Secondary Transition:
What happens after I graduate, and how do I get there?

Family Presentation, March 30, 2016
Secondary transition: what is it?

• Secondary transition is a bridge to your life after school-age services end. It is a process embedded within the IEP.
• School-age services may go to age 21 if the IEP team agrees.
• Planning must begin during the time the student turns 14.
• Planning can encompass three areas:
  • Higher education and/or training
  • Employment
  • Independent living
The transition may feel like this.
Presenters this evening

• Jenn Kratsa, Conestoga HS: College path and having an IEP
• Michelle Macluckie, CCIU: Career & Technical Education programming
• Lisa Tzanakis & Laurie Masino, CCIU: Community-based instruction
• Shanae Stallworth, Office of Vocational Rehabilitation
What we want the process to feel like.
Planning for the Future Checklist

• Developed by the Pennsylvania Department of Education to assist youth with disabilities in reviewing all aspects of transition planning.
• It is individualized; not all items pertain to all students.
### 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.

#### Education/Training

<table>
<thead>
<tr>
<th>14-15 Year Olds</th>
<th>15-16 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.</td>
<td>☐ Learn how accommodations may be different at the educational program you've chosen for after high school so you can prepare.</td>
</tr>
<tr>
<td>☐ Study websites to learn about training, technical school, college programs, and classes where you can explore an interest or hobby. Visit at least one of these educational programs.</td>
<td>☐ If you've chosen college, sign up for the SAT 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.</td>
</tr>
<tr>
<td>☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.</td>
<td>☐ Visit technical schools or certificate programs you may be interested in.</td>
</tr>
<tr>
<td>☐ Understand your disability. Ask for your own accommodations and/or assistive technology.</td>
<td>☐ Get ready for a job, practice filling out job applications and answering questions an employer might ask you.</td>
</tr>
</tbody>
</table>

#### Employment

<table>
<thead>
<tr>
<th>14-15 Year Olds</th>
<th>15-16 Year Olds</th>
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<tbody>
<tr>
<td>☐ Sign up to volunteer and job shadow during school and/or summer months.</td>
<td>☐ Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your area of interest. Your school can help you get this experience during school and during the summer.</td>
</tr>
<tr>
<td>☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.</td>
<td>☐ Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other agencies to come to your transition meetings.</td>
</tr>
<tr>
<td>☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.</td>
<td>☐</td>
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<tr>
<td>16-17 Year Olds</td>
<td>18-21 Year Olds</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td><strong>Education/Training After High School</strong></td>
<td><strong>18-21 Year Olds</strong></td>
</tr>
<tr>
<td>□ If your goal is to attend or higher education, sign up for standardized tests in your junior year and ask for any testing accommodations you might need.</td>
<td>□ Know how to access current documentation of your disability before you leave high school.</td>
</tr>
<tr>
<td>□ Ask your counselor about financial aid to pay for tests and test-prep classes and books.</td>
<td>□ Contact the office for disability services and support at the school you'll be attending. Let them know the accommodations you need.</td>
</tr>
<tr>
<td>□ Apply to these schools during the fall of your senior year. If needed, apply for financial aid during the winter.</td>
<td>□ Talk with your EP team about how you can use your “Summary of Academic Achievement and Functional Performance” after high school.</td>
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</tbody>
</table>

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<tr>
<th><strong>Employment</strong></th>
<th><strong>Community Living</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Research 5 to 10 jobs that interest you and discuss what accommodations you may need.</td>
<td>□ Decide whether you want to live independently after graduation. Talk with your family, school, and agency supporters about options for housing.</td>
</tr>
<tr>
<td>□ Apply for part-time, summer, and/or weekend jobs. Ask for help finding good matches with your skills, interests, and location.</td>
<td>□ Learn about community activities you can get involved in.</td>
</tr>
</tbody>
</table>

| □ If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (Health Insurance). Ask for help to understand working and adult benefits. | □ Apply for a driver’s license or state ID card. |
| □ If possible, schedule and attend at least some of your medical appointments by yourself. | □ Practice budgeting your money and develop savings goals. |
| □ 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. | □ Practice getting around your community by taking public transportation or arranging medical transportation. |

