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**TECHNICAL
ASSISTANCE on
TRANSITION and the
REHABILITATION
ACT (TATRA)**

**A Survey of
Federally Funded
Parent Centers**



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A Survey of Federally Funded Parent Centers

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INTRODUCTION

What kind of help do families of transition-age youth with disabilities seek? What kind of support do parent centers need to assist families? To find answers to these questions, PACER Center's Technical Assistance about Transition and the Rehabilitation Act (TATRA) Project conducted a national survey of 98 parent centers funded by the U.S. Office of Special Education Programs (OSEP) in December 1999. The parent centers provide families with information on special education and related issues involving children and youth with disabilities from birth through age 21.

Response to the survey was high: 75 centers responded. Parent center directors were asked to rate 17 topics related to transition and vocational rehabilitation on a five-point Likert Scale (1 = lowest need; 5 = highest need). The survey included several open-ended questions. It also asked respondents to identify the formats of technical assistance delivery that they found the most helpful. As a follow-up to the initial survey, University of Vermont professor Susan Hasazi individually interviewed 12 parent center directors in more depth. Hasazi assisted the TATRA Project in the development and analysis of the survey.

The information collected by the survey will help the TATRA Project, as well as other organizations, design services to meet the needs of parent centers and the families they serve.

RESULTS

Parent centers indicated that one of their greatest needs was for additional staff specializing in transition and vocational rehabilitation (VR). Although the need for training and technical assistance on all 17 topics was high, the greatest needs were in the following areas:

- Juvenile justice
- Graduation standards and youth with disabilities
- The transition needs of students at age 14
- Best practices in school-to-work
- Promoting change in transition and vocational rehabilitation systems
- Educating parents on the vocational rehabilitation system
- Helping youth develop self-advocacy skills

Parent centers reported that families are most concerned about the lack of coordinated, individualized services for high school students and the lack of resources, programs, and opportunities for young adults once they graduate.

Respondents considered students with emotional and behavioral disabilities and students who remain in school through age 21 as youth with the greatest unmet needs.

Parent centers also identified a need for technical assistance on:

- the transfer-of-rights provision in the Individuals with Disabilities Education Act (IDEA '97);
- post-secondary programs for young adults with cognitive disabilities (such as traumatic brain injury and mental retardation);

- combining resources from a variety of programs such as the Workforce Investment Act (WIA), Medicaid, VR, education, and Social Security; and
- balancing standards-based academic curriculum with functional life-skills training.

As a follow-up to the initial survey, Hasazi individually interviewed 12 parent center directors in more depth. This group characterized their greatest challenge as systems change. Thirty percent of those interviewed had little contact with their state or regional VR offices and did not foresee any changes. However, even when directors reported positive parent involvement at the state level, they were concerned about inconsistency at the regional level. They reported that regional services to youth were very dependent on the awareness of individual agency personnel and generally hindered by a lack of resources. Parent centers in states where VR agencies have minimal involvement with parent centers felt federal policy changes and administrative actions might be necessary to promote greater collaboration.

To improve services to young adults, the directors recommended that state VR programs and parent centers forge meaningful collaborations. They offered the following suggestions:

- Parent center representatives should be active members of state rehabilitation councils;
- VR agencies can provide training for VR administrators and staff on best practices in transition;
- VR agencies can support parent center training for families around issues of transition and VR;
- Rehabilitation Services Administration (RSA) should fund additional parent information and training projects authorized by Section 303 of the Rehabilitation Act (see Appendix E).

1999 TATRA SURVEY HIGHLIGHTS

Topics rated as greatest need for technical assistance:

- 4.7 Juvenile justice
- 4.4 Graduation standards and youth with disabilities
- 4.4 Examples of Individualized Educational Programs (IEPs) that address transition service needs at age 14
- 4.3 Best practices to prepare students for employment after high school
- 4.2 Strategies that promote systems change related to transition and vocational rehabilitation
- 4.2 Materials for parents on the vocational rehabilitation system
- 4.2 Helping youth develop self advocacy skills

Average ratings of the 17 questions ranged from 3.7 to 4.7

Great need for additional staff:

- 80 percent of parent centers responding rated the need for additional staff specializing in transition and VR to meet the needs of families as a 5—of highest need. (The overall average score was 4.7.)

Families are concerned about:

- Lack of resources, programs, and opportunities for students after they graduate from high school
- Supports for employment, post-secondary education, and residential alternatives
- Lack of coordinated, individualized, and futures-oriented planning and services, based on best practices, to students in high school
- Lack of opportunities for students to participate in challenging career development or experience a variety of occupations

Families need family-friendly materials available in different languages and appropriate reading levels including:

- Samples of IEPs
- Success stories
- Examples of best practices in collaboration across agencies and communities
- Fact sheets on how to negotiate the vocational rehabilitation system
- Fact sheets on promoting student self-advocacy

To meet the needs of families, parent centers need:

- Successful strategies for promoting systems change
- Identification and clarification of resources and best practices for students who remain in school through age 21
- Simple, clear explanations of the differences between transition plans at ages 14 and 16
- Clear explanation of transfer of rights provision in addition to strategies and practices for how to implement policy with sensitivity for both parents and students
- Identification of higher education programs for young adults with cognitive disabilities (such as traumatic brain injury and mental retardation)
- Samples of IEPs that are appropriately written and clearly demonstrate best practices (e.g., appropriately written annual goals and objectives)
- Information about how to combine resources from a variety of programs (WIA, Medicaid, VR, education, Social Security) to create a comprehensive system for students transitioning from school to adult life
- Information derived from best practices about how to ensure that students receive functional and life skills while participating in standards-based academic curriculum

Greatest challenges perceived by parent centers:

- Systemic problems
- Lack of resources and appropriate options
- Unmet needs of students with emotional and behavioral disabilities

Collaborative relationships between parent centers and state VR agencies:

- 30 percent of those interviewed had little contact with their state or regional VR offices and were not encouraged about the likelihood of change in the near future
- Most of those interviewed serve on boards and committees at the state level
- Implementation issues remain at regional offices and services are dependent on personnel and available resources

Strategies to promote collaborations:

- Appointing parent center representative to serve on state rehabilitation council
- State agencies fund parent centers to do collaborative training on transition issues
- RSA fund more parent center projects
- Continue to share best practices and information on transition with agency administrations and staff
- Establish a Web site for easy access to information

In states where VR has had limited involvement with parent centers, revised policy and administrative actions were deemed the only mechanisms for developing greater collaborations.

ABOUT THE TATRA PROJECT

PACER's Technical Assistance About Transition and the Rehabilitation Act (TATRA) Project provides technical assistance to projects that are part of a Rehabilitation Services Administration (RSA) initiative providing training to families of individuals with disabilities. It has been funded by the RSA since October 1994. TATRA is a project of PACER Center.

Parent training projects served by TATRA have provided training and support to families in Hawaii, Pennsylvania, Illinois, Michigan, Indiana, Wisconsin, Minnesota, Missouri, Maine, Texas, Kentucky, Virginia, Utah, Louisiana, Oregon, and Washington (see Appendix E). These projects help families learn how they can help youth with disabilities:

- * prepare for independent living,
- * access adult service systems, and
- * work effectively with professionals.

WHY PARENT TRAINING ON TRANSITION AND VOCATIONAL REHABILITATION?

Families provide important supports for their sons and daughters with disabilities long after they reach adulthood. Because they know their family member's strengths, they help make critical contributions to employment. Current vocational rehabilitation policy emphasizes the preferences of individuals with disabilities and recognizes the importance of family expertise. A generation of parents active in special education anticipates active partnership in the vocational rehabilitation process as well.

The Rehabilitation Act cites the importance of family and other natural supports as a fundamental principle of federal vocational rehabilitation policy. Recent amendments empha-

size the role of families, authorize funding for parent training, and increase opportunities for family members to be involved in the vocational rehabilitation process.

SERVICES TO PARENT TRAINING PROJECTS

TATRA offers a variety of services that help the RSA parent training projects achieve their goals. TATRA consults with each project annually to identify and meet the project's individual and collective needs. These services include information dissemination, referral and networking, on-site consultation, materials review, an annual conference, teleconferencing, and a newsletter.

