaluation survey by the designated deadline in order to be eligible to receive Act 48 Professional Education clock hours. This series is offered for up to 3 Act 48 clock hours.



- <https://www.pattan.net/Events/Webinar/Course-2928/Events/Session-35796>



# The Peal Center

## [www.pealcenter.org](http://www.pealcenter.org)

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- The PEAL Center has been committed to serving families and professionals across Pennsylvania.
- Today PEAL works with families, youth and young adults with disabilities and special health care needs to help them understand their rights and advocate for themselves.



# Pacer Center

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- The Center provides a variety of information and resources on transition planning in middle and high school, post-secondary education, employment, and community living for young people with disabilities.
- The National Parent Center on Transition
- <https://www.pacer.org/transition/>



# Planning for The Future Checklist

## Page 1







### Planning for the Future Checklist

Use this checklist as a discussion guide in preparing for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future. The checklist is meant to be individualized and not all of the items listed may pertain to you.









Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Every Year**
1. Meet with your agency and school supporters.
  2. Take time to talk about information learned from any assessments about your abilities and interests.
  3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
  4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
  5. Build on what you started the year before.

	14-15 Year Olds	15-16 Year Olds
Education/Training After High School	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk with your school and/or agency supporters about your interests and what you want to study after high school.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.</li> <li><input type="checkbox"/> Understand your disability. Ask for your own accommodations and/or assistive technology.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.</li> <li><input type="checkbox"/> If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.</li> <li><input type="checkbox"/> Visit technical schools or certificate programs you may be interested in.</li> </ul> 
Employment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sign up to volunteer and job shadow during school and/or summer months.</li> <li><input type="checkbox"/> Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.</li> <li><input type="checkbox"/> 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.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> To get ready for a job, practice filling out job applications and answering questions an employer might ask you.</li> <li><input type="checkbox"/> Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.</li> <li><input type="checkbox"/> 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.</li> </ul> 
Community Living	<ul style="list-style-type: none"> <li><input type="checkbox"/> Join an activity at your school, community, or place of worship.</li> <li><input type="checkbox"/> Practice asking for what you need during your IEP and other meetings.</li> <li><input type="checkbox"/> Ask about certified transportation training at your IEP meeting.</li> <li><input type="checkbox"/> Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.</li> <li><input type="checkbox"/> If you have an Intellectual Disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.</li> <li><input type="checkbox"/> If needed, create an Individual Health Plan with your doctor and school nurse.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.</li> <li><input type="checkbox"/> Keep a list of your medical conditions and physicians. Be able to describe your health needs.</li> <li><input type="checkbox"/> If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Keep copies of your medical, education, and government papers in a file to have ready when you need them.</li> <li><input type="checkbox"/> Learn the differences between wants and needs, and the differences between earned and unearned income.</li> </ul> 

# Planning for The Future Checklist

## Page 2

	16-17 Year Olds	18-21 Year Olds
Education/Training After High School	<ul style="list-style-type: none"> <li><input type="checkbox"/> If your goal is a trade or higher education, sign up for standardized tests in your junior year and ask for any testing accommodations you might need.</li> <li><input type="checkbox"/> Ask your counselor about financial aid to pay for tests and test-prep classes and books.</li> <li><input type="checkbox"/> Apply to these schools during the fall of your senior year. If needed, apply for financial aid during the winter.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to access current documentation of your disability before you leave high school.</li> <li><input type="checkbox"/> Contact the office for disability services and support at the school you'll be attending. Let them know the accommodations you need.</li> <li><input type="checkbox"/> Talk with your IEP team about how you can use your "Summary of Academic Achievement and Functional Performance" after high school.</li> <li><input type="checkbox"/> Make sure you have the assistive technology you need as you leave high school.</li> </ul> 
Employment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research 5 to 10 jobs that interest you and discuss what accommodations you may need.</li> <li><input type="checkbox"/> Apply for part time, summer, and/or weekend jobs. Ask for help finding good matches with your skills, interests, and location.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask adult agencies to come to your IEP meetings at school to assist with job placement, training, and accommodations.</li> <li><input type="checkbox"/> Ask your school and agency supporters for help in arranging community-based, on-the-job training, and employment in your areas of interest. They can help you with this for work during school, nights and weekends, and during the summer.</li> </ul> 
Community Living	<ul style="list-style-type: none"> <li><input type="checkbox"/> Decide whether you want to live independently after graduation. Talk with your family, school and agency supporters about options for housing.</li> <li><input type="checkbox"/> Learn about community activities you can get involved in.</li> <li><input type="checkbox"/> Apply for a driver's license or state ID card.</li> <li><input type="checkbox"/> If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (health insurance). Ask for help to understand working and adult benefits.</li> <li><input type="checkbox"/> If possible, schedule and attend at least some of your medical appointments by yourself.</li> <li><input type="checkbox"/> Practice budgeting your money and develop savings goals.</li> <li><input type="checkbox"/> If you have autism, call the Bureau of Autism Services to request information about applying for their adult autism programs. A parent/guardian can also call on your behalf.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> If your goal is to live on your own or with a roommate, talk with your family, school and agency supporters.</li> <li><input type="checkbox"/> Contact the Special Needs Units (Medicaid plans) or Customer Service (private health plans) to choose a physician who treats adults. Ask your pediatrician to send a transfer summary of your records.</li> <li><input type="checkbox"/> Verify your healthcare insurance coverage and continuation of benefits past age 18.</li> <li><input type="checkbox"/> Apply for Personal Assistance Services, if needed.</li> <li><input type="checkbox"/> Register to vote (age 18). Young men need to register for the Selective Service after their 18th birthday.</li> <li><input type="checkbox"/> Practice getting around your community by taking public transportation or arranging medical transportation.</li> </ul> 

The "Planning for the Future Checklist" was developed and supported through a partnership between the United Way of Allegheny County's 21 and Able Initiative, the Pennsylvania Bureau of Special Education, and the Pennsylvania Training and Technical Assistance Network, with input from stakeholders across Pennsylvania.

**21andable.org**  
MAP A BETTER FUTURE FOR YOUNG ADULTS WITH DISABILITIES

**United Way**  
Allegheny County

### Adult Agencies

Bureau of Autism Services	866-539-7689
Bureau of Children's Behavioral Health Services	717-705-6289
CareerLink	717-787-3354
Department of Human Services	800-692-7462
Office of Vocational Rehabilitation	888-565-9435
Pennsylvania Statewide Independent Living Council	717-364-1732
Pennsylvania Elks Home Service Program	800-986-4550
Social Security Administration	800-772-1213
Pennsylvania Office of Long Term Living	866-286-3636

For information and resources on secondary transition in Pennsylvania, go to the Pennsylvania Secondary Transition Guide at: [www.secondarytransition.org](http://www.secondarytransition.org).

**pennsylvania**  
DEPARTMENT OF EDUCATION  
Bureau of Special Education  
Pennsylvania Training and Technical Assistance Network



# PDE Conference



- March 2-4, 2022
- <https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\publications\images\pde-2022-datesvr-2-21-wba.pdf&hash=65b6d64e06fd7324a9ae74036932437655ddbb46245e8bbcd180a9896fdc68bb&ext=.pdf>

# Questions

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# Contact

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- Project Consultant
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