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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

The Pennsylvania Department of Education

For information and resources on secondary transition in Pennsylvania, go to the Pennsylvania Secondary Transition Guide at: www.secondarytransition.org

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**Adult Agencies**

- Bureau of Autism Services: 866-539-7689
- Bureau of Children’s Behavioral Health Services: 717-705-8289
- CareerLink: 717-787-3354
- Department of Human Services: 800-492-7162
- Office of Developmental Programs: 215-360-9425
- Office of Vocational Rehabilitation: 800-442-6271
- Pennsylvania: Statewide Independent Living Council: 717-764-1732
- Pennsylvania: Other Home Service Program: 800-896-5550
- Social Security Administration: 800-772-1213
- Pennsylvania Office of Long Term Living: 866-386-9338
"There is no IEP in college."

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<thead>
<tr>
<th></th>
<th>IDEA</th>
<th>ADA</th>
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<tbody>
<tr>
<td>Type of Law</td>
<td>Entitlement, Education statute</td>
<td>Access/eligibility, Civil rights statute</td>
</tr>
<tr>
<td>Who is responsible?</td>
<td>School</td>
<td>Student (not parent)</td>
</tr>
<tr>
<td>What does the law ensure?</td>
<td>An IEP designed to meet student needs</td>
<td>Access by the student to accommodations</td>
</tr>
<tr>
<td>What services &amp; supports are obligated to be present?</td>
<td>Evaluation, remediation, accommodations</td>
<td>Reasonable accommodations</td>
</tr>
</tbody>
</table>

From:
Jane Thierfield Brown, Ed.D.
Assistant Clinical Professor, Yale Child Study
Disability Coordinator, U Conn Law School
College path and students with IEPs

- Jenn Kratsa, Conestoga High School
- Process of applying to college not different for students with an IEP
- Always best practice to work hard in school & get involved
- College testing process – ACT / SAT
- During each IEP meeting, discussion about future plans
- Junior year – a time for visiting / researching schools... remember to visit the Offices for Students with Disabilities
- Senior year – the process will look the same for each student
- After you receive your acceptances, it is time to review the IEP with the Office for Students with Disabilities
Career and Technical Education

• Technical College High Schools (Pickering & Brandywine): Michelle Macluckie, CCIU
• Hands on learning in a wide variety of programs
• Transitional support through career assessment, program exploration, development of employability skills, and opportunities for dual enrollment.
• TCHS Pickering: http://www.cciu.org/Page/788
Community-based instruction

• Laurie Masino & Lisa Tzanakis, CCIU
• http://www.cciu.org/page/500

• High school age options. IEP team decision as to student participation.
  • Pre-vocational exploration through CCIU Discover program. Pre-vocational assessment is conducted to determine eligibility.
  • Vocational exploration occurs in the community during the school day.
  • Travel training support: for students who require instruction and practice in safely traveling in the community with independence.
Community-based instruction

• Post-12th grade programs for some students (ages 18-21). IEP team decision as to student participation.
  • Transition Living Program (TLP): students learn and practice independent living skills using an apartment in West Chester during the day.
  • Transition to Work Program (TWP): focus on developing pre-vocational skills in the community, while partnering with TCHS
  • ASPIRE: for students with autism with a desire to attend college. Partnership with West Chester University
  • Project Search: final year of school-age eligibility, collaboration between Phoenixville Hospital, CCIU, OVR, MH/IDD and Kencrest.
What is Community Based Instruction?

Community Based Instruction (CBI) programs at the Chester County Intermediate Unit (CCIU) prepare students to enter adult life on track with their peers. Our team works with classroom teachers, vocational specialists, and job coaches to coordinate a student’s academic studies, vocational training, and career exploration.