The TATRA Project has provided financial and administrative support to parent training projects participating in the RSA parent training initiative that enables each participating parent center to develop a "Center of Expertise." Each center focuses on a specialized Vocational Rehabilitation (VR) topic affecting families of young adults with disabilities. Topics include post-secondary education, underserved and rural populations, person-centered planning, self-determination, interagency collaboration and transition, cross-cultural issues, housing, Client Assistance Programs, the Americans with Disabilities Act, personal assistance services, transportation, centers for independent living, and the School-to-Work Opportunities Act. Centers of Expertise develop materials for parent and consumer advocates and vocational rehabilitation service providers, which are available on the TATRA Web site.

TATRA's newsletter, *Point of Departure*, is published twice a year by the TATRA Project and also available on the TATRA Web site. Each issue highlights information and resources of interest to advocates, parent centers, educators and service providers who work with young adults with disabilities and their families. Articles feature strategies used by successful parent-professional partnerships that educate young adults and their families about how to prepare for employment and a successful transition to independent living after high school.

VISIT THE TATRA PROJECT ON THE WEB:

www.pacer.org/tatra/tatra.htm

TATRA Needs Assessment

**Conducted by:
Susan Brody Hasazi**



Purpose

The purpose of this assessment was to identify and document the kinds of information and resources needed by parent centers in the area of transition and vocational rehabilitation in order to inform the technical assistance and materials development and dissemination activities associated with the Technical Assistance about Transition and the Rehabilitation Act (TATRA) project.

Method

The data collection methods included both quantitative and qualitative measures. First, a survey was developed and sent to directors of all 98 OSERS-funded parent centers in December 1999 (see Appendix A). The survey was developed following a telephone focus group conducted with six directors knowledgeable and experienced with transition issues. Based on the information derived from the process, a survey was designed that included Likert-type questions with a rating scale of 1 to 5 (with 5 representing the highest need and 1 the lowest). In addition, two open-ended questions were included to collect more in-depth information. Seventy-four directors (75 percent of those surveyed) returned the survey.

The second component of the assessment involved telephone interviews with 12 parent center directors from across the country. The interviews were conducted in January 2000 and lasted from 20 to 50 minutes. The same five questions were asked to each director and their responses were recorded on an interview form (see Appendix B).

Data Analysis

An average rating for each of the Likert-style questions on the survey was determined to identify those topics that directors perceived to be of the highest need. The information from the

open-ended questions was reviewed and summarized by question.

Findings

The topics on the survey that were considered of highest need for technical assistance included: issues related to juvenile justice (4.7); how to both address the transition needs of high school students with disabilities and meet the academic requirements of state standards for graduation (4.4); examples of Individualized Education Programs (IEPs) that address “transition service needs” at age 14 (4.3); and best practices for preparing students for employment after high school (4.3). Averages of 4.2 were computed for three additional areas, indicating a relative high need in these areas as well. These topics included: 1) strategies that promote systems change for transition and vocational rehabilitation; 2) materials to help parents negotiate the vocational rehabilitation system; and 3) ways for parents and schools to help youth to develop and use self-advocacy skills.

It should be noted that the averages across questions ranged from 3.7 to 4.7. The questions that received the highest number of 5 ratings were a) examples of IEPs that address transition service needs at age 14 and b) meeting both the transition needs of high school students with disabilities and the academic requirements of state graduation standards (see Appendix C for the ratings across the 17 questions). Finally, the response was overwhelmingly clear for question 17, which asked to what degree parent centers needed additional staff specializing on transition and vocational rehabilitation in order to meet the needs of families. Almost 80 percent of respondents rated the need as 5 (of highest need). The average response was 4.7.

The open-ended questions on the survey generated a variety of concerns (see Appendix D for a complete listing). Most however, followed two major themes. For the question, “What are the two to three areas related to transition and vocational rehabilitation that are of greatest concern to parents in your area,” the following themes emerged:

- Lack of resources, programs, and opportunities for students once they graduate from school and need supports from adult services agencies for employment, post-secondary education, and residential alternatives.

- The need for more coordinated, individualized, and futures-oriented planning and services for high school students, based on best practices. This would include more opportunities for students to participate in career development activities involving a variety of occupations that reflect higher employment expectations.

The responses to the second open-ended question related to the “knowledge or materials your parent center needs in order to meet the [transition] concerns of parents more effectively” varied a great deal. Many respondents, however, identified the need for more family-friendly materials. They include: samples of IEPs, success stories, examples of best practices in collaboration across agencies and communities, fact sheets on how to negotiate the vocational rehabilitation system, and promoting student self-advocacy. It was noted that materials need to be accessible—available in different languages and at reading levels appropriate to the audience.

The subsequent telephone interviews conducted with individual parent center directors confirmed and extended the findings of the parent survey. Summaries of the issues emerging from each of the five interview questions are provided below.

(1) What are the three areas related to transition and vocational rehabilitation you would like to have additional information on to more effectively serve parents and how would you like this information?

Overall, those interviewed knew a significant amount about transition and rehabilitation services. However, they identified a variety of areas in which they needed materials.

- **Successful strategies for promoting systems change.** According to several directors, this could be accomplished in a variety of ways. For example, parent center conferences could be extended to allow staff an opportunity to discuss the topic and how change had occurred in their state agencies and local communities. Most directors commented that transition was simply not happening in their communities. If it was, it was often dependent on the work and commitment of a particular person. A few said visionary leadership at the state level had put policy and practice into place to promote changes across the system.

- **Identification of higher education programs for young adults with cognitive disabilities (such as traumatic brain injury and mental retardation).** Several directors noted that it was difficult to identify models and best practices for young adults with cognitive disabilities. They suggested that a review be conducted and summaries of “model” programs be written and disseminated to help identify sites and provide information for parents who want to advocate for similar opportunities in their own communities/states.
- **Information on how to combine resources from a variety of programs (Work Incentive Act, Medicaid, vocational rehabilitation, social security, education, etc.) to create a comprehensive support system for students transitioning from school to adult life.** Again, short scenarios describing processes and outcomes were suggested by several directors.
- **Information derived from best practice about how to ensure that students receive the functional/life skills they need while participating in standards-based academic curriculum.** There was both tremendous hope and concern about the way standards-based assessment and curriculum would affect students with disabilities. On the one hand, some directors said they were hopeful that the need to include students with disabilities in school reform efforts would lead to increased expectations and higher quality academic opportunities. Others, however, talked about the potential for directing students into low-level academic and vocational classes and offering differential diplomas (or none at all). Any information around best practices and model programs related to this topic would be extremely helpful.

(2) What are the two most challenging issues that you encounter in your state and what if any technical assistance would be helpful to address these challenges?

Most of the challenges identified were systemic in nature and could not be solved solely through technical assistance to families. In the few states where vocational rehabilitation has been leading the transition efforts, many of the challenges were related to lack of necessary resources. In most of the others, lack of resources and appropriate options (especially for students with emotional and behavioral disabilities), inconsistent policy implementation across the state, and

systemic problems with the entire adult services system resulted in major challenges to transition planning during high school and beyond.

In the states where collaborative transition planning has been relatively effective, there remain concerns regarding those students who have the most severe disabilities and how the various agencies define eligibility. One director suggested it would be helpful to know the different criteria across states that determine the “order of selection” in vocational rehabilitation agencies.

It was also noted that teacher turnover and shortages of adequately prepared personnel have affected the quality of special educational services for students with disabilities. Further, it was suggested that the rapidly developing alternative school movement is often creating inappropriate alternatives for students with disabilities.

(3) How is your state implementing the transfer of rights/age of majority provision and the “transition service needs” requirement beginning at age 14? Are there any specific materials/knowledge that you need in this regard?

There was consensus on the part of all of those interviewed that the above provisions were creating many challenges for parents, students and professionals. All of the directors suggested that concise materials need to be developed that are culturally sensitive, reflective of best practices, and provide clear examples (i.e., one page handouts). It was also suggested that the parents would be able to share the information with professionals who have, for the most part, not received much training on these issues.

(4) How have you worked with your State Vocational Rehabilitation Agency to encourage their involvement in providing transition services and supports for students moving from school to the adult community?

Most of the directors indicated that they had long and productive relationships with their state vocational rehabilitation agencies and had served on numerous advisory boards, task forces, etc. at the state level. While most reported that their input was encouraged at the state level, many implementation issues remained at the regional offices, where services were often dependent on individual personnel and available resources. About half of the directors indicated that they had been appointed to the State Rehabilitation Advisory Committee and said they were delighted that the Rehabilitation Act ensured that parent center representatives were included as members of the Council. Most of those interviewed also reported that they had been involved in many joint trainings

and conferences which have helped to build more collaborative relationships between parent center staff and rehabilitation agency staff. One director indicated that the grant her center received from Rehabilitation Services Administration (RSA) has prompted state rehabilitation agency personnel to treat her center as part of a shared community. She believes that the grant has enhanced the credibility of the center, and that the state rehabilitation agency is more likely to ask for their involvement across a range of policy and practice issues.

