



Strengthening Transition Partnerships: Building Federal TA Center Capacity

Transition Resource Directory

DESCRIPTIONS OF FEDERALLY-SUPPORTED PROJECTS AND CENTERS THAT FOCUS ON YOUTH TRANSITION

This Directory was compiled in conjunction with a national transition-focused meeting, at which Federally supported projects and center staff, submitted descriptions. This meeting was hosted by the Federal Interagency Partners in Transition Workgroup. This group, launched in 2005, brings together Federal representatives to address youth, transition, and disability issues. Members represent: **National Council on Disability**; **U.S. Department of Education**: Office of Special Education and Rehabilitation Services, Office of Vocational and Adult Education, and the Office of Elementary and Secondary Education; **U.S. Department of Health and Human Services**: Administration on Children and Families , Administration on Developmental Disabilities, Office on Disability, Health Resources and Services Administration, Substance Abuse and Mental Health Services Administration, and the Centers for Disease Control and Prevention; **U.S. Department of Justice**: Civil Rights Division and the Office of Juvenile Justice and Delinquency Prevention; **U.S. Department of Labor**: Office of Disability Employment Policy and the Employment and Training Administration; **U.S. Department of Transportation**: Federal Transit Administration; **U.S. Equal Employment Opportunity Commission**; **U.S. Social Security Administration**: Office of Program Development and Research.

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This directory includes descriptions submitted by Federally supported projects and centers with work that focuses on youth transition. The references in this directory are not intended to be exhaustive of the investments in transition made by Federal, state, or local entities.

For corrections or additions, please e-mail Judy Shanley at the U.S. Department of Education, Office of Special Education Programs (OSEP) at judy.shanley@ed.gov

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Name of Center / Project:	Every state and US territory has a state Assistive Technology Program . You can go to http://www.ataporg.org/atap/ (select <i>Get Help in Your State</i>) or http://www.resna.org/projects/index.php to find the statewide AT program in your state.
Funding Agency:	U.S. Department of Education, Rehabilitation Services Administration (RSA). Statewide AT Programs are funded under the Assistive Technology Act of 1998, as amended
Target Audience:	People with disabilities; all ages, all disability types, all environments (education, employment, community living); educators, therapists, employers, etc.
Brief Description of the Mission and Purpose of your work:	To improve access to and acquisition of assistive technology devices and services.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Although each state is slightly different, in general: AT Programs are required to provide Device Demonstration, Device Loan, Device Reutilization (e.g., device exchange and/or recycling or reutilization) and State Financing Activities (e.g., financial loan programs, cooperative buy programs, telecommunications distribution programs or other services). Programs also provide training, awareness events, information about available devices, information about funding sources for devices, and technical assistance to educators, employers, policy-makers, etc.
Provide the titles of a maximum of three key products or publications produced by your Center.	<p>Example of products available from statewide AT Programs:</p> <p>Assistive Technology for Kansans (ATK) http://www.atk.ku.edu/transitions/ Transitions Manual A comprehensive explanation of the transition process addressing how to obtain the Assistive Technology devices and services (AT) a student needs to be successful in a career or educational pursuits after high school. The manual provides information on resources and considerations for transition planning. It is written for students and parents but is helpful for educators and others who help in the transition process. http://www.atk.ku.edu/transitions/transman.pdf</p> <p>Transitions Action Plan http://www.atk.ku.edu/transitions/AT%20TRAN%20PLANweb_pub_0002.pdf Printable or email versions of three timeline forms can be used by students with disabilities and parents who are preparing input into the student's educational transition plan. Considerations on the forms vary as the student moves through middle and high school planning.</p> <p>Maine CITE "AT Definitions, Tools, & Strategies for Students Who are Pursuing Postsecondary Education", compiled by Maine Cite and the Southern Maine Advisory Council on Transition, February 2007. http://www.mainecite.org/index.php?option=com_content&task=view&id=101&Itemid=101</p> <p>West Virginia Assistive Technology System (WVATS) "Transition Through School and Into Life" WVATS and the West Virginia Medicaid Infrastructure Grant (WVMIG) collaborated to create the "Transition Through School and Into Life"</p>

	<p>brochure. The brochure is guide for transition resources in West Virginia.</p> <p>"Transition Day Planner" Day Planner used for students in transition. Planner includes transition reference information and transition resources, class scheduling, telephone/address and notes pages.</p>
Website	Go to http://www.ataporg.org/atap/ (select <i>Get Help in Your State</i>) or http://www.resna.org/projects/index.php to find the statewide AT program