Our programs immerse students in the community and help them achieve success in three areas of post-secondary planning: education, employment, and independent living.

**WHAT PATHWAY IS BEST FOR YOUR CHILD OR STUDENT?**

**Independent Living**
- Key Features:
  - Independent Living
  - Functional Academics
  - Community Living
  - Pre-Vocational Training
  - Recreation and Leisure Skills

**Transitional Work Program (TWP)**
- Key Features:
  - Independent Living Experiences
  - Accelerating Community Resources
  - Real-Life Community Participation
  - Self-Care Skill Building
  - Job Training through Discover

**Project Search**
- Key Features:
  - Hands-on Immersion in the Workplace
  - Professional Workplace Mentors
  - Job Skill Acquisition
  - Increased Independence and Confidence

**Transitional Living Program (TLP)**
- Key Features:
  - Independent Living Experiences
  - Accelerating Community Resources
  - Real-Life Community Participation
  - Self-Care Skill Building
  - Job Training through Discover

**CHAMP**
- Key Features:
  - Independent Living Experiences
  - Accelerating Community Resources
  - Real-Life Community Participation
  - Self-Care Skill Building
  - Job Training through Discover

**Aspire**
- Key Features:
  - College Campus Experience
  - Academic Support and Instruction
  - Up to 12 College Credits
  - Community and Leisure Activities
  - Executive Functioning and Coping with Stress

**Discover**
- Key Features:
  - Vocational Assessment
  - Individual & Group Recreational Exploration
  - Work Experiences (1:1 Guidance and Support)

**Travel Training Instruction (TTI)**
- Key Features:
  - Safe and Independent Travel in the Community
  - Use of Public Transportation
  - Learn How to Travel to Work Sites

**CCIU Programs**
- Communities Helping Adolescents with Autism Make Progress (CHAMP)
- Transitional Living Program
- Transitional Work Program
- Project Search
- Aspire
- Discover
- County Cup
- Travel Training
Office of Vocational Rehabilitation (OVR)

- Shanae Stallworth
- Students close to reaching the end of their school age services may be eligible. OVR provides support for individuals with disabilities in obtaining employment.
- If your student is connected with OVR and has a caseworker please let us know so we may invite them to IEP meetings.
- [http://www.portal.state.pa.us/portal/server.pt/community/vocational_rehabilitation/10356](http://www.portal.state.pa.us/portal/server.pt/community/vocational_rehabilitation/10356)
Other agencies

• If you are connected with an agency, please invite them to your IEP meetings.
• Chester County Mental Health/Intellectual Developmental Disabilities (MH/IDD)
• Bureau of Autism Services
• Social Security
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: ______________

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

Education/Training After High School

☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.
☐ 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.
☐ Meet with your school’s transition coordinator to make sure you are taking the right classes for your goals.
☐ Understand your disability. Ask for your own accommodations and/or assistive technology.

Employment

☐ Sign up to volunteer and job shadow during school and/or summer months.
☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.
☐ 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.

Community Living

☐ Join an activity at your school, community, or place of worship.
☐ Practice asking for what you need during your IEP and other meetings.
☐ Ask about certified transportation training at your IEP meeting.
☐ 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.
☐ 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.
☐ If needed, create an Individual Health Plan with your doctor and school nurse.

15-16 Year Olds

Education/Training After High School

☐ Learn how accommodations may be different at the educational program you’ve chosen for after high school, so you can start to prepare.
☐ 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.
☐ Visit technical schools or certificate programs you may be interested in.

Employment

☐ To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
☐ 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.
☐ 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.