On the other hand, about 30 percent of those interviewed said they had very little contact with their state or regional rehabilitation offices and were not encouraged about the likelihood of change in the near future.

(5) What do you think would help to develop more collaboration between your parent center and your state vocational rehabilitation agency?

A number of suggestions were made regarding developing increased collaboration between parent centers and state rehabilitation agencies. These included: (a) the parent center director should be invited to serve on the state rehabilitation agency council in all states; (b) state agencies should provide funds to parent centers to do collaborative training around issues of transition; (c) RSA should fund more parent center projects (parent training and information projects are authorized under Title III, Section 303 of the Rehabilitation Act); (d) best practices information around transition should continue to be shared with agency administrators and staff; and (e) a Web site for easy access to information should be established. Again, some of the directors in states where vocational rehabilitation has had limited involvement with transition believe that revised policy and administrative actions are the only mechanisms for developing greater collaboration.

APPENDIX A: TRANSITION SURVEY QUESTIONS

Purpose

The purpose of this survey is to identify the kinds of information and support parent centers need in order to effectively meet the training and information needs of transition-age youth and their families. In addition, we are interested in learning which methods of information dissemination parent centers find most effective.

What information would help your agency more effectively meet the transition and vocational rehabilitation needs of families and others in your state?

Respondents rated the following topics on a 5-point scale, 5 being the highest need, 1 being no need

1. How to assist parents in learning about best practices likely to enhance post school outcomes.
2. How parents and schools can assist youth in developing and using self-advocacy skills.
3. How to disseminate information to education and vocational rehabilitation professionals about policies and practices likely to enhance post-school outcomes.
4. Parent and student-friendly materials on the new provision of IDEA '97 related to transfer of rights at the age-of-majority.
5. Examples of IEPs that address “transition service needs” at age 14.
6. How to promote the inclusion of students with disabilities in standards-based assessments.

7. How to address both the transition needs of high school students with disabilities and academic requirements related to state standards for graduation.
8. More information and strategies on how to better serve transition-age youth from diverse cultures.
9. More information and strategies on how to better serve transition-age youth in rural areas.
10. More information and strategies on how to better serve transition-age youth in inner-city areas.
11. Examples of post-secondary education programs that effectively include students with disabilities.
12. Strategies that promote systems change related to transition and vocational rehabilitation.
13. Locating resources for translated materials.
14. Best practices related to preparing students for employment after high school.
15. Materials for assisting parents to negotiate the vocational rehabilitation system.
16. Issues related to juvenile justice and youth with disabilities.
17. To what degree do you need funding for additional staff specializing on transition and vocational rehabilitation issues in order to meet the needs of families in the above areas?

In your opinion, what are the two to three areas related to transition and vocational rehabilitation that are of greatest concern to parents in your area?

What additional knowledge or materials does your parent center need in order to meet the above concerns of parents more effectively?

What are the ways you would most like to receive information on topics related to transition?

(Check all that apply.)

TECHNOLOGY

- Web sites
- Listservs
- Chatrooms
- Other

MATERIALS

- Workshop curricula
- Transparencies
- Newsletters
- Videotapes
- Other

TRAININGS

- Training of trainers
- Conference sessions
- Topical institutes
- Other

APPENDIX B: INTERVIEW QUESTIONS

Questions for telephone interviews for the 15 directors

1. What are three areas related to transition and vocational rehabilitation you would like to have additional information on to more effectively serve parents? How would you like to receive this information?
2. What are the two most challenging issues that you encounter in your state and what, if any, technical assistance would be helpful to address these challenges?
3. How is your state implementing the transfer of rights/age of majority provision and the “transition service needs” requirement beginning at age 14? Are there any specific materials/knowledge that you need in this regard?
4. How have you worked with your State VR Agency to encourage their involvement in providing transition services and supports for students moving from school to the adult community?
5. What do you think would help to develop more collaboration between your parent center and your State Vocational Rehabilitation Agency?

**APPENDIX C:
SURVEY
RESPONSES**

	Average Rating	Responses in Percentages				
		1	2	3	4	5
1. How to assist parents in learning about best practices likely to enhance post school outcomes.	4	2.7%	9.5%	16.2%	24.3%	47.3%
2. How parents and schools can assist youth in developing and using self-advocacy skills.	4.2	4.1%	4.1%	16.2%	20.3%	55.4%
3. How to disseminate information to education and vocational rehabilitation professionals about policies and practices likely to enhance post-school outcomes.	3.7	9.5%	8.1%	17.6%	28.4%	36.5%
4. Parent and student-friendly materials on the new provision of IDEA '97 related to transfer of rights at the age-of-majority.	4		12.2%	17.6%	29.7%	40.5%
5. Examples of IEPs that address “transition service needs” at age 14.	4.3	1.4%	4.1%	6.8%	29.7%	58.2%
6. How to promote the inclusion of students with disabilities in standards-based assessment.	4.1	2.7%	6.8%	14.9%	32.4%	43.2%
7. How to address both the transition needs of high school students with disabilities and academic requirements related to state standards for graduation.	4.4	1.4%	4.1%	5.4%	31.1%	58.1%

	Average Rating	Responses in Percentages				
		1	2	3	4	5
8. More information and strategies on how to better serve transition-age youth from diverse cultures.	4	2.7%	9.5%	17.6%	25.7%	44.6%
9. More information and strategies on how to better serve transition-age youth in rural areas.	3.9	2.7%	17.6%	12.2%	23.0%	44.6%
10. More information and strategies on how to better serve transition-age youth in inner-city areas.	3.7	4.1%	21.6%	17.6%	17.6%	39.2%
11. Examples of post-secondary education programs that effectively include students with disabilities.	4.1		5.4%	18.9%	31.1%	44.6%
12. Strategies that promote systems change related to transition and vocational rehabilitation.	4.2		4.1%	18.9%	32.4%	44.6%
13. Locating resources for translated materials.	3.7		18.9%	23.0%	17.6%	40.5%
14. Best practices related to preparing students for employment after high school.	4.3		1.4%	21.6%	20.3%	56.8%
15. Materials for assisting parents to negotiate the vocational rehabilitation system.	4.2		8.1%	17.6%	21.6%	52.7%
16. Issues related to juvenile justice and youth with disabilities.	4.7		2.7%	14.9%	28.4%	54.1%
17. To what degree do you need funding for additional staff specializing on transition and vocational rehabilitation issues in order to meet the needs of families in the above areas?	4.7	1.4%	1.4%	4.1%	13.5%	79.7%

	Number of Responses				
	1	2	3	4	5
1. How to assist parents in learning about best practices likely to enhance post school outcomes.	2	7	12	18	35
2. How parents and schools can assist youth in developing and using self-advocacy skills.	3	3	12	15	41
3. How to disseminate information to education and vocational rehabilitation professionals about policies and practices likely to enhance post-school outcomes.	7	6	13	21	27
4. Parent and student-friendly materials on the new provision of IDEA '97 related to transfer of rights at the age-of-majority.		9	13	22	30
5. Examples of IEPs that address “transition service needs” at age 14.	1	3	5	22	43
6. How to promote the inclusion of students with disabilities in standards-based assessment.	2	5	11	24	32
7. How to address both the transition needs of high school students with disabilities and academic requirements related to state standards for graduation.	1	3	4	23	43
8. More information and strategies on how to better serve transition-age youth from diverse cultures.	2	7	13	19	33
9. More information and strategies on how to better serve transition-age youth in rural areas.	2	13	9	17	33
10. More information and strategies on how to better serve transition-age youth in inner-city areas.	3	16	13	13	29
11. Examples of post-secondary education programs that effectively include students with disabilities.		4	14	23	33

	Number of Responses				
	1	2	3	4	5
12. Strategies that promote systems change related to transition and vocational rehabilitation.		3	14	24	33
13. Locating resources for translated materials.		14	17	13	40.5
14. Best practices related to preparing students for employment after high school.		1	16	15	42
15. Materials for assisting parents to negotiate the vocational rehabilitation system.		6	13	16	39
16. Issues related to juvenile justice and youth with disabilities.		2	11	21	40
17. To what degree do you need funding for additional staff specializing on transition and vocational rehabilitation issues in order to meet the needs of families in the above areas?	1	1	3	10	59

APPENDIX D: RESPONDENT COMMENTS

In your opinion, what are the two to three areas related to transition and vocational rehabilitation that are of greatest concern to parents in your area?