Name of Center / Project:	Association of University Centers on Disabilities (AUCD)
Funding Agency:	Multiple federal partners
Target Audience:	<p>AUCD member centers work on local, state, national and international levels. Members engage in a range of interdisciplinary activities for:</p> <ul style="list-style-type: none"> Children, adults, and families Academics and researchers Schools and communities Government and policymakers Program evaluation General public
Brief Description of the Mission and Purpose of your work:	<p>The Association of University Centers on Disabilities (AUCD) is a membership organization that supports and promotes a national network of university-based interdisciplinary programs. Network members consist of:</p> <ul style="list-style-type: none"> 67 University Centers for Excellence in Developmental Disabilities (UCEDD), funded by the Administration on Developmental Disabilities (ADD) 34 Leadership Education in Neurodevelopmental Disabilities (LEND) Programs funded by the Maternal and Child Health Bureau (MCHB) 21 Intellectual and Developmental Disability Research Centers (IDDRC), most of which are funded by the Eunice Kennedy Shriver National Institute for Child Health and Development (NICHD)
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	AUCD is a resource connecting interested parties with member centers. Member centers provide a wide range of services.
Provide the titles of a maximum of three key products or publications produced by your Center.	Please visit www.aucd.org for a full description of the activities, publications, and products available through the AUCD network and member centers. The website features a searchable database and directories of member programs.
Website	www.aucd.org

Name of Center / Project:	Centers Hatching Initiatives for Realizing Potential (CHIRP)— National Training and Technical Assistance Project for CILs
Funding Agency:	U. S. Department of Education's Rehabilitative Services Administration
Target Audience:	Centers for Independent Living and State Vocational Rehabilitation Agencies
Brief Description of the Mission and Purpose of your work:	To encourage Centers for Independent Living (CILs) and Statewide Independent Living Councils (SILCs) to coordinate services and develop collaborative working relationships with the State Vocational Rehabilitation Agencies in order to develop supportive communities at the local and State levels to assist and sustain young people with disabilities as they make the transition from school to living independently in the community.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Technical Assistance/Consultation Services, Group Process Facilitation for Developing a Vision and Goal Setting, Collaboration Tools, Training in using the Reaching My Own Greatness curriculum developed by People First of Washington
Provide the titles of a maximum of three key products or publications produced by your Center.	Vision statements and goals for collaboration groups in 11 communities Share Point on-line collaboration and sharing El Paso—Summer Youth Employment Program Austin—Pflugerville Transportation Initiative
Website	http://www.rcep6.org/il/chirp/default.htm

Name of Project:	Expert Working Group on Transition for Persons with Spina Bifida
Funding Agency:	The National Spina Bifida Program Disability and Health Branch National Center on Birth Defects and Developmental Disabilities CDC
Target Audience:	Youth and parents affected by spina bifida and professionals engaged in serving the spina bifida population
Brief Description of the Mission and Purpose of your work:	The National Spina Bifida Program convened in 2007 a national gathering of experts for the purpose of identifying and reaching consensus on critical issues pertaining to the transition of persons with spina bifida from birth to adulthood. This expert working group has continued to further the work of the Summit by expanding, refining and prioritizing the recommended interventions, building the evidence-base for interventions and identifying interventions that can be considered as "best practice" but do not have an established evidence base.

Name of Center / Project:	Federal Resource Center for Special Education
Funding Agency:	Office of Special Education Programs
Target Audience:	TA&D Network Centers, SEAs
Brief Description of the Mission and Purpose of your work:	The Federal Resource Center for Special Education supports the work of the six OSEP-funded Regional Resource Centers (RRCs) that provide technical assistance (TA) to assist states in complying with IDEA and to implement evidence-based educational practices.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	OSEP's TA&D Conference OESE and OSEP's Joint Leveraging Conference OSEP's Leadership Conference TA&D and Comprehensive Centers Quarterly Information Services Calls
Provide the titles of a maximum of three key products or publications produced by your Center.	http://matrix2.rfcnetwork.org/ http://spp-apr-calendar.rfcnetwork.org/ http://www.tacommunities.org/
Website	www.rfcnetwork.org