Community Living

☐ Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
☐ Keep a list of your medical conditions and physicians. Be able to describe your health needs.
☐ 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.
☐ 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.
☐ Keep copies of your medical, education, and government papers in a file to have ready when you need them.
☐ Learn the differences between wants and needs, and the differences between earned and unearned income.
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<td>□ Apply for part time, summer, and/or weekend jobs. Ask for help finding good matches with your skills, interests, and location.</td>
<td>□ Ask adult agencies to come to your IEP meetings at school to assist with job placement, training, and accommodations.</td>
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<tr>
<td>□ Decide whether you want to live independently after graduation. Talk with your family, school and agency supporters about options for housing.</td>
<td>□ 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.</td>
</tr>
<tr>
<td>□ Learn about community activities you can get involved in.</td>
<td>□ If your goal is to live on your own or with a roommate, talk with your family, school and agency supporters.</td>
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<tr>
<td>□ Apply for a driver's license or state ID card.</td>
<td>□ 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.</td>
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<td>□ If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (health insurance). Ask for help to understand working and adult benefits.</td>
<td>□ Verify your healthcare insurance coverage and continuation of benefits past age 18.</td>
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<td>□ If possible, schedule and attend at least some of your medical appointments by yourself.</td>
<td>□ Apply for Personal Assistance Services, if needed.</td>
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<td>□ Practice budgeting your money and develop savings goals.</td>
<td>□ Register to vote (age 18). Young men need to register for the Selective Service after their 18th birthday.</td>
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<td>□ 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.</td>
<td>□ Practice getting around your community by taking public transportation or arranging medical transportation.</td>
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**Adult Agencies**

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- Bureau of Children's Behavioral Health Services: 717-705-8289
- Career Link: 717-787-3354
- Department of Human Services: 800-692-7462
- Office of Developmental Programs: 888-565-9435
- Office of Vocational Rehabilitation: 800-442-6371
- 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

Overview of College Resources for Students with Disabilities

Campus Life

Transitioning to campus life can be a frightening prospect for any new student, however many colleges have support services and administrative offices to help students with disabilities apply, find accommodations, traverse campus, and enroll in courses. It is important to investigate school resources early as you decide where to apply. After you are accepted into a college program, you should keep in touch with administrators to learn about the accommodations and academic adjustments you qualify for. The following timeline includes tips and reminders that can make your application, enrollment, and attendance processes easier.

WHILE APPLYING

- **Profile colleges:** Make sure you are applying to colleges that are a good fit for your personal and academic interests and needs. Consider campus resources, tuition rates, housing options, population sizes, majors, faculty, student retention, graduation rates, and job placement rates before applying.
- **Schedule a visit:** See just how accessible classrooms and campus resources are by scheduling tours with prospective colleges. This is typically arranged with an admissions office. Visit student services offices and buildings that correspond with your desired major, since you will likely spend a lot of time in these areas.
- **Meet with Student Services:** Many campuses have student services offices dedicated to serving individuals with disabilities. The staff members at these offices generally work with college administrators to ensure compliance with disability legislation and serve as advocates to create inclusive policies. These offices can serve as a primary point of contact for information on accessible accommodations, documentation requirements, and services found on campus.
- **Contact Student Housing Services:** If you plan to live on campus, check with residence hall administrators to learn about accessible dorms, dining halls, and parking.
- **Try Free Online Courses:** Massive online open courses (MOOCs) are courses available for free online by companies like Coursera or Udacity. Many MOOCs have no enrollment requirements whatsoever, and the materials for the courses tend to be available exclusively online. Enrolling in a MOOC can help you gain an understanding of the academic work, group collaboration, and time commitments required at the collegiate level.
BEFORE CLASS ENROLLMENT

- **Send in Documentation**: In order for colleges to provide accessible accommodations and academic adjustments, you need to provide the administration with medical documentation of your disability. According to the U.S. Department of Education, this documentation can include current disability diagnoses, paperwork that covers your doctor's credentials, or medical and academic reports on the impact your disability has on your academic life.