The following is a full listing of respondent comments in their own words.

- Lack of job sites/opportunities in business sector
- Lack of information on transition resources
- Lack of collaboration/training of school personnel
- Relationship of Graduation Qualification exams to transition goals
- Involvement of Voc Rehab in planning transition services at earlier ages
- Not enough options given to individuals
- Not enough supports
- Lack of support in the high school
- Lack of beginning the transition services at the middle school level
- Enforcement of IDEA transition requirements
- Academic standards
- Graduation
- Diversity, range, and options for programs
- Integrated, independent quality of life – where will my child live, what will he or she do?
- Lack of local coordination of transition services and knowledge about local resources
- Dollar funds to provide for staff to be transition specialists and provide coordination
- Funding sources (local) schools and regional centers not doing an adequate job
- Quality housing and adequate employment in which to support their families

- Lack of information and options on best practices
- Effectively meeting the needs of students with mental health concerns
- General ed curriculum modifications at secondary level especially for students with significant disabilities
- Identifying appropriate and sufficient numbers of community-based job placements
- Qualifying criteria – many kids are not “severe” enough for agency services
- Who do families turn to for support for their adult children?
- New state standards prevent some students from receiving a diploma
- School personnel don’t know what is available post-school.
- Adding transition objectives to the IEP
- Linking students to adult services before IDEA-based services end
- Obtaining guardianship for students with disabilities who have “informal consent” issues
- Ensuring students continue to have access to the general ed curriculum in the least restrictive environment
- Stereotypical tracking of students with most significant disabilities away from college and careers and toward dead-end low status positions
- Information on meeting needs of all underserved populations
- Involving appropriate professionals in an active manner
- Job opportunities for the future
- Training for future employment
- Unsure of whose responsibility it is to contact and follow-up with outside agencies (many times families are asked to do the work)
- How to navigate Voc Rehab system
- Housing, living arrangements
- Employment, a productive way to spend their days
- Lack of appropriate transition plans as it relates to the inclusion of students with disabilities with minority backgrounds
- Transfer of rights at age of majority
- Graduation exams
- Assisting youth in developing and using self-advocacy skills
- Schools must be creative and flexible to meet students’ needs to promote successful outcomes

- Monitoring of [Job Training Program] implementation; buy-in by administration
- Transportation
- Job coach
- Low expectations of severely disabled persons to achieve employment by Voc Rehab
- Order of selection in place for Voc Rehab
- Rural issues
- Strategies on working with special populations in effectively using transition planning and rehab services
- Conflicting policies of adult service agencies and [Local Education Agencies] regarding funding and collaboration
- How to serve transition age youth in rural areas where very few are employed
- Locating resources for after high school placements
- Accessing and coordinating services from adult agencies
- Obtaining employment appropriate and interesting to the person – people are shoved into the jobs available.
- Adequate and long-term supports by well-trained job coaches
- [Learning Disabilities] accommodations to prepare for college [Assistive Technology]
- How inclusion is related to successful transition
- Unwillingness of school districts to partner with stake holders
- The funding gap – having to keep kids in school to get Voc Rehab and [Developmental Disabilities] services
- Implementing IEPs that meet IDEA outcomes and are in line with Voc Rehab outcomes – these two areas are often unrelated
- Not enough Voc Rehab staff in schools, money, and working together
- Not enough time for basic rights
- Providing students with necessary life and job skills prior to exiting school
- Expanding vocational opportunities beyond the typical for service and maintenance work
- Flexibility in the Voc Rehab system
- Outreach to urban/rural areas
- Information to parents
- Waiting lists with agencies; no services
- Special education professionals have low expectations
- Teachers have poor teaching techniques
- Accessing the services

- Persuading schools to implement effective transition strategies that are individualized, creative, and flexible (vs. cookie cutter, one-size-fits-all approaches)
- Students not ready/willing/able to transition successfully
- Information not getting out to families and communities about how to include youth in their community
- Assessment
- Lack of mandated services
- Real cooperation between services
- Business sites for evaluations
- Business owners hiring disabled
- Accommodation of schedules
- Certificate of completion vs. voc rehab diploma for those not on a high school diploma track
- Effective job coach/job placement for high school students with disabilities to include assurance of resources to support IDEA voc ed goals and objectives
- Transition of students who are not going to college and are not suitable for voc rehab or sheltered workshops
- Examples of successful placements
- Suggestions of variety of options for students
- Anything having to do with educating the youth with disabilities, parents and professionals
- Early childhood intervention (early awareness on the part of parents for transition planning)
- Benchmarks for early stimulation for career development
- Parents need help making the leap from entitlement services of special education to ones they must qualify for in voc rehab
- Rehab system needs to meet needs of students earlier than they do now
- Schools' lack of initiative in making sure students have something to which they can transition
- Few opportunities for students with more severe disabilities
- Not knowing what should happen before the job search
- Lack of residential/group homes
- Low expectations
- Qualification (criteria) where services are located
- There is not enough community involvement because everything is taken care of by "specialists" in special programs
- [Extended Services] funding limited
- Parent and student-friendly materials on the new provisions of IDEA related to transfer of rights at the age of majority

What additional knowledge or materials does your parent center need in order to meet the above concerns of parents more effectively?

- Videos on the laws
- Handbook for age 14 transition planning under IDEA
- Materials for assisting parents to negotiate the voc rehab system
- Peer mentoring programs and a step-by-step (using local information for each region) process highlighting choices of services/programs
- Desperately need staff training – for ages beyond 18 (not adult/adult systems)
- How to write an individualized program based on strengths and dreams (students have to fit in “boxes”)
- To be able to pay for a designated staff or volunteer team to coordinate information, trainings and inservices plus parent/student assistance
- Occupational mentoring from large firms and job placement
- Post-secondary programs for students with below-average IQ
- Materials that can easily be used to provide training – overheads, etc.
- Knowledgeable, creative, energetic staff members whose passion is transition
- National and state organization – and their qualifying criteria and enough money for coordinators
- More information on strategies to better serve transition age youth
- Examples/best practice models of clear/relevant IEP objectives addressing transition for students with varied disabilities and ages
- Funding resources so that we can devote more time to them
- Good information on how families can maximize their contacts
- Good examples of best practices and collaborative comprehensive long-term planning
- Materials on educating the educators – overheads
- Transition activities and resources available for the diversity of disabilities (mild to severe)
- Workshop presentation ideas
- Family-friendly materials and techniques encouraging families to consider these issues EARLY

- Materials and techniques to assist parents and students to negotiate the voc rehab system
- Self-advocacy modules
- Self-esteem modules
- Videos showing success or what to do to be successful
- Funding for teacher training
- Any fact sheets relating to rehab
- Handouts on disk or e-mailed to us
- Current bibliography of where to go for more information, i.e. resources
- Share successful outcomes – independent living opportunities, individually driven employment experiences and successful post secondary experiences for students who are more significantly disabled
- Examples of community-based social and recreational networks/supports that work
- Pre-developed materials – different reading levels – encouraging expectations with success stories
- Resources on how collaborations of key groups have brought all people to the group to work, believing in success for children with disabilities
- Staff needs lots of information on best practices, how the systems work, what to do step-by-step for families frustrated by the system
- Samples of real student IEPs that show how to strategize transition services into reality
- How to market the need for parents to learn about transition
- Schools and Voc Rehab working together
- Basic info on how the school can facilitate relevant skill development during transition
- As much as we can get our hands on
- Definitely more Spanish language materials on all subjects
- Budget to provide materials and training
- Getting more families actively involved – not just when they are in a crisis situation
- Effective way to bring community resources into job placement
- Creative Voc Ed options (beyond food services/lawn, auto/housekeeping)
- Additional staff funding specializing on transition and voc rehab issues in order to meet the needs of families
- Colleges with disabled student programs
- More translated materials in various languages

- Additional funding available to support a transitional housing program
- Info on audio tapes
- What have other states done, if successful
- Can Title 19 be a way of funding supportive work situations?

**APPENDIX E:
REHABILITATION
SERVICES
ADMINISTRATION
FUNDED PARENT
TRAINING PROJECTS**

CURRENT PROJECTS

In 1999 the Rehabilitation Services Administration (RSA) funded seven Rehabilitation Act Parent Training Projects. Parent training and information centers, centers for independent living and collaborating agencies in Illinois, Michigan, Indiana, Wisconsin, Minnesota, Maine, Missouri, Pennsylvania, Texas, and Hawaii are conducting training activities through September of 2002. These projects are part of a federal effort to inform individuals with disabilities and their families about vocational rehabilitation and independent living services they provided under the Rehabilitation Act to enable them to improve and expand employment goals and outcomes for people with disabilities.