Name of Center / Project:	Healthy & Ready to Work National Resource Center
Funding Agency:	U.S. Department of Health and Human Services, HRSA/Maternal & Child Health Bureau
Target Audience:	State Title V Maternal & Child Health Programs, Children with Special Health Needs Programs, state implementation grantees, Family to Family Health Information Centers, youth and parent advisory councils, primary health care providers, educators, employment specialists
Brief Description of the Mission and Purpose of your work:	Because health impacts all aspects of life including success in the classroom, the community, and on the job young people with special health care needs need an understanding of their health and to participate actively in their health care decisions. HRTW provides information and resources regarding integrating health into the transition process including understanding systems, access to quality health care and health insurance, and increasing the involvement of youth in health promotion, self care and decision making.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Technical assistance and consultation across the country, tools and resources and professional development—conferences, online resources and topical calls.
Provide the titles of a maximum of three key products or publications produced by your Center.	Materials and resources: www.hrtw.org/hrtwu ; annual analysis of MCHB Block Grant applications from the states related to transition; and, a myriad of tools including portable medical summaries and documenting disability
Website	www.hrtw.org

Name of Center / Project:	National Center for Youth Transition for Behavioral Health (NCYT) <ul style="list-style-type: none"> • Hewitt B. “Rusty” Clark, Ph.D., BCBA – Director • Nicole Deschenes, M.Ed. – Co-Director
Funding Agency:	SAMHSA, Foundations, Contracts with agencies, communities, and states
Target Audience:	Providers and educators working with youth and young adults with SED/SMI, Policy makers and administrators.
Brief Description of the Mission and Purpose of your work:	Provision of technical assistance and training on programmatic, evaluation, and policy issues related to transition to adulthood topics and evidence-supported strategies to improve the real-life outcomes of youth and young adults with SED/SMI and their families.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	NCYT provides: <ul style="list-style-type: none"> • On-site technical assistance and training for development of a community transition to adulthood system and serve as the purveyor of the Transition to Independence Process (TIP) model. • Research on transition practices and evaluation on transition systems to improve progress and outcomes for youth and young adults with SED/SMI. • Guidance to communities, counties, states, and the federal government on needed funding and policy reform. • Support and collaboration with parent and young adult advocacy organizations.
Provide the titles of a maximum of three key products or publications produced by your Center.	<p>Clark, H.B. & Davis, M. (Eds.) (2000): <i>Transition to adulthood: A resource for assisting young people with emotional or behavioral difficulties</i>. Baltimore MD: Brookes Publishing.</p> <p>Clark, H.B. (2004). <u>Transition to Independence Process: TIP System Development and Operations Manual</u>. Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa, FL.</p> <p>Clark, H.B., Deschênes, N., Sieler, D., Green, M., White, G., & Sondheimer, D. (2008). Services for Youth in Transition to Adulthood in Systems of Care. In B.A. Stroul & G.M. Blau (Eds.). <i>The System of Care Handbook: Transforming Mental Health Services for Children, Youth, and Families</i>. Baltimore, MD: Paul H. Brookes.</p>
Website	NCYT website – http://ncyt.fmhi.usf.edu TIP model website – http://tip.fmhi.usf.edu

Name of Center / Project:	National Collaborative on Workforce and Disability/Youth
Funding Agency:	U.S. Department of Labor's Office of Disability Employment Policy
Target Audience:	Workforce Development Professionals, Youth Service Professionals, Families of Youth with Disabilities, Youth with Disabilities, Service Providers, Educators
Brief Description of the Mission and Purpose of your work:	<p>Mission: NCWD/Youth strives to ensure that youth with disabilities are provided full access to high quality services in integrated settings in order to maximize their opportunities for employment and independent living.</p> <p>To accomplish our mission, we have established three distinct goals:</p> <ol style="list-style-type: none"> 1. Supporting state and local policies that promote full access to high quality services for youth with disabilities; 2. Strengthening the services provided by organizations responsible for delivery of workforce development services; and, 3. Improving the awareness, knowledge, and skills of individuals responsible for providing direct services to youth.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Technical Assistance & Trainings, Synthesis of Research, and an E-newsletter
Provide the titles of a maximum of three key products or publications produced by your Center.	Guideposts for Success Tunnels and Cliffs Negotiating the Curves
Website	http://www.ncwd-youth.info