- **Check in with Student Services**: It is important to work together with your college's student services office during the course enrollment process; you might be eligible for adjustments such as priority class registration. Some additional services colleges provide are:
  - Testing accommodations
  - Sign language interpreters
  - Braille transcriptions
  - Audio recordings of lectures
  - Note-taking
  - Seating accommodations

Source: http://www.bestcolleges.com/resources/disabled-students/
<table>
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<tr>
<th>If a student has...</th>
<th>Initial Contact</th>
<th>Who</th>
<th>Contact Phone</th>
<th>Age</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability*</td>
<td>Department of Mental Health/Intellectual and Developmental Disabilities (MH&amp;IDD) <a href="http://www.chesco.org/mhid">www.chesco.org/mhid</a></td>
<td>Michelle Davis, El Julie Moyer</td>
<td>610-344-5948 610-344-6265</td>
<td>Birth to 3 years 3 years on</td>
<td>Information &amp; referral, case management, support &amp; socialization, early intervention, therapy, advocacy</td>
</tr>
<tr>
<td>Mental Health Concerns*</td>
<td>Base Service Unit</td>
<td></td>
<td>610-344-5358</td>
<td>Birth on</td>
<td>Intake, diagnosis, referral and/or case management</td>
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<td>Community Svs. of Devereaux (Phoenixville)</td>
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<td>Human Svs., Inc. (Downingtown)</td>
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<td>Human Svs., Inc. (West Goshen)</td>
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<td>Human Svs., Inc. (Oxford)</td>
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<td>Creative Health, Inc. (Potstown)</td>
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<td>Creative Health, Inc. (Spring City)</td>
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<td>Holcomb Behavioral Health (Kennett)</td>
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<td>Child Guidance Resource Centers (Coatesville)</td>
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<td>Chester County Intermediate Unit (Downingtown)</td>
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<td>For Emergency Situations:</td>
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<td></td>
<td>Crisis Intervention, Chester County</td>
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<tr>
<td>Deafness, Hard of Hearing*</td>
<td>Center on Hearing and Deafness</td>
<td>Bill Lockard</td>
<td>TTY: 610-918-6250 Voice: 610-918-6250</td>
<td>Birth on</td>
<td>Referral for counseling and treatment</td>
</tr>
<tr>
<td>Physical Disabilities*</td>
<td>Chester County Disability Svs./Cerebral Palsy Association of Chester County</td>
<td>Linda Redding</td>
<td>610-524-5850</td>
<td>Birth to 3 years 18+</td>
<td>Information, referral, socialization, counseling, computer program CSPPPD Waiver Services, early intervention to 3 years</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>PA Office of Vocational Rehabilitation</td>
<td>Jonathan Gaddis</td>
<td>1-800-221-1042, Ext. 142</td>
<td>2 years prior to graduation</td>
<td>Vocational counseling, evaluation, training, coaching, placement</td>
</tr>
<tr>
<td>Blind &amp; Visual Services</td>
<td>PA Bureau of Blindness and Visual Svs.</td>
<td>Giovanna Ochabillo</td>
<td>215-965-4870</td>
<td>2 years prior to graduation</td>
<td>Counseling, evaluation, training, coaching, placement, adaptive equipment</td>
</tr>
<tr>
<td>Drug &amp; Alcohol Addiction</td>
<td>Chester County Dept. of Drug/Alcohol</td>
<td></td>
<td>610-344-6620</td>
<td>Birth on</td>
<td>Referral for counseling, treatment</td>
</tr>
<tr>
<td>Legal Problems</td>
<td>Chester County Office of Juvenile Probation</td>
<td>Intake Dept.</td>
<td>610-344-6295</td>
<td>10-17</td>
<td>Case management</td>
</tr>
</tbody>
</table>

* Please note: For all disability categories marked with an asterisk (*), the PA Office of Vocational Rehabilitation (listed above) should also be contacted.