In 1994, RSA funded a technical assistance project serving these projects, the Technical Assistance about Training on the Rehabilitation Act (TATRA) Project. Addresses and contacts for all of these projects are listed below.

Project PRIDE

PACER Center, Inc.
4826 Chicago Ave. S.
Minneapolis, MN 55417
Voice/TTY: 612-827-2966
Fax: 612-827-3065
E-mail: pacer@pacer.org
Web: www.pacer.org/pride/pride.htm

Vocational Information for Parents (VIP)

Parent Education Network
2107 Industrial Highway
York, PA 17402
Phone: 717-600-0100 Voice/TTY
Fax: 717-600-8101
E-mail: pen@parentednet.org
Web: www.parentednet.org

Parent Education Network
P.O. Box 505
Warren, PA 16365-0505
Phone: 814-723-9278
Fax: 814-723-6210
E-mail: pen@penn.com

WIN-MILL Project

Family Resource Center on Disabilities
20 E. Jackson Blvd., Room 300
Chicago, IL 60604
Voice/TTY: 312-939-3513
Fax: 312-939-7297
E-mail: frcdptiil@ameritech.net
Web: www.ameritech.net/users/frcdptiil/index.html

in collaboration with:

CAUSE
3303 W. Saginaw, Suite F-1
Lansing, Michigan 48917
Voice/TTY: 517-886-9167
Fax: 517-886-9775
E-mail: info-cause@voyager.net
Web: www.pathwaynet.com/cause/

IN*SOURCE
809 N. Michigan
South Bend, Indiana 46601
Voice/TTY: 219-234-7101
FAX: 219-234-7279
E-mail: sallyhamburg@insource.org
wcusic@insource.org
Web: www.insource.org

Wisconsin FACETS
2714 N. Dr. Martin Luther King Dr.
Milwaukee, WI 53212
Voice: 414-374-4645
Fax: 414-374-4655; 414-374-4635 TTY
E-mail: consol@execpc.com

Ke Ala Holomua

Winners at Work
414 Kuwili St., #103
Honolulu, Hawaii 96817
Voice/TTY: 808-532-2100; Fax: 808-532-2108
E-mail: cgrieve@diverseabilities.org
Web: www.assistguide.com/winners/

Transition to Empowered Lifestyles (TEL)

Missouri Parents Act (MPACT)
1 W. Armour, Suite 301
Kansas City, MO 64111
Voice: 816-531-7070 Fax: 816-531-4777
E-mail: ptimpact@msn.com
Web: www.crn.org.impact

Rural Information and Training Services (RITS)

Austin Resource Center for Independent Living, Inc. (ARCIL)
825 E. Rundberg Lane, Suite A-1
Austin, TX 78753
Voice: 512-832-6349; Fax: 512-832-1869
E-mail: arcil@bga.com
Web: www.arcil.com

Project RITS (Rural Information & Training Services)
618 Guadalupe, Suite 103
San Marcos, TX 78666
Voice 512-396-5790; Fax: 512-396-5794
E-mail: arcil@centurytel.net
Web: www.arcil.com

Partners in Rehabilitation and Independence in Maine (PRIME)

Maine Parent Federation, Inc.
P.O. Box 2067
Augusta, ME 04338-2067
Voice/TTY: 207-582-2504; Fax: 207-582-3638
E-mail: jlachance@mpf.org
Web: www.mpf.org

PAST PROJECTS

October 1, 1993 – September 30, 1999

The Rehabilitation Services Administration (RSA) has funded Rehabilitation Act Parent Training Projects since 1993. The following parent centers and collaborating agencies in Oregon, Washington, Louisiana, Illinois, Michigan, Indiana, Wisconsin, Minnesota, Utah, Virginia, Pennsylvania, Kentucky, and Hawaii conducted training activities during the period of October 1993 through September 1999.

ETC PROJECT

Utah Parent Center
2290 E. 4500 S., Suite 110
Salt Lake City, UT 84117
801/272-1051 Voice/TTY; 801/272-8907 Fax
E-mail: upc@inconnect.com

Partners for Independence

PEATC
6320 Augusta Dr.
Springfield, VA 22150
703/923-0010 Voice/TTY; 703/923-0030
E-mail: partners@peatc.org or armstrong@peatc.org
Web: www.peatc.org/

Vocational Rehabilitation Initiative

Family Training and Information Center
2210 Goldsmith Lane, #118
Louisville, KY 40218
502/456-0923 Voice/TTY; 502/456-0893 Fax
E-mail: spinvri@aol.com

STAR Project

Project PROMPT
4232 Division St., Suite 110
Metairie LA 70002-3179
504/888-9111 (Voice/TTY); 504/888-0246 Fax
E-mail: fhfgno@ix.netcom.com

Advocacy Center for the Elderly and Disabled
210 O'Keefe, Suite 700
New Orleans, LA 70112
504/522-2337
Fax: 504/522-5507

VIEWS Project

PAVE
6316 S. 12th
Tacoma, WA 98465
206/565-2266 (Voice/TTY); 206/566-8052 Fax
E-mail: wapave9@washingtonpave.com

Project CHOICES

Oregon COPE Project
999 Locust St. NE, Box B
Salem, Oregon 97393
503/373-7477 (Voice/Fax)
E-mail: cope@mail.ncn.com

Specialized Training Center
University of Oregon
Eugene, Oregon 97403
541/346-2473 (Voice); 541/346-5517 Fax
E-mail: cope@mail.ncn.com

**APPENDIX F:
OFFICE of SPECIAL
EDUCATION PROGRAM
FUNDED PARENT
CENTERS**

The Technical Assistance Alliance for Parent Centers (ALLI-ANCE) provides technical assistance and training to the federally funded parent centers listed on page 39.

Alliance Coordinating Office:

PACER Center
8161 Normandale Blvd.
Minneapolis, MN 55437-1044
(952) 838-9000 voice
(952) 838-0190 TTY
(952) 838-0199 fax
1-888-248-0822 (toll-free nationally)
E-mail: alliance@taalliance.org
Web site: www.taalliance.org
Paula F. Goldberg, Project Co-Director
Sharman Davis Barrett, Project Co-Director
Sue Folger, Project Co-Director
Dao Xiong, Multicultural Advisor
Jesus Villaseñor, Multicultural Advisor

Northeast Regional Center

Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
(603) 224-7005 voice
(603) 224-4379 fax
E-mail: picnh@aol.com
Judith Raskin, Regional Director
Mary Trinkley, Technical Assistance Coordinator
Lillye Ramos Spooner, Multicultural TA Coordinator
CT, DE, DC, ME, MD, MA, NH, NJ, NY, PA, Puerto Rico,
RI, US VI, VT

Midwest Regional Center

Ohio Coalition for the Education of Children with Disabilities
(OCECD)

Bank One Building

165 West Center Street, Suite 302

Marion, OH 43302-3741

(740) 382-5452 voice

(740) 383-6421 fax

E-mail: ocecd@gte.net

Margaret Burley, Regional Co-Director

Lee Ann Derugen, Regional Co-Director

Dena Hook, Technical Assistance Coordinator

Gloria Mitchell, Multicultural TA Coordinator

CO, IL, IA, IN, KS, KY, MI, MN, MO, NE, ND, OH, SD, WI

South Regional Center

Partners Resource Network, Inc.

1090 Longfellow Drive, Suite B

Beaumont, TX 77706-4819

(409) 898-4684 voice

(409) 898-4869 fax

E-mail: txprn@pnx.com

Janice S. Meyer, Regional Director

Beverly Elrod-Wilson, Technical Assistance Coordinator

J. Linda Juarez, Multicultural TA Coordinator

AL, AR, FL, GA, LA, MS, NC, OK, SC, TN, TX, VA, WV

West Regional Center

Matrix Parent Network and Resource Center

94 Galli Drive, Suite C

Novato, CA 94949

(415) 884-3535

(415) 884-3555 fax

E-mail: alliance@matrixparents.org

Nora Thompson, Technical Assistance Coordinator

Patricia Valdez, Multicultural TA Coordinator

AK, AZ, Department of Defense Dependent Schools

(DODDS), CA, HI, ID, MT, NV, NM, OR, Pacific Jurisdiction, UT, WA, WY

Office of Special Education Programs

(CPRC)=Community Parent Resource Center

Alabama

Special Education Action Committee Inc.
P.O. Box 161274
Mobile, AL 36616-2274
334-478-1208 voice & TDD
334-473-7877 fax
1-800-222-7322 AL only
seacofmobile@zebra.net
home.hiwaay.net/~seachsv/

Alaska

PARENTS, Inc.
4743 E. Northern Lights Blvd.
Anchorage, AK 99508
907-337-7678 voice
907-337-7629 TDD
907-337-7671 fax
1-800-478-7678 in AK
parents@parentsinc.org
www.parentsinc.org

American Samoa

American Samoa PAVE
P.O. Box 6844
Pago Pago, AS 96799
011-684-699-6946 voice
011-684-699-6952 fax
SAMPAVE@samoatelco.com
www.taalliance.org/ptis/amsamoa/

Arizona

Pilot Parents of Southern Arizona
Lynn Kallis
2600 N. Wyatt Dr.
Tucson, AZ 85712
520-324-3150 voice
520-324-3152 fax
1-877-365-7220
ppsa@pilotparents.org
www.pilotparents.org
Southern Arizona

Arizona

RAISING Special Kids
4750 N. Black Canyon Hwy., Suite 101
Phoenix, AZ 85017-3621
602-242-4366 voice & TDD
602-242-4306 fax
1-800-237-3007 in AZ
Central and Northern AZ
raisingspecialk1@qwest.net

Arkansas

Arkansas Disability Coalition
1123 S. University Ave., Suite 225
Little Rock, AR 72204
501-614-7020 voice & TDD
501-614-9082 fax
1-800-223-1330 AR only
adc@alltel.net
www.adcpti.org
Statewide
With FOCUS AR

Arkansas

FOCUS, Inc.
305 W. Jefferson Ave.
Jonesboro, AR 72401
870-935-2750 voice
870-931-3755 fax
888-247-3755
focusinc@ipa.net
www.grnco.net/~norre/
With Arkansas Disability Coalition AR

California

DREDF
2212 Sixth St.
Berkeley, CA 94710
510-644-2555 voice (TDD available)
510-841-8645 fax
1-800-466-4232
dredf@dredf.org
www.dredf.org
Northern California
With Parents Helping Parents, Santa Clara

California

Exceptional Family Support, Education and Advocacy Center
6402 Skyway
Paradise, CA 95969
530-876-8321 voice
530-876-0346 fax
1-888-263-1311
sea@sunset.net
www.sea-center.org

California

Exceptional Parents Unlimited
4120 N. First St.
Fresno, CA 93726
559-229-2000 voice
559-229-2956 fax
epu1@cybergate.com
www.exceptionalparents.org
Central California

California (CPRC)

Loving Your Disabled Child
4528 Crenshaw Blvd.
Los Angeles, CA 90043
323-299-2925 voice
323-299-4373 fax
lydc@pacbell.net
www.lydc.org
Most of LA County

California

Matrix
94 Galli Dr., Suite C
Novato, CA 94949
415-884-3535 voice
415-884-3554 TDD
415-884-3555 fax
1-800-578-2592
alliance@matrixparents.org
www.matrixparents.org
Northern California
With Parents Helping Parents, Santa Clara

California

Parents Helping Parents of San Francisco
594 Monterey Blvd.
San Francisco, CA 94127-2416
415-841-8820 voice
415-841-8824 fax
sfphp@earthlink.com
Nine counties in the San Francisco Bay area

California

Parents Helping Parents of Santa Clara
3041 Olcott St.
Santa Clara, CA 95054-3222
408-727-5775 voice
408-727-7655 TDD
408-727-0182 fax
info@php.com
www.php.com
Northern California
With Matrix and DREDF

California (CPRC)

Parents of Watts
10828 Lou Dillon Ave.
Los Angeles, CA 90059
323-566-7556 voice
323-569-3982 fax
egertonf@hotmail.com
With Loving Your Disabled Child

California

Support for Families of Children with Disabilities
2601 Mission #710
San Francisco, CA 94110-3111
415-282-7494 voice
415-282-1226 fax
sfcdmiss@aol.com
San Francisco

California

TASK
100 W. Cerritos Ave.
Anaheim, CA 92805
714-533-8275 voice
714-533-2533 fax
taskca@aol.com
Southern California

California

TASK, San Diego
3750 Convoy St., Suite 303
San Diego, CA 92111-3741
858-874-2386 voice
858-874-2375 fax
tasksd1@yahoo.com
City of San Diego and Imperial counties

California (CPRC)

Vietnamese Parents of Disabled Children Assoc., Inc.
(VPDCA)
7526 Syracuse Ave.
Stanton, CA 90680
310-370-6704 voice
310-542-0522 fax
luyenchu@aol.com
With Loving Your Disabled Child

Colorado

PEAK Parent Center, Inc.
611 N. Weber, Suite 200
Colorado Springs, CO 80903
719-531-9400 voice
719-531-9403 TDD
719-531-9452 fax
1-800-284-0251
info@peakparent.org
www.peakparent.org

Connecticut

Connecticut Parent Advocacy Center
338 Main St.
Niantic, CT. 06357
860-739-3089 voice & TDD
860-739-7460 fax (Call first to dedicate line)
1-800-445-2722 in CT
cpacinc.com
www.cpacinc.org

Delaware

Parent Information Center of Delaware (PIC/DE)
700 Barksdale Rd., Suite 16
Newark, DE 19711
302-366-0152 voice
302-366-0178 (TDD)
302-366-0276 fax
1-888-547-4412
picofdel@picofdel.org
www.picofdel.org

District of Columbia

Advocates for Justice and Education
2041 Martin Luther King Jr. Ave. SE, Suite 301
Washington, DC 20020
202-678-8060 voice
202-678-8062 fax
1-888-327-8060
justice1@bellatlantic.net
www.aje.qpg.com/
District of Columbia

Florida

Family Network on Disabilities
2735 Whitney Rd.
Clearwater, FL 33760-1610
727-523-1130 voice
727-523-8687 fax
1-800-825-5736 FL only
fnd@fndfl.org
fndfl.org

Florida (CPRC)

Parent to Parent of Miami, Inc.
c/o Sunrise Community
9040 Sunset Dr., Suite G
Miami, FL 33173
305-271-9797 voice
305-271-6628 fax
PtoP1086@aol.com
Miami Dade and Monroe Counties

Georgia

Parents Educating Parents and Professionals for All Children
(PEPPAC)
6613 E. Church St., Suite 100
Douglasville, GA 30134
770-577-7771 voice
770-577-7774 fax
peppac@bellsouth.net
www.peppac.org

Hawaii

AWARE
200 N. Vineyard Blvd., Suite 310
Honolulu, HI 96817
808-536-9684 voice / 808-536-2280 Voice & TTY
808-537-6780 fax
1-800-533-9684
ldah@gte.net

Hawaii

Palau Parent Network
c/o Dottie Kelly
Center on Disability Studies, University of Hawaii
1833 Kala Kaua Ave., #609
Honolulu, HI 96815
808-945-1432 voice
808-945-1440 fax
dotty@hawaii.edu; patric@palaunet.com

Idaho

Idaho Parents Unlimited, Inc.
4696 Overland Rd., Suite 568
Boise, ID 83705
208-342-5884 voice & TDD
208-342-1408 fax
1-800-242-4785
ipul@rmci.net
home.rmci.net/ipul

Idaho

Native American Parent Training and Information Center
129 E. Third
Moscow, ID 83843
208-885-3500 voice
208-885-3628 fax
famtog@moscow.com
Nation-wide resource for Native American families, tribes,
and communities as well as parent centers and others needing
information on this subject.

Illinois

Designs for Change
29 E. Madison, Suite 95
Chicago, IL 60602
312-236-7252 voice
312-857-1013 TDD
312-857-9299 fax
markse@designsforchange.org
www.dfc1.org

Illinois

Family Resource Center on Disabilities
20 E. Jackson Blvd., Room 300
Chicago, IL 60604
312-939-3513 voice
312-939-3519 TTY & TDD
312-939-7297 fax
1-800-952-4199 IL only, outside Chicago Area)
frcdptiil@ameritech.net
www.ameritech.net/users/frcdptiil/index.html

Illinois

Family T.I.E.S. Network
830 S. Spring
Springfield, IL 62704
217-544-5809 voice
217-544-6018 fax
1-800-865-7842
ftiesn@aol.com
www.taalliance.org/ptis/fties/

Illinois

National Center for Latinos with Disabilities
Everado Franco
1915-17 S. Blue Island Ave.
Chicago, IL 60608
312-666-3393 voice
312-666-1788 TTY
312-666-1787 fax
1-800-532-3393
nclld@nclld.com
homepage.interaccess.com/~nclld/

Indiana

IN*SOURCE
809 N. Michigan St.
South Bend, IN 46601-1036
219-234-7101 voice
219-234-7279 fax
1-800-332-4433 in IN
insourc1@aol.com
www.insource.org

Iowa

Access for Special Kids (ASK)
321 E. 6th St.
Des Moines, IA 50309
515-243-1713 voice
515-243-1902 fax
1-800-450-8667
ptiowa@aol.com
www.taalliance.org/ptis/ia/

Kansas (CPRC)

Families ACT
555 N. Woodlawn
Wichita, KS 67208
316-685-1821 voice
316-685-0768 fax
nina@mhasck.org
www.mhasck.org
Sedgwick County and Outlying area

Kansas

Families Together, Inc.
3340 W. Douglas, Suite 102
Wichita, KS 67203
316-945-7747 voice
316-945-7795 fax
1-888-815-6364
fmin@southwind.net
www.kansas.net/~family/

Kentucky

Special Parent Involvement Network (SPIN)
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218-1038
502-456-0923 voice
502-456-0893 fax
1-800-525-7746
spininc@aol.com

Kentucky

FIND of Louisville
1146 S. Third St.
Louisville, KY 40203-2997
502-584-1239 voice
502-584-1261 fax
training@council-crc.org
www.council-crc.org

Louisiana (CPRC)

Pyramid Parent Training Program
4101 Fontainebleau Dr.
New Orleans, LA 70125
504-827-0610 voice
504-827-2999 fax
dmarkey404@aol.com

Louisiana

Project PROMPT
4323 Division St., Suite 110
Metairie, LA 70002-3179
504-888-9111 voice
504-888-0246 fax
1-800-766-7736
fhfgno@ix.netcom.com
www.projectprompt.com

Maine

Special Needs Parent Info Network
P.O. Box 2067
Augusta, ME 04338-2067
207-582-2504 voice
207-582-3638 fax
1-800-870-7746
jlachance@mpf.org
www.mpf.org

Maryland

Parents' Place of Maryland, Inc.
7484 Candlewood Rd., Suite S
Hanover, MD 21076-1306
410-859-5300 voice & TDD
410-859-5301 fax
info@ppmd.org
www.ppmd.org

Massachusetts

Federation for Children with Special Needs
1135 Tremont St., Suite 420
Boston, MA 02120-2140
617-236-7210 voice and TTY
617-572-2094 fax
1-800-331-0688 in MA
fcsninfo@fcsn.org
www.fcsn.org/

Massachusetts

IPEST

P.O. Box 4081

Vineyard Haven, MA 02568

508-696-5486 voice

508-696-5497 fax

ckennedy@fastdial.net**Massachusetts**

Urban / PRIDE / IPEST

1472 Tremont

Roxbury Crossing, MA 02120

617-445-3191 voice

617-445-6309 fax

1-800-331-0688 in MA

cspinkstion@compassinc.com**Michigan**

CAUSE

3303 W. Saginaw, Suite F-1

Lansing, MI 48917-2303

517-886-9167 voice & TDD & TDY

517-886-9775 fax

1-800-221-9105 in MI

info@causeonline.orgwww.causeonline.org**Michigan**

“Parents Are Experts”

Parents Training Parents

23077 Greenfield Rd., Suite 205

Southfield, MI 48075-3745

248-557-5070 voice & TDD

248-557-4456 fax

1-800-827-4843

ucp@ameritech.netwww.taalliance.org/ptis/mi-parents/

Wayne County

Minnesota

PACER Center, Inc.
8161 Normandale Blvd.
Minneapolis, MN 55437-1044
952-838-9000 voice
952-838-0190 TTY
952-838-0199 fax
1-800-537-2237 in MN
pacer@pacer.org
www.pacer.org

Mississippi

Parent Partners
7 Lakeland Circle, Suite 600
Jackson, MS 39216
(601) 982-1988 voice
(601) 982-5792 fax
1-800-366-5707 in MS
arcpti@parentpartners.org
www.parentpartners.org

Mississippi (CPRC)

Project Empower
136 S. Poplar Ave.
Greenville, MS 38701
601-332-4852 voice
601-332-1622 fax
1-800-337-4852
empower@tecinfo.com

Missouri

Missouri Parents Act (MPACT)
1 W. Armour Blvd. Suite 302
Kansas City, MO 64111
1-816-531-7070 voice
1-816-531-4777 fax
1-800-743-7634
ptijcj@aol.com
www.crn.org/mpact/

Montana

Parents, Let's Unite for Kids
516 N. 32nd St.
Billings, MT 59101
406-255-0540 voice
406-255-0523 fax
1-800-222-7585 in MT
plukinfo@pluk.org
www.pluk.org

Nebraska

Nebraska Parents Center
1941 S. 42nd St., #122
Omaha, NE 68105-2942
402-346-0525 voice & TDD
402-346-5253 fax
1-800-284-8520
gdavis@neparentcenter.org
www.neparentcenter.org

Nevada

Nevada Parents Encouraging Parents (PEP)
2810 W. Charleston Blvd., Suite G-68
Quall Park IV
Las Vegas, NV 89102
702-388-8899 voice
702-388-2966 fax
1-800-216-5188
nvpep@vegas.infi.net
www.nvpep.org

New Hampshire

Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
603-224-7005 voice & TDD
603-224-4379 fax
1-800-232-0986 in NH
picnh@aol.com
www.parentinformationcenter.org

New Jersey

Statewide Parent Advocacy Network (SPAN)

35 Halsey St., 4th Floor

Newark, NJ 07102

973-642-8100 voice

973-642-8080 fax

1-800-654-SPAN

span@spannj.org

www.spannj.org

New Mexico

Parents Reaching Out, Project ADOBE

1000-A Main St. NW

Los Lunas, NM 87031

505-865-3700 voice & TDD

505-865-3737 fax

1-800-524-5176 in NM

nmproth@aol.com

www.parentsreachingout.org

New Mexico

EPICS Project

412 Camino Don Thomas, P.O. Box 788

Bernalillo, NM 87004-0788

505-867-3396 voice

505-867-3398 fax

1-800-524-5176 in NM

epics@swcr.org

New York

The Advocacy Center

277 Alexander St., Suite 500

Rochester, NY 14607

716-546-1700 voice

716-546-7069 fax

1-800-650-4967 (NY only)

advocacy@frontiernet.net

www.advocacycenter.com

Statewide except for NY city

New York

Advocates for Children of NY
151 W. 30th St., 5th Floor
New York, NY 10001
212-947-9779 voice
212-947-9790 fax
aespada@advocatesforchildren.org
www.advocatesforchildren.org
Five boroughs of New York City

New York

Resources for Children with Special Needs, Inc.
200 Park Ave. S., Suite 816
New York, NY 10003
212-677-4650 voice
212-254-4070 fax
info@resourcesnyc.org
www.resourcesnyc.org
New York City (Bronx, Brooklyn, Manhattan, Queens, Staten Island)

New York

Sinergia/Metropolitan Parent Center
15 W. 65th St., 6th Floor
New York, NY 10023
212-496-1300 voice
212-496-5608 fax
dalsinergia@worldnet.att.net
www.sinergiany.org
New York City

New York (CPRC)

United We Stand
312 S. 3rd St.
Brooklyn, NY 11211
718-302-4313, ext. 562 voice
718-302-4315 fax
uwsofny@aol.com
www.taalliance.org/ptis/uws/

North Carolina

ECAC, Inc.
P.O. Box 16
Davidson, NC 28036
704-892-1321 voice
704-892-5028 fax
1-800-962-6817 NC only
ECAC1@aol.com
www.ecac-parentcenter.org/

North Dakota

ND Pathfinder Parent Training and Information Center
Arrowhead Shopping Center
1600 2nd Ave. SW, Suite 19
Minot, ND 58701-3459
701-837-7500 voice
701-837-7501 TDD
701-837-7548 fax
1-800-245-5840 ND only
ndpath01@minot.ndak.net
www.pathfinder.minot.com

Ohio

Child Advocacy Center
1821 Summit Rd., Suite 303
Cincinnati, OH 45237
513-821-2400 voice
513-821-2442 fax
CADCcenter@aol.com
Southwestern Ohio, Northern Kentucky, Dearborn County,
Indiana

Ohio

OCECD
Bank One Building
165 W. Center St., Suite 302
Marion, OH 43302-3741
740-382-5452 voice & TDD
740-383-6421 fax
1-800-374-2806
ocecd@gte.net
www.taalliance.org/PTIs/regohio/

Oklahoma

Oklahoma Parents Center, Inc.
4600 Southeast 29th St., Suite 115
Del City, OK 73115-4224
405-619-0500 voice
405-670-0776 fax
1-877-553-IDEA
okparentctr@aol.com

Oregon

Oregon COPE Project
999 Locust St. NE
Salem, OR 97303
503-581-8156 voice & TDD
503-391-0429 fax
1-888-505-COPE
orcope@open.org
www.open.org/~orcope

Pennsylvania (CPRC)**Hispanos Unidos para Niños Excepcionales
(Hispanics United for Exceptional Children)**

Buena Vista Plaza
166 W. Lehigh Ave., Suite 101
Philadelphia, PA 19133-3838
215-425-6203 voice
215-425-6204 fax
nuneinc@aol.com
City of Philadelphia, occasional service to surrounding counties

Pennsylvania

Parent Education Network
2107 Industrial Hwy.
York, PA 17402-2223
717-600-0100 voice & TTY
717-600-8101 fax
1-800-522-5827 in PA
1-800-441-5028 (Spanish in PA)
pen@parentednet.org
www.parentednet.org

Pennsylvania

The Mentor Parent Program
P.O. Box 47
Pittsfield, PA 16340
814-563-3470 voice
814-563-3445 fax
gwalker@westpa.net

Puerto Rico

APNI
P.O. Box 21280
Ponce de Leon 724
San Juan, PR 00928-1301
787-763-4665 voice
787-765-0345 fax
1-800-981-8492
1-800-949-4232
apnipr@prtc.net
Island of Puerto Rico

Rhode Island

RI Parent Information Network
175 Main St., 1st Floor
Pawtucket, RI 02860
401-727-4144 voice
401-727-4151 TDD
401-727-4040 fax
1-800-464-3399 in RI
collins@ripin.org
<http://www.ripin.org/>

South Carolina (CPRC)

Parent Training & Resource Center
c/o Family Resource Center
135 Rutledge Ave., P.O. Box 250567
Charleston, SC 29425
843-876-1519 voice
843-876-1518 fax
mccartyb@musc.edu
Tri-county: Charleston, Berkeley, and Dorchester

South Carolina

PRO-PARENTS

2712 Middleburg Dr., Suite 203

Columbia, SC 29204

803-779-3859 voice

803-252-4513 fax

1-800-759-4776 in SC

proparents@aol.comcommunity.columbiatoday.com/realcities/proparents**South Dakota**

South Dakota Parent Connection

3701 W. 49th St., Suite 200B

Sioux Falls, SD 57106

605-361-3171 voice & TDD

605-361-2928 fax

1-800-640-4553 in SD

bpete@sdparent.orgwww.sdparent.org**Tennessee**

Support and Training for Exceptional Parents (STEP)

424 E. Bernard Ave., Suite 3

Greeneville, TN 37745

423-639-0125 voice

636-8217 TDD

423-636-8217 fax

1-800-280-STEP in TN

tnstep@aol.comwww.tnstep.org**Texas (CPRC)**

El Valle Community Parent Resource Center

530 S. Texas Blvd., Suite J

Weslaco, TX 78596

956-969-3611 voice

956-969-8761 fax

1-800-680-0255 TX only

texasfiestaedu@acnet.netwww.tfepoder.org

Cameron, Willacy, & Starr Counties.

Texas (CPRC)

The Arc of Texas in the Rio Grande Valley
Parents Supporting Parents Network
601 N Texas Blvd.
Weslaco, TX 78596
956-447-8408 voice
956-973-9503 fax
1-888-857-8688
ljzuniga@earthlink.net
www.thearcoftexas.org

Texas

Partners Resource Network Inc.
1090 Longfellow Dr., Suite B
Beaumont, TX 77706-4819
409-898-4684 voice & TDD
409-898-4869 fax
1-800-866-4726 in TX
txprn@pnx.com
www.PartnersTX.org

Texas

Project PODER
1017 N. Main Ave., Suite 207
San Antonio, TX 78212
210-222-2637 voice & TDD
210-475-9283 fax
1-800-682-9747 TX only
poder@tfepoder.org
www.tfepoder.org
San Antonio, Hondo, Castroville, Cameron, Hidalgo, Willacy,
& Starr Counties.

Utah

Utah Parent Center
2290 E. 4500 S., Suite 110
Salt Lake City, UT 84117-4428
801-272-1051 voice
801-272-8907 fax
1-800-468-1160 in UT
upc@inconnect.com
www.utahparentcenter.org

Vermont

Vermont Parent Information Center
1 Mill St., Suite A7
Burlington, VT 05401
802-658-5315 voice & TDD
802-658-5395 fax
1-800-639-7170 in VT
vpic@vtpic.com
www.vtpic.com

Virgin Islands

V.I. FIND
#2 Nye Gade
St. Thomas, US VI 00802
340-774-1662 voice
340-774-1662 fax
vifind@islands.vi
www.taalliance.org/ptis/vifind/
Virgin Islands

Virginia (CPRC)

PADDA, Inc.
813 Forrest Dr., Suite 3
Newport News, VA 23606
757-591-9119 voice
757-591-8990 fax
1-888-337-2332
webmaster@padda.org
www.padda.org

Virginia

Parent Educational Advocacy Training Center
6320 Augusta Dr.
Springfield, VA 22150
703-923-0010 voice
703-923-0030 fax
1-800-869-6782 VA only
partners@peatc.org
www.peatc.org

Washington (CPRC)

Parent to Parent Power
1118 S. 142nd St.
Tacoma, WA 98444
253-531-2022 voice
253-538-1126 fax
yvone_link@yahoo.com

Washington

PAVE/STOMP
6316 S. 12th St., Suite B
Tacoma, WA 98465
253-565-2266 voice & TTY
253-566-8052 fax
1-800-572-7368
hhebdon@washingtonpave.com
washingtonpave.org

U.S. Military installations; and as a resource for parent centers and others needing information on this subject

Washington

Washington PAVE
6316 S. 12th St., Suite B
Tacoma, WA 98465-1900
253-565-2266 voice & TTY
253-566-8052 FAX
1-800-572-7368 in WA
jbutts@washingtonpave.com
www.washingtonpave.org

West Virginia

West Virginia PTI
371 Broaddus Ave.
Clarksburg, WV 26301
304-624-1436 voice & TTY
304-624-1438 fax
1-800-281-1436 in WV
wvpti@aol.com
www.wvpti.org

Wisconsin

Native American Family Empowerment Center
Great Lakes Inter-Tribal Council, Inc.
2932 Hwy. 47N, P.O. Box 9
Lac du Flambeau, WI 54538
715-588-3324 voice
715-588-7900 fax
1-800-472-7207 (WI only)
drosin@newnorth.net

Wisconsin

Parent Education Project of Wisconsin
2192 S. 60th St.
West Allis, WI 53219-1568
414-328-5520 voice
414-328-5525 TDD
414-328-5530 fax
1-800-231-8382 (WI only)
PMColletti@aol.com
members.aol.com/pepofwi/

Wisconsin (CPRC)

Wisconsin Family Assistance Center for Education, Training
and Support
2714 N. Dr. Martin Luther King Dr., Suite E
Milwaukee, WI 53212
414-374-4645 voice
414-374-4635 TTY
414-374-4655 fax
wifacets@execpc.com

Wyoming

Parent Information Center
5 N. Lobban
Buffalo, WY 82834
307-684-2277 voice & TDD
307-684-5314 fax
1-800-660-9742 WY only
tdawsonpic@vcn.com
www.wpic.org

**ABOUT
PACER
CENTER**

PACER Center is a nonprofit organization founded in 1977. PACER's mission is to improve and expand opportunities that enhance the quality of life for children and young adults with all disabilities—physical, mental, emotional, learning—and their families. PACER now offers 24 major programs, including Parent Training programs, programs for students and schools, and technical assistance to other parent centers both regionally and nationally.

PACER Center
8161 Normandale Boulevard
Bloomington, MN 55437-1044
Voice: 952-838-9000
Fax: 952-838-0199
TTY: 952-838-0190
Toll-free 1-800-537-2237
E-mail: pacer@pacer.org
Web: www.pacer.org