Name of Center / Project:	The National High School Center
Funding Agency:	US Department of Education, Office of Elementary and Secondary Education and Office of Special Education Programs
Target Audience:	The 16 Regional Comprehensive Centers
Brief Description of the Mission and Purpose of your work:	The National High School Center serves as the central source of information and expertise on high school improvement for the Regional Comprehensive Centers (RCCs).
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	<p>To National High School Center</p> <ul style="list-style-type: none"> • Identifies, summarizes and disseminates information on: <ul style="list-style-type: none"> ○ useful programs, tools, and products ○ latest research and innovations • Provides high-quality technical assistance relating to high schools and their diverse student populations • Builds capacity of RCCs and SEAs to promote and support high school improvement at all levels
Provide the titles of a maximum of three key products or publications produced by your Center.	<p>1) Developing Early Warning Systems to Identify Potential High School Dropouts The Early Warning System Guide and Early Warning System Tool are intended to support educators at all levels of the public school system in building data systems that identify probable high school dropouts before they leave school.</p> <p>2) Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions This report outlines steps that schools can take to identify at-risk students and provide the necessary support systems and relevant interventions to assist students in obtaining a high school diploma. Further, the report discusses the use of early warning data systems to target interventions for groups and individual students, offers a variety of best practice approaches undertaken by higher-performing high schools, and presents effective programs that are currently being implemented to stem the dropout problem.</p> <p>3) State Approaches to More Reliable and Uniform Dropout and Graduation Data This issue brief outlines the immediate need for more accurate dropout and graduation data, while providing a snapshot of work currently underway. By drawing on two prominent methods for calculating graduation rates: the National Governors Association's endorsed longitudinal approach and the Averaged Freshman Graduation Rate (AFGR), this brief outlines how data are needed to track dropout trends and patterns, as well as how to direct resources and more effective strategies to ensure more students receive a high school diploma. This brief concludes by offering take-aways for states.</p>
Website	www.betterhighschools.org

Name of Center / Project:	National Post-School Outcomes Center – University of Oregon
Funding Agency:	U.S. Department of Education’s Office of Special Education Programs
Target Audience:	State special education agencies (SEAs) and their partners, specifically transition personnel
Brief Description of the Mission and Purpose of your work:	<p>Mission: Assist SEAs to develop and implement rigorous and practical post-school outcome data systems to track the early adult experiences of youth who had IEPs while in high school.</p> <p>Purpose: Assist states to collect, analyze, and use post-school outcome data to improve the quality of secondary and transition programs for youth with disabilities.</p>
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Indicator 14 Calculator, State Data Display Templates & Instructions, District-By-District Post-School Outcomes Table & Instructions.
Provide the titles of a maximum of three key products or publications produced by your Center.	<ol style="list-style-type: none"> 1. Indicator 14 SEA Activity Timeline with NPSO Resources 2. Post-School Outcomes Surveys: Coming Soon to a Student near You! 3. Measuring Transition Success: Focus on Youth and Family Participation
Website	http://www.psocenter.org

Name of Center / Project:	National Secondary Transition Technical Assistance Center (NSTTAC)
Funding Agency:	U.S. Department of Education, Office of Special education Programs
Target Audience:	All State Departments of Education, state and local secondary transition personnel, researchers
Brief Description of the Mission and Purpose of your work:	<p>Assist states with collecting, reporting, and using Indicator 13 data to improve transition services Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals. [20 U. S. C. 1416 (a) (3) (B)]</p> <p>Generate knowledge of evidence-based secondary transition practices that provide a foundation for states to improve transition services that enhance post-school outcomes</p> <p>Build state capacity to implement evidence-based secondary transition practices that improve post-school outcomes</p> <p>Disseminate information regarding evidence-based secondary transition practices that improve post-school outcomes to state personnel, practitioners, researchers, parents, and students</p>
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	<p>Technical Assistance Available to All States</p> <ol style="list-style-type: none"> 1. NSTTAC website—www.nsttac.org—Taxonomy for Transition Programming Tools, Indicator 13 Checklist and training materials; information on evidence-based transition practices 2. NSTTAC semi-annual Secondary Transition State Planning Institutes: Modeling NSTTAC capacity building process Access to content experts Access to “intensive” states Opportunities to develop and update state capacity building plans 3. Opportunity to participate in NSTTAC “intensive” states’ capacity building institutes 4. NSTTAC Notes, a bi-monthly electronic newsletter 5. NSTTAC teleconferences and webinars 6. NSTTAC telephone and electronic consultation 7. National or regional events in collaboration with partners, such as NPSO, NDPC-SD, RRCs, IDEA Partnership/NASDSE, PACER, NHSC 8. Linkages with other states’ transition initiatives <p>Technical Assistance Available to Selected “Intensive” States (OK, CO, NM, & AR) Direct, on-going assistance with implementing NSTTAC capacity building model</p> <ol style="list-style-type: none"> 2. Assistance to plan and implement annual transition institute and

	<p>follow-up meetings: Planning and developing agenda Identifying content focus Recruiting content experts Training team facilitators Developing Taxonomy “tools” for strategic planning</p> <ol style="list-style-type: none"> 3. Financial support to provide content experts for professional development and technical assistance 4. Assistance with evaluation activities 5. Assistance with resource development 6. Assistance with serving as “role models” for other states 7. Assistance with developing resources and/or products for sharing with other states (e.g., replication manual, state capacity building model) <p>Technical Assistance Available to selected Local Sites in “Intensive” States</p> <ol style="list-style-type: none"> 1. Direct, on-going assistance to implement plans developed through the state transition institute to improve evidence-based transition education and services: Planning and implementing professional development Planning and implementing curricula Acquiring materials and resources Planning and implementing activities for students and families 2. In partnership with the state, financial resources to implement strategic plans 3. Assistance to develop and use Taxonomy tools 4. Assistance with developing evaluation strategies and tools to assess implementation 5. Assistance with developing dissemination materials
<p>Provide the titles of a maximum of three key products or publications produced by your Center.</p>	<p><i>I-13 Training Materials:</i> The I-13 Training Materials provide definitions (with examples and non-examples) for all terms used in the I-13 Checklist. The materials are designed to help educators write IEPs that meet the requirements of Indicator 13.</p> <p><i>Transition Assessment Guide:</i> The Transition Assessment Guide (TAG) is a web-based resource that helps teachers understand age appropriate transition assessments. The TAG was developed in response to requests for information on this topic, regarding its mandate in the reauthorization of IDEA (2004) and its inclusion in the Part B SPP Indicator 13. The TAG includes a description of transition assessment and provides information, including test names and hot links, on formal and informal assessment tools.</p> <p><i>Secondary Transition Evidence-Based Practices:</i> Contains information regarding NSTTAC’s review of evidence-based practices and results of that review, including Practice Descriptions organized by the categories of the Taxonomy for Transition Programming, Research to Practice Lesson Plan Starters, and evidence-based secondary transition resources from the <i>What Works in Transition Synthesis Project</i>. All items are available on our website.</p>
<p>Website</p>	<p>www.nsttac.org</p>

Name of Center / Project:	Easter Seals Project ACTION (<u>A</u>ccessible <u>C</u>ommunity <u>T</u>ransportation <u>I</u>n <u>O</u>ur <u>N</u>ation)
Funding Agency:	Department of Transportation, Federal Transit Administration
Target Audience:	Transportation providers, educators, persons with disabilities, human service providers, and other parties interested in increasing accessible transportation options for people with disabilities
Brief Description of the Mission and Purpose of your work:	Our mission is to promote cooperation between the disability community and the transit industry to improve transportation options for people with disabilities. We offer free resources on teaching students with disabilities how to safely and independently use public transportation—a key to successful transition and to achieving positive post-secondary outcomes.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Free training (on-line, by phone, and in person), technical assistance, information and referral, and educational publications on a variety of topics related to: (1) the Americans with Disabilities Act, (2) exploring and increasing accessible transportation options, and (3) teaching persons with disabilities how to safely and independently use public transportation
Provide the titles of a maximum of three key products or publications produced by your Center.	<i>Travel Training for Student Success: The Route to Achieving Post-Secondary Student Outcomes</i> (Coming Soon) <i>Public Transportation: A Route to Freedom</i> (Curriculum for grades 9 – 12) <i>Introduction to Travel Training Course</i>
Website	www.projectaction.org

Name of Center / Project:	Research and Training Center on Family Support and Children's Mental Health: Research project on young adults with diagnosis of both DD and mental health disorders. Director: Barbara J. Friesen
Funding Agency:	NIDRR & SAMHSA
Target Audience:	Family members who care for children with mental health disorders, youth and young adults, providers of mental health services, policy makers.
Brief Description of the Mission and Purpose of your work:	<p>The Center is dedicated to promoting the community integration and well-being of children, youth, and families who are affected by mental health difficulties.</p> <p>We value research, supports, and policies that</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build on family strengths <input type="checkbox"/> Are community based, family driven, and youth guided <input type="checkbox"/> Promote cultural competence <p>We pursue our mission through collaborative research and dissemination partnerships with family members, youth, service providers, policy makers, and other concerned persons.</p>
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	The Center produces a variety of publications, training materials and other products related to ongoing research themes. We disseminate research products through our web site and through distribution of materials at conferences. We produce "Data Trends" an online brief that summarizes current research. Our newsletter "Focal Point" highlights specific topics, including those important to transition aged youth.
Provide the titles of a maximum of three key products or publications produced by your Center.	<p>Achieve My Plan: Series on Youth Participation (Self assessment, Research review, Best practices)</p> <p>Focal Point- Research, Policy and Practice in Children's Mental Health (quarterly newsletter)</p> <p>Starting Points for Communities Developing New Transition Programs (tip sheet)</p>
Website	www.rtc.pdx.edu

Name of Center / Project:	Technical Assistance ALLIANCE for Parent Centers National Office, PACER Center
Funding Agency:	U.S. Department of Education's Office of Special Education Programs (OSEP)
Target Audience:	105 OSEP federally funded parent training and information centers and community parent resource centers.
Brief Description of the Mission and Purpose of your work:	The Technical Assistance ALLIANCE for Parent Centers National Center works with the six regional Parent Technical Assistance Centers (PTACs) to provide innovative technical assistance, up-to-date information and high quality resources and materials to the parent centers.
Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).	Technical assistance includes individual consultation, national conferences, unified data collection, topical institutes, webinars, a monthly e-newsletter, management and nonprofit expertise and other resources and materials designed for use by parent training and information centers and community parent resource centers.
Provide the titles of a maximum of three key products or publications produced by your Center.	(1) Positive Behavioral Interventions and IDEA 2004 – curriculum (2) Building Program Capacity to Serve Youth with Disabilities (3) IDEA 2004 for Families and Advocates
Website	www.taalliance.org

Name of Center / Project:	PACER Center's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project PACER Center 8161 Normandale Blvd. Minneapolis, MN 55437 952-838-9000 (V) 952-838-0190 (TTY) 952-838-0199 (Fax) (800) 537-2237 (Toll-free) www.pacer.org
Funding Agency:	Rehabilitation Services Administration
Target Audience:	<ol style="list-style-type: none"> 1. Parent training projects funded by the Rehabilitation Services Administration 2. The network of Parent Training and Information centers funded by OSEP (Office of Special Education Programs) 3. Educators and Vocational Rehabilitation professionals 4. Families of youth with disabilities
Brief Description of the Mission and Purpose of your work:	<p>The Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project offers Parent Information and Training Programs funded by the Rehabilitation Services Administration (RSA) a variety of services to help them achieve their goals. Individualized services for each center are identified in technical assistance plans on an annual basis. Individualized technical assistance may include support for staff development, the acquisition of materials, identifying research or resources on transition-related topics, referrals to content experts, on-site consultation, and materials review and critique.</p> <p>Coordinated technical assistance activities serving all RSA-funded Parent Information and Training Programs include regular</p>

	<p>communication with programs, an annual conference, networking opportunities, monthly telephone conferences, and leadership development. In addition, the TATRA Project conducts information dissemination activities reaching a much broader audience that includes more than 100 parent centers funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), as well as professionals who work with young adults with disabilities and their families across the country.</p>
<p>Identify the Services that you provide (such as online events, technical assistance/consultation services, etc.).</p>	<ul style="list-style-type: none"> • Provide information and technical assistance on family involvement in transition and career development for youth with disabilities • Disseminate information to families and professionals, including <i>Reference Points</i> listserv • Maintain project website that features transition related resources • Holds annual capacity building conference for staff of RSA funded parent training projects
<p>Provide the titles of a maximum of three key products or publications produced by your Center.</p>	<ol style="list-style-type: none"> 1. <i>Helping Families Transition to the Future: Rehabilitation Services Administration (RSA) Parent Information and Training Projects Outcome Data 2005-2006</i> http://www.pacer.org/tatra/resources/RSA/page1.asp 2. <i>TATRA Survey of Federally Funded Parent Centers</i> http://www.pacer.org/tatra/resources/survey.pdf 3. Authored series of <i>Parent Briefs</i> for the National Center on Secondary Education and Transition (NCSET) http://www.ncset.org/
<p>Website</p>	<p>www.pacer.org/tatra</p>