** Please note: There may be a fee for certain services depending upon family income and type of service.
<table>
<thead>
<tr>
<th>Where can a student get vocational services?</th>
<th>Contact</th>
<th>Phone</th>
<th>Disabilities Served</th>
<th>Services</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Community Autism Program</td>
<td>717-412-7400</td>
<td>Adults 21yrs or older with ASD DX</td>
<td>Medical Services, Behavioral health supports, community integration, supported employment</td>
<td>Chester, Delaware &amp; Philadelphia Offices of Disabilities, CCIU; school districts, OVR, and self-pay</td>
<td></td>
</tr>
<tr>
<td>Brian's House Enterprises</td>
<td>Beverly Piccione, Job Placement &amp; Transitioning Students</td>
<td>610-873-3500, Ext. 304</td>
<td>All</td>
<td>*Adult training, pre-vocational training, work crew, student transition, vocational evaluation, and job placement</td>
<td>Chester County MH/MR, OVR, OBRA Autism Waivers, DCD, self-paid, school district</td>
</tr>
<tr>
<td></td>
<td>Linda Zackey, Adult Vocational Referrals</td>
<td>610-873-3500, Ext. 228</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tina Ivare, Adult Training Referrals</td>
<td>610-873-3500, Ext. 230</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Employment Svcs. at Arc of Chester County</td>
<td>Carol Huyett</td>
<td>610-696-8090</td>
<td>All</td>
<td>*Work readiness, job development, coaching, follow-up</td>
<td>Chester County MH/MR, OVR, OBRA Autism Waivers, DCD, self-paid, school district</td>
</tr>
<tr>
<td>Devereux (The Shops/Alpha Services)</td>
<td>Dorothy Carter Sally Harpold</td>
<td>610-964-3207, 610-964-3272</td>
<td>All</td>
<td>Adult training, pre- and vocational training, mobile work crews</td>
<td>Private insurance, OVR, Chester County MH/MR, self-paid</td>
</tr>
<tr>
<td>Devereux (Community Supported Employment)</td>
<td>Rebecca Ross</td>
<td>610-688-8597</td>
<td>All</td>
<td>Job development, exploration and coaching services</td>
<td>Private insurance, OVR, Chester County MH/MR, self-paid</td>
</tr>
<tr>
<td>Devereux (Community Adult Autism Partnership Program - CAAPP)</td>
<td>Maggie Haag</td>
<td>610-710-4026</td>
<td>All</td>
<td>Job development, community integration, behavior therapy, exploration and coaching (specifically for individuals on the spectrum)</td>
<td>Private insurance, OVR, Chester County MH/MR, self-paid, and Autism, OBRA, and Commcare Waivers</td>
</tr>
<tr>
<td>Elwyn Employment Support Services</td>
<td>Jessica Bickmore</td>
<td>610-644-3767</td>
<td>All</td>
<td>Work readiness, development, coaching, training, placement, social security benefit consultation</td>
<td>Chester County MH/MR, OVR, DCD, self-paid</td>
</tr>
<tr>
<td>Handi-Crafters, Inc.</td>
<td>Chris Broome</td>
<td>610-384-6990</td>
<td>All</td>
<td>*Evaluation, readiness, coaching, training, follow-up</td>
<td>Chester, Delaware &amp; Philadelphia Counties MH/MR, OVR, DCD, self-paid, DPW, Dept. of L &amp; I, school district</td>
</tr>
<tr>
<td>Holcomb Behavioral Health Systems</td>
<td>Helene Long</td>
<td>610-363-1488</td>
<td>Mental health</td>
<td>Supported employment</td>
<td>Chester County MH/MR, self-paid</td>
</tr>
<tr>
<td>The Hood</td>
<td>Mariissa Armintrott</td>
<td>610-344-4225</td>
<td>At risk youth</td>
<td>Workplace development, academic remediation (14-21 year old)</td>
<td>Department of Community Development, Council for Workforce of Tomorrow</td>
</tr>
<tr>
<td>KenCrest Employynet</td>
<td>Donna Clemens Allison Smale</td>
<td>610-327-4606, ext. 2242</td>
<td>All</td>
<td>Evaluation, work readiness, job development, coaching, farm program</td>
<td>Chester County MH/MR, OVR, self-paid, school district</td>
</tr>
<tr>
<td></td>
<td>mainline-rehab.com</td>
<td>610-327-4606, ext. 2240</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Line Rehabilitation Associates</td>
<td>Meghan Asciutto</td>
<td>610-280-0180, ext. 109</td>
<td>Brain injury, ASD, learning disability, neurological disability</td>
<td>Evaluation, readiness, therapy, development, coaching, group program, skill building</td>
<td>Waivers, OVR, PHP, ACAP, private insurance, self-paid</td>
</tr>
<tr>
<td>OVR</td>
<td>Tara O'Ken</td>
<td>484-250-4340 Ext. 142</td>
<td>All</td>
<td>Vocational counseling evaluation, training, coaching, placement</td>
<td>Federal Government</td>
</tr>
<tr>
<td>Remed</td>
<td>Christine Dentith</td>
<td>484-595-9300</td>
<td>Brain injury, learning disability, autism</td>
<td>*Evaluation, readiness, development, coaching</td>
<td>Self-paid, private insurance, OVR, MH/MR</td>
</tr>
</tbody>
</table>

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### WHERE CAN A STUDENT GET VOCATIONAL SERVICES?

<table>
<thead>
<tr>
<th>What special schools/programs are available?</th>
<th>Contact</th>
<th>Phone</th>
<th>Population Served</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire Program</td>
<td>Lisa Tzanakis</td>
<td>484-237-5212</td>
<td>Special education - Itinerant</td>
<td>College readiness, self advocacy, vocational training, job development, travel training assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and instruction, and independent living</td>
</tr>
<tr>
<td>AHEDD</td>
<td>John Eccleston</td>
<td>1-866-560-1600 / <a href="mailto:john.eccleston@ahedd.org">john.eccleston@ahedd.org</a></td>
<td>Special education</td>
<td>Vocational assessment, job development</td>
</tr>
<tr>
<td>Steps Program</td>
<td>Lauren Otto</td>
<td>610-384-6030</td>
<td>Regular &amp; special education</td>
<td>Vocational assessment, job development</td>
</tr>
<tr>
<td>Child &amp; Career Development Center</td>
<td>Susan Mateka</td>
<td>610-383-7400</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td>Chester County Technical College High School Brandywine, Pennocks Bridge and Pickering Campuses</td>
<td>Kevin Ballisty</td>
<td>484-237-5325</td>
<td>Regular &amp; special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td>CCIU Cross District Classes</td>
<td>Jane Houtmann</td>
<td>484-237-5029/5064</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td></td>
<td>Life Skills Support</td>
<td>484-237-5570</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td></td>
<td>Autistic Support</td>
<td>484-237-5058</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td></td>
<td>Project Search at Phoenixville Hospital</td>
<td>610-983-1722</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td></td>
<td>Tammy Wickstrom</td>
<td>484-237-5212</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td></td>
<td>Lisa Tzanakis</td>
<td>484-237-5212</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td>Devereux</td>
<td>Martina Raison</td>
<td>610-725-5601</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td>Discover Program</td>
<td>Laurie Masino</td>
<td>484-237-5140</td>
<td>Ages 14-21</td>
<td>Vocational assessment, job coach, travel training instruction</td>
</tr>
<tr>
<td>Elwyn, Inc.</td>
<td>Tom Brazell</td>
<td>610-894-2201</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
<tr>
<td>The Vanguard School</td>
<td>Jacque Murray</td>
<td>610-296-6700, Ext. 261</td>
<td>Special education</td>
<td>Vocational assessment, training, job development</td>
</tr>
</tbody>
</table>

### ADDITIONAL INFORMATION AND RESOURCES

<table>
<thead>
<tr>
<th>For issues involving...</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abused, neglected and dependent children</td>
<td>Chester County Department of Children, Youth and Families</td>
<td>610-344-5800 or State Hotline: 1-800-932-0313</td>
</tr>
<tr>
<td>Social Security questions</td>
<td><a href="http://www.ssa.gov">www.ssa.gov</a></td>
<td>1-888-306-3216</td>
</tr>
<tr>
<td>General help with finding a job</td>
<td>PA CareerLink - Walter Urban, Jr.</td>
<td>610-384-9393</td>
</tr>
<tr>
<td>Department of Community Development</td>
<td>Patrick Bokovitz</td>
<td>610-344-6900</td>
</tr>
<tr>
<td>CCIU Parent Mentor Services</td>
<td>Maryann Amici</td>
<td>484-237-5123</td>
</tr>
<tr>
<td>Handi-Crafters Independent Living Solutions</td>
<td>Diana Belnavis - <a href="mailto:diane.belnavis@handi-crafters.org">diane.belnavis@handi-crafters.org</a></td>
<td>610-384-6990, Ext. 217</td>
</tr>
</tbody>
</table>

### APPROXIMATE TRANSITION TIMELINE

**Age 14:**
- Must complete a transition plan.
- Contact agencies, funding sources, recreation/leisure opportunities.

**At least two years prior to graduation from public school or exiting public education:**
- Work with employment agencies, school districts, transportation, funding sources, recreation/leisure opportunities.

**KEY**
- MH/IDD = Mental Health/Intellectual and Developmental Disabilities
- DCD = Department of Community Development
- OVR = Office of Vocational Rehabilitation
- PHP = Pennsylvania Head Injury Program

Please direct questions to Sharon Shoemaker, CCIU education consultant, at 484-237-5041.
If you are interested in learning more about these services, please contact your OVR liaison to schedule an informational meeting. OVR is looking forward to collaborating with you and to providing your students with some great opportunities!

Office of Vocational Rehabilitation

Contact Person:

Address:

Email:

Phone:

Fax:

OVR’s Mission:
To assist Pennsylvanians with disabilities to secure and maintain employment and independence.

Auxiliary aids and services are available upon request to individuals with disabilities.

Equal Opportunity Employer Program
Are you a secondary school seeking increased opportunities to provide transition services to your students?

The Pennsylvania Office of Vocational Rehabilitation is available to help!

The Office of Vocational Rehabilitation (OVR) will be offering many new and innovative pre-employment transition services for students with disabilities across Pennsylvania. These new transition services are required as part of the Workforce Innovation and Opportunity Act (WIOA). Pre-employment transition services include group and individualized services to help students gain an increased understanding of their options after leaving high school.

OVR pre-employment transition services will be provided by a combination of OVR staff, community rehabilitation providers, and other agencies. These services will help schools better plan for the transition of students with disabilities into post-secondary training or competitive integrated employment.

**Group Services**

**Independent Living Skills Training**
Independent living skills training will be provided in a group format to assist students with disabilities in developing the skills needed to live independently.

**Self-Advocacy Training**
Self-advocacy training will be provided in a group format to teach students with disabilities disability awareness, advocating during an IEP process, understanding the transition process, and advocating for themselves in post-secondary education, employment, and when receiving social services.

**Workplace Readiness Training**
Workplace readiness training will provide students with knowledge needed to find and maintain competitive integrated employment. Curriculums may include soft skills training, interview skills, job readiness, job-seeking skills, HR practices, and other skills needed to become "workplace ready."

**Individualized Services**

**Job Shadowing**
Job shadowing will provide students with disabilities a one to five day job shadowing experience in an occupation of interest within the community. Students will be provided an opportunity to shadow employees and obtain an overview of the knowledge, tasks, and abilities needed to work in a particular field.

**Work-Based Learning Experiences**
Students will participate in work-based learning experiences, which may include in-school or after school opportunities in the community. Students will be provided options for work experiences that teach skills needed to obtain competitive integrated employment or transition to post-secondary training.

**Group and Individual Counseling**
Job exploration counseling and counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs.