



Raising Special Kids

Connecting

Winter 2017



Nancy and Mark Claussen with their 'pathway to work' license plate.

WHOA! What is WIOA?

Finding a pathway to work for individuals with disabilities

Staff Spotlight

Claudia Jaramillo *Bilingual Family Support Specialist*



Claudia Jaramillo recently joined the Raising Special Kids team in Southern Arizona. A resident of Tucson for the past 20 years, Claudia and her husband Rodrigo have three children. Her middle child, Steven, now a 14 year old eight grader, was diagnosed with autism when he was 5 years old.



Rigo, Steven, Claudia, Rodrigo & Sofia

Claudia admits that the first year was difficult for her and her family. She recalls, “I couldn’t say the word ‘autism’ without crying.” When she found herself replying to questions about what she thought caused Steven’s autism with the answer, “I don’t really care. I just want to know how to help him,” she knew her focus had shifted from emotion to advocacy.

She began educating herself by attending workshops provided by the Arizona Department of Education, the Division of Developmental Disabilities and Raising Special Kids.

As her skills increased, Claudia became the go-to mom for families to reach out to when they had questions about education and services. When a position became open at Raising Special Kids, she knew she wanted to be there for families who did not have that ‘somebody’ to rely on for help.

Claudia expressed how connected she feels when she is working with families. “I find they open up because you share something with them. They feel so grateful they are not alone and now know where to start.”

We are glad Claudia is here to help families begin their own journey from emotion to advocacy.

Bienvenida, Claudia!

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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in English, Spanish and other languages. Services are provided at no charge to families in Arizona. Raising Special Kids is a 501(c)(3) non-profit organization.

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Whoa! What is WIOA?

Finding a pathway to work for individuals with disabilities

In July 2014, President Barack Obama signed into law the Workforce Innovation and Opportunity Act. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

A parent's perspective

Nancy Claussen's son Mark has autism. He will graduate from high school at the end of the 2017-18 school year. Nancy started planning for what Mark would do after high school a few years ago. She recalls, "I had been looking at programs that provided a place to go during the day where he would have peers and enjoyable activities, but, to be honest, competitive integrated employment in the community was never part of my plan."



see WIOA being a catalyst for the development of new programs and the evolution of current programs that will be more focused on preparing Mark, and adults like him, to make a substantive contribution to society. Second,

may lose an opportunity to spend the amount of time they need in an environment where they feel secure. I think care should be taken to make sure that there is always a balance of options and/or programs for each individual."

When asked about what she sees as a perfect program for her son, Nancy shared, "It would be a program that provides a balance for Mark. A safe, secure, supported environment with real meaningful engagement, where Mark feels the pride that comes from making a contribution, as well as time

"First, I see WIOA being a catalyst for the development of new programs and the evolution of current programs. Second, and perhaps more importantly, I think it actually helped change my perspective regarding Mark's options for the future."

-Nancy Claussen

Nancy went on to describe her hopes for Mark, "I want him to be safe, secure and happy. I want him to be engaged; to be able to contribute and feel pride from knowing that he is part of a family and part of a community."

As Nancy learned more about WIOA and its requirements, she had a chance to think about how it would benefit Mark. "First, I

and perhaps more importantly, I think it actually helped change my perspective regarding Mark's options for the future."

Regarding the possible negative effects of WIOA for people with disabilities, Nancy shared her fears. "As the pendulum swings to total engagement in the community and compliance with WIOA, I think the possibility exists that some folks



to relax and enjoy himself with peers.”

Why is WIOA important for youth and adults with disabilities?

WIOA includes limitations on the use of subminimum wage. It also includes provisions to increase access to high quality workforce services for individuals with disabilities and prepare them for competitive integrated employment (CIE).

What does ‘competitive integrated employment’ mean?

To satisfy the definition of “competitive integrated employment,” the employment setting must meet all three of the following three components:

1. Competitive earnings
 - a. Equal to or greater than the Federal, State, or local minimum wage rate,

community (meaning the competitive labor market). Employment settings established by community rehabilitation programs specifically for the purpose of employing individuals with disabilities (e.g., sheltered workshops) do not constitute integrated settings because these settings are not typically found in the competitive labor market.

- b. Employees with disabilities interact with other non-disabled employees and other individuals (not including supervisors or service providers) to the same extent as employees who do not have disabilities.
4. Opportunities for advancement.

agencies will set aside at least 15 percent of their funding to provide transition services to youth with disabilities.

- A committee will advise the Secretary of Labor on strategies to increase competitive integrated employment for individuals with disabilities.
- Vocational Rehabilitation state grant programs will engage employers to improve participant employment outcomes.

I know someone who currently works in a sheltered workshop. What will happen to them?

“Facility-based employment” occurs in a setting where the majority of people have a disability and is often referred to as a sheltered workshop. The intent of WIOA is that individuals with disabilities, especially youth with disabilities, must be afforded a full opportunity to prepare for, obtain, maintain, advance in or re-enter competitive integrated employment.

WIOA does not prohibit sheltered workshops. However, it does add a new section, titled Section 511: “Limitations on use of subminimum wage,” to the Rehabilitation Act. In general, Section 511 states that no entity which holds a 14(c) special wage certificate under the Fair Labor Standards Act of 1938 (FLSA) may compensate an individual with a disability under the age of 24 at a wage which is less than the federal minimum wage (commonly referred to as a “subminimum” wage) unless the individual is already employed by an entity

The intent of WIOA is that individuals with disabilities, especially youth with disabilities, must be afforded a full opportunity to prepare for, obtain, maintain, advance in or re-enter competitive integrated employment.

whichever is higher, where the place of employment is located

2. Comparable to the customary rate paid by the employer to employees without disabilities in similar positions with comparable skills, experience, and training. The employee with the disability also must receive benefits comparable to those of employees without disabilities in similar positions.
3. Integrated location
 - a. Typically found in the

What is in place to help individuals with disabilities prepare for CIE?

- American Job Centers will provide employment and training services that are more accessible for individuals with disabilities.
- Youth with disabilities will receive extensive pre-employment transition services so they can successfully obtain competitive integrated employment.
- State vocational rehabilitation

with a valid 14(c) certificate (this means they may be “grandfathered in”) or the individual has documented completion of each of the following:

1. Receipt of VR pre-employment transitions services or transition services through the Individuals with Disabilities Education Act (IDEA)
2. Provision of career counseling, program referrals in his/her geographic area related to employment services

and supports designed for exploration, discovery, and attainment of competitive integrated employment compensated at FLSA minimum wage; and

3. An application for VR services resulting in:
 - a. Determination of ineligibility; or
 - b. Determination of eligibility, in which:
 - i. The individual has an individualized plan for

- employment;
- ii. The individual has been working toward outcomes in the employment plan for a reasonable period of time without success despite the provision of appropriate supports and services; and
- iii. The VR case has been closed.

Want to Learn More?

Transition and WIOA resources

ARIZONA:

WIOA Section 511 Infographic

<http://sonoranucedd.fcm.arizona.edu/sites/sonoranucedd.fcm.arizona.edu/files/WIOA%20Section%20511%20Flyer.pdf>

Joint Guidance for Limitations on Use of Subminimum Wage Section 511 of the Workforce Innovation and Opportunity Act

<https://des.az.gov/sites/default/files/media/Joint-Guidance-for-Limitations-on-the-Use-of-Subminimum-Wage.pdf>

Arizona Department of Economic Security (DES) Rehabilitation Services Administration (RSA) Vocational Rehabilitation (VR)

www.azdes.gov/rsa

Arizona Department of Economic Security (DES) Division of Developmental Disabilities (DDD)

www.azdes.gov/ddd

Arizona Department of Education (ADE) Special Education Monitoring Alert WIOA and Reporting Progress on Transition Services

<https://cms.azed.gov/home/GetDocumentFile?id=58e557b46f53b715b84b6552>

Employment First

www.azemploymentfirst.org

GENERAL:

Workforce Innovation and Opportunity Act

<https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

WIOA Fact Sheet <http://www.doleta.gov/wioa/pdf/WIOA-Factsheet.pdf>

WIOA FAQs http://www.doleta.gov/wioa/pdf/WIOA_FAQs_Acc.pdf

WIOA Webcast Series <http://www.doleta.gov/leave-doleta.cfm?target=www.workforce3one.org/view/3001432333369774359>

Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities

<http://www.dol.gov/odep/topics/WIOA.htm>

Department of Labor <https://www.doleta.gov/wioa> Institute for Educational Leadership Vocational Rehabilitation Technical Assistance Center for Youth (Y-TAC) <http://iel.org/vryouth-tac>

National Collaborative on Workforce & Disability for Youth www.ncwd-youth.info

National Consortium on Leadership & Disability for Youth www.nclcd-youth.info

Raising Special Kids Symposium On Children With Special Health Care Needs

Title sponsor and speakers named for the 2018 conference



Joe Gaudio, CEO of UnitedHealthcare Community Plan at the 2017 Symposium



Raising Special Kids is pleased to announce United Healthcare as the Title Sponsor for our 2018 Symposium On Children With Special Health Care Needs.

Joe Gaudio, CEO of UnitedHealthcare Community Plan shared, "We're proud to once again sponsor this symposium, bringing

together thought leaders, providers, and families. The symposium addresses all the needs of our community, including medical, behavioral health, continuity of care, and social determinants."

The Symposium provides parents and professionals with an opportunity for improving the care

and services for Arizona's children with disabilities. **It will take place in Phoenix at the Desert Willow Conference Center on April 12, 2018.**

The keynote speaker for the symposium is **Julie Beckett**, an active child and family advocate on the national scene. She is co-founder of Family Voices, a national grassroots organization of family advocacy organizations (including Raising Special Kids) acting on behalf of children with special health care needs.

Additional speakers include **Sue Swenson**, who most recently served as Acting Assistant Secretary in the U.S. Department of Education for special education and rehabilitative services (OSERS). Sue is currently the president-elect of Inclusion International, the UN-recognized organization for children with disabilities, their parents, and adults with intellectual disabilities.

Raising Special Kids is grateful for the support of United Healthcare in making the Raising Special Kids 2018 Symposium On Children With Special Health Care Needs possible.

Raising Special Kids Symposium On Children With Special Health Care Needs

SAVE THE DATE

April 12, 2018

Desert Willow Conference Center
4340 E Cotton Center Blvd
Phoenix, AZ 85040

For parents and professionals interested in improving the health and education of children with disabilities.



Raising Special Kids Workshops & Training

Register online at www.raisingpecialkids.org or call 602-242-4366 | 800-237-3006



Early Childhood Education (Birth - Kindergarten)

Learn the basics of the Individualized Family Service Plan (IFSP) and how to make a smooth transition from early intervention services to preschool at age 3. Participants will learn about the process of evaluation, eligibility and of services provided through an Individualized Education Program (IEP) by your local public school district. The discussion will include the transition process from preschool to Kindergarten and skills parents can help with at home.



IEP Training

Have a better understanding of Special Education and the Individualized Education Program (IEP). The following topics will be discussed: the IEP document, the parent's role in the special education process, and how to prepare for, and be an effective participant at the meeting. You will learn who is a member of your child's IEP team, how to track your child's progress, and what to do if the team does not agree.



Turning 18 - Legal Options

Learn about the different legal options families should consider when their child becomes an adult at the age of 18. Become familiar with the steps of the guardianship process. Participants will learn how they can stay involved in decision-making with schools, doctors and other professionals.

These trainings and more are available statewide and at no cost for families. Please visit our website at www.raisingpecialkids.org for the most current schedule and locations or call 602-242-4366 or 800-237-3007.



Positive Behavior Support

Learn how to reduce unwanted behavior and increase good behavior by using Positive Behavior Supports in your home and in the community. Understand the role you play in your child's behavior, and how to work with the school when behaviors get in the way of learning.



High School Transition

This workshop explains the IEP transition planning process which should begin for students no later than 16 years of age. Discover how to identify classes, activities and services that help prepare students with disabilities for higher education, vocational training, employment, and additional resources that help with planning for adult life.

To request a Raising Special Kids presentation for your school or organization, see <http://raisingpecialkids.org/trainingworkshop-request/> or call our office at 602-242-4366 or 800-237-3007 for more information.



Conoce al personal

Claudia Jaramillo Especialista Bilingüe en Apoyo Familiar

Claudia Jaramillo se unió recientemente al equipo de Raising Special Kids en el sur de Arizona. Claudia ha sido residente de Tucson durante los últimos 20 años, y ella y su esposo Rodrigo tienen tres hijos. A su hijo de en medio, Steven, que ahora tiene 14 años y cursa el octavo grado, lo diagnosticaron con autismo a la edad de 5 años.

Claudia admite que el primer año fue difícil para ella y su familia. Se recuerda que “no podía decir la palabra ‘autismo’ sin llorar”. Cuando se encontró respondiendo a las preguntas sobre lo que creía que había causado el autismo de Steven con la frase “en realidad no me importa, sólo quiero saber cómo ayudarlo”, se dio cuenta _ que su enfoque había cambiado de las emociones al apoyo.

Empezó a informarse asistiendo a talleres impartidos por el Departamento de Educación del Estado de Arizona, la División de Discapacidades del Desarrollo y Raising Special Kids.

A medida que aumentaban sus



Rigo, Steven, Claudia, Rodrigo & Sofia

destrezas, Claudia se convirtió en la mamá a quien familias pudieran acudir cuando tuvieran preguntas sobre educación y servicios. Cuando se abrió una posición en Raising Special Kids, ella supo que quería estar ahí para las familias que no tenían a ese ‘alguien’ con cuya ayuda contar.

Claudia expresó qué tan conectada se siente cuando está

trabajando con las familias: “Me parece que se abren porque compartes algo con ellas. Se sienten tan agradecidas por no estar solas y ahora saber por dónde empezar.”

Estamos felices _ que Claudia esté aquí para ayudar a las familias a dar su propio paso de las emociones al apoyo. ¡Bienvenida, Claudia!

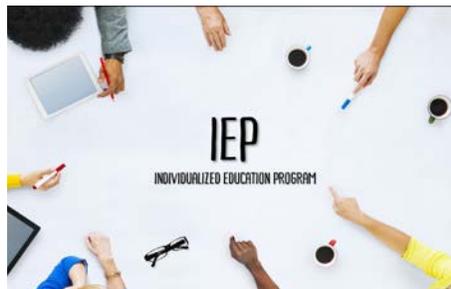
Talleres y entrenamientos

www.raisingpecialkids.org o llame al 800-237-3007



El Comportamiento Positivo

Aprenda cómo reducir el comportamiento no deseado y aumentar el buen comportamiento mediante apoyos de comportamiento positivo en casa y en la comunidad.



Entrenamiento del IEP

Aprenda sobre la educación especial y el propósito del Programa Educativo Individualizado (IEP).



Cumpliendo los 18 años - Opciones Legales

Aprenda sobre las diferentes opciones legales que las familias deben considerar cuando sus hijos se convierten en adultos a la edad de 18 años.

Éstos, y otros entrenamientos, están disponibles en todo el estado y sin costo para las familias. Por favor vea nuestra página de web para el horario y los lugares más actuales, www.raisingpecialkids.org, o llame al 800-237-3007.

¿Qué es la WIOA?

Encontrar un camino para trabajar para personas con discapacidades

La Ley de Innovación y Oportunidad en la Fuerza Laboral (WIOA, por sus siglas en inglés) está diseñada para ayudar a quienes buscan trabajo a acceder servicios de empleo, educación, capacitación y apoyo para tener éxito en el mercado laboral y conectar a los empleadores con los trabajadores calificados que necesitan para competir en la economía global.

La perspectiva de una madre de familia

El hijo de Nancy Claussen, Mark, tiene autismo, y se graduará de la preparatoria al final del ciclo escolar 2017-2018. Nancy empezó a planear lo que Mark haría después de la preparatoria desde hace algunos años. Recuerda: “había estado viendo programas que ofrecieran un lugar al cual él pudiera ir durante el día y _ donde tuviera compañeros y actividades agradables, pero, para ser honesta, un empleo competitivo integrado en la comunidad nunca formó parte de mi plan”.

Al preguntarle qué es lo que considera un programa perfecto para su hijo, Nancy compartió que “sería un programa que le proporcione un equilibrio a Mark; un ambiente seguro, apoyado con trabajo real y significativo, donde él sienta el orgullo que viene de contribuir, así como tiempo para relajarse y divertirse con sus compañeros”.

¿Por qué es WIOA _ importante para los jóvenes y adultos con discapacidades?

La WIOA incluye limitaciones al uso del salario submínimo.



También incluye _ disposiciones para aumentar acceso a servicios de personal de trabajo de alta calidad para individuos con discapacidades y prepararlos para el empleo competitivo integrado (CIE, por sus siglas en inglés).

¿Qué significa “empleo competitivo integrado”?

Para satisfacer la definición de “empleo competitivo integrado”, el entorno laboral debe cumplir con cada uno de los tres componentes siguientes:

1. Ingresos competitivos
 - a. Iguales o mayores al salario mínimo federal, estatal o local—el que sea más alto, _ donde se ubique el lugar de empleo.
 - b. Comparable a la tarifa acostumbrada, incluyendo beneficios, por el empleador _ a los empleados sin discapacidades en puestos similares con habilidades,

experiencia y capacitación similares.

2. Ubicación integrada
 - a. Por lo general se encuentra en la comunidad mas no en entornos laborales establecidos por programas de rehabilitación comunitaria específicamente para emplear a individuos con discapacidades.
 - b. Los empleados con discapacidades interactúan con otros empleados no discapacitados y otros individuos (sin incluir a los supervisores o proveedores de servicios) al mismo grado que los empleados que no tienen discapacidades.
3. Oportunidades de avance.

TWO GENERATIONS of GRATITUDE and GIVING BACK

By Karen Davis Barr



IT'S BEEN ABOUT a year since I joined the board for Raising Special Kids, a 38-year-old nonprofit that provides parent-to-parent support for families navigating disabilities and special healthcare needs in children from birth to age 26.

As a rare board member who doesn't have a child with special needs, I'm learning a lot. The most impactful lessons come from hanging around these amazing volunteers, many of whom have experienced more than their fair share of life challenges but somehow manage to show up and scrape together a little more energy to support this organization that does so much to ease the way for others.

When Karin Smith was installed as board president a few months ago, I learned her leadership was just the latest step in her family's long and pivotal role in this organization — and part of a deeper family culture emphasizing community outreach.

Karin's dad, Chuck Smith, was one of the early board members for this organization, then a grassroots effort known as Pilot Parents. For several years, he also served as its board president.

MORE THAN THREE decades ago, when Chuck and his wife Nancy learned their daughter Courtney had cerebral palsy, they knew just where to turn. Their neighbor, Betsy Trombino, was one of the founding members of Pilot Parents. The group often met around her kitchen table.

Betsy's son Mark is a little person and Chuck was inspired by her determined advocacy for her son. He wanted to be that kind of parent for Courtney, whose physical and intellectual disabilities would require lifelong support and care.

"At that time, 30 or so years ago, there was nothing available to train parents," Chuck says. He and Nancy got involved, learning communication and advocacy skills. They, too, began mentoring parents plunged into

uncertainty because of a child's diagnosis.

Sometimes Karin, who was then in elementary school, would tag along, though she usually ran off to play with Betsy's daughter Lynn. Karin later participated in a Pilot Parent sibling support group.

I ask if it was difficult growing up with a sister who needed so much care and parental attention — a sister with whom she couldn't even have a conversation.

"There were conversations," she tells me gently, with the insight of a lifetime spent observing others' misperceptions about her sister. Karin and her siblings learned to read Courtney's every tone and pitch, even a squawking sound they playfully call her "pterodactyl cry."

"She's non-verbal, but she makes noises, she grabs you," Karin says. "You can tell how she's feeling based on her pull, or based on her cry."

Karin had seven other siblings, so what she mostly remembers about growing up is that their household was busy. "There was always babysitting going on, always carpooling going on, always something being done for someone — Courtney just needed a little more of that," she says.

Chuck and Nancy ran their family with lots of love and structure. All of the kids pitched in to help with everything from washing dishes and fixing lunches to bathing Courtney. In many ways, having a daughter with profound needs "brought our family closer," Chuck says. "She was the magnet."

Karin's path seemed destined toward increased involvement in the special needs community. After struggling in her freshman year at the University of Arizona, she discovered she had a learning disability caused by an auditory processing disorder. She found support at U of A's Strategic Alternative Learning Techniques (SALT) Center. After graduation, she went on to earn three master's degrees —

one at each of Arizona's universities.

After seeing a documentary about a special-needs orphanage in Greece, she spent five summers working there, and the months in between recruiting money, supplies and more volunteers. Now a consultant for the Phoenix firm of Heinfeld Meech, Karin works to strengthen business practices at local school districts. She has embraced her volunteer work with Raising Special Kids, and the opportunity it has given her to "give back to this organization that provided so much to our family."

"Giving back" is a phrase you hear a lot from both Karin and Chuck. "Incredibly blessed" is another one. They seek the positive, whether they're talking about Courtney (who now lives in an adult group home), or Nancy's breast cancer (she's a 22-year survivor) or the wrenching tragedy their family endured two years ago, when the Smiths' son Ryan and their daughter-in-law Katie were killed in a car accident, leaving three young children without their parents.

Chuck recently sold the trucking business that supported his family for so many years and had barely tipped his toe in the waters of retirement before he was recruited to serve as interim director at United Cerebral Palsy of Arizona, another organization that has been important to his family and for which he has boundless enthusiasm.

"I have been so incredibly blessed with my wife, my family, my kids," says Chuck. "I owe it to him [he looks toward the sky], and to everyone else, to pay it back."



Karin

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Thank You! Parent Leaders are the heart of our mission.

The Parent Leaders listed below participated in leadership activities from August through October 2017. We appreciate each of our 300 Parent Leaders, but we do not have room to list all of their names.

Avondale	Sonya Kanidis		Stephanie Mickelsen	Heidi VanderMolen
Belinda Johnson	Aimee Patton		Kimberly Poeling	Surprise
Jennifer Priddy	Heather Prouty		Ched Salasek	Jessika Moreno
Chandler	Glendale		Sherri Scruggs	Tempe
Marti Baio	Siham Errachidi		Chuck Smith	Megan Davis Dey
Lisa Myers	Lake Havasu City		Eadie Smith	Laurie Shook
Amanda Steele	Vijette Saari		Carol Stanton	Tucson
Chino Valley	Laveen		Prescott Valley	Jaclyn Larson
Jody Brigham	Bonnie Carroll		Judy Rieck	Jessica Stephens
Flagstaff	Kristina Washington		Queen Creek	Vail
Cindy May	Mesa	Sharee Patten	Moses Asuquo Akpan	
Claire Portillo	Cynthia Elliott	Scottsdale	Yuma	
Jean Richmond-Bowman	Shadi Ganzhorn	Megan Bopp	Jessica Carranza	
Jennifer Turrell	Nogales	Nicole Kauffman	Jennifer Delgado	
Gilbert	Michelle Jacquez	Laura Michael	Brenda Higuera	
Randa Canter	Peoria	Katie Petersen		
	Kim Humphrey	Carolyn Sostrom		
		Brittany Johnson	Lucia Cota	
		Phoenix	Claudia Gamez	
		Karla Bautista	Michelle Kiley	
		Brittany Buchanan	Heather Joy	
		Susan Coates	Magdelano	

Parent Leader Claudia Gamez hosting a home visit for RSK's medical resident training program.

Thank You for Referring Families

To refer a family, download our referral form from <http://bit.ly/2nQszAI>

AASK	<i>workers who made referrals</i>	Disabilities	Kidabilities	Sage Counseling
Ability360	Care 1st Avondale Resource Center	<i>Thank you to the 100 Support Coordinators who referred families</i>	KRMC Primary Care	Sahuarita Unified School District
Academia de Autismo	Casa Grande Union High School District	Easter Seals	Lexington Learning Center	Salvation Army
ACT/Live with Hope	Catalina Foothills Unified District	Easter Seals Blake Foundation	Marana Unified District	SARRC
ACTS	Catholic Charities, Foster Care & Adoption	Easter Seals Yuma	Maricopa Home School	Mary Slaughter
Adelante Healthcare	Cenpatico	EduPrize Charter School	Maricopa Integrated Health System	Social Security Administration
Airman Family Readiness Flight	Chandler Preparatory Academy	The Emily Center	<i>Thank you to the 11 employees who made referrals</i>	Somerton Elementary District
A New Leaf	Chandler Regional Medical Center	EPICS/NAPTAC	Maricopa Medical Center	Sonoran Sky Pediatrics
Arizona Autism United	Chandler Unified School District	Ethos Academy	Mariposa Community Health Center	Southwest Human Development
Arizona Care Providers	CHC Pediatrics	Excellent Student Job Development	Terrence Matteo, PhD	<i>Thank you to the 9 employees who made referrals</i>
Arizona Department of Education	Chicanos Por La Causa	Family Learning Center	Melmed Center	Southwest Behavioral Health
<i>Thank you to the 6 employees who made referrals</i>	<i>Thank you to the 7 employees who made referrals</i>	Family Partners	Mesa Unified SD	Southwest Network
Arizona Developmental Disabilities Planning Council	Child & Family Resources	Family Violence Institute	MIKid	SRP-MIC
Arizona Early Intervention Program	Child Crisis Arizona	First Baptist Church of Winslow	Mountain Park Health Center	St. Johns Unified SD
Arizona Long Term Care System	Children's Healthcare Center - FMC	Flagstaff Medical Center	Mountain View Pediatrics	St. Joseph's Hospital, Phoenix
Arizona Partnership for Children	Children's Psychological Services	Flowing Wells Unified School District	NOAH Sierra Health Center	St. Joseph's Hospital, Tucson
Arizona School for the Deaf and the Blind	Children's Rehabilitative Services	Fun Van	North Country Healthcare	St. Joseph's Pediatrics
Arizona's Children Association	<i>Thank you to the 11 employees who made referrals</i>	Glendale Community College	Northern Arizona Healthcare	St. Mary's Health Care System
<i>Thank you to the 9 employees who made referrals</i>	Chino Valley Unified District	George Gervin Preparatory Academy	Northwest Pediatric Clinic	Stride Psychological Services
ASPIRE	Cicero Preparatory Academy	Gila River Behavioral Health	Osborn Elementary School District	Sunrise Therapy
<i>Thank you to the 6 employees who made referrals</i>	City of Phoenix Birth-5 Program	Glendale Union High School District	PACER Center	Sunnyside Unified SD
Association for Supportive Child Care	City of Phoenix Community Supportive Services	Glendale Family Health Center	Palominas Elementary School District	Sunrise Therapy Services
A to Z Therapies	Clinica Hispana of West Valley	Goddard School	Paradise Valley Unified School District	Teen Pregnancy Outreach Program
Avondale Family Health Center	The Clubhouse Therapy Center	Hacienda Children's Hospital	Parent Aid	Tempe Elementary School District
Banner Health	Davis Monthan AFB	Head Heart Hands Preschool	Parenting Arizona	TOPS
<i>Thank you to the 9 physicians, therapists and social workers who made referrals</i>	Department of Child Safety	Head to Toe Therapy	Pediatras Arizona	Touchstone Behavioral Health
Bayless Healthcare	<i>Thank you to the 13 employees who made referrals</i>	Healing Hearts Pediatrics	Pediatrix	<i>Thank you to the 10 employees who made referrals</i>
Benevillita Family Resource Center	Desert Heights Academy	Honor Health Medical Clinic	Pendleton Pediatrics	Tuba City Regional Healthcare
Birth to Five Helpline	Desert Shores Pediatrics	Horizon Health and Wellness Center	Peoria Community Center	UCP of Central Arizona
Bridge to Hope	Desert Valley Pediatric Therapy	HRT, Inc.	Peoria Unified School District	UMOM
Building Resilient Families	Devereaux Arizona	Intermountain Centers for Human Development	Phoenix Children's Hospital	United Healthcare
Cardon Children's Medical Center	Diana's Tax & Documents Services, LLC	Isaac Elementary SD	<i>Thank you to the 17 employees who made referrals</i>	Valle del Sol
<i>Thank you to the 5 Cardon's physicians, therapists and social</i>	Division of Developmental	Jewish Family & Children's Services	Phoenix Indian Medical Center	Vista Grove Preparatory Academy
		<i>Thank you to the 10 employees who made referrals</i>	Phoenix Union High School District	Vocational Rehabilitation
		Jordan Developmental Pediatrics	Pima County Juvenile Court	WACOG Head Start
		Joseph Generation, Inc.	Pinal Gila Community Child Services	Washington Elementary SD
		Beth Ann Kaib	Rise	Wilson Community Center
			Roosevelt Elementary School District	Wilson Elementary SD
				Yuma Union High School District
				Yuma County Public Health Services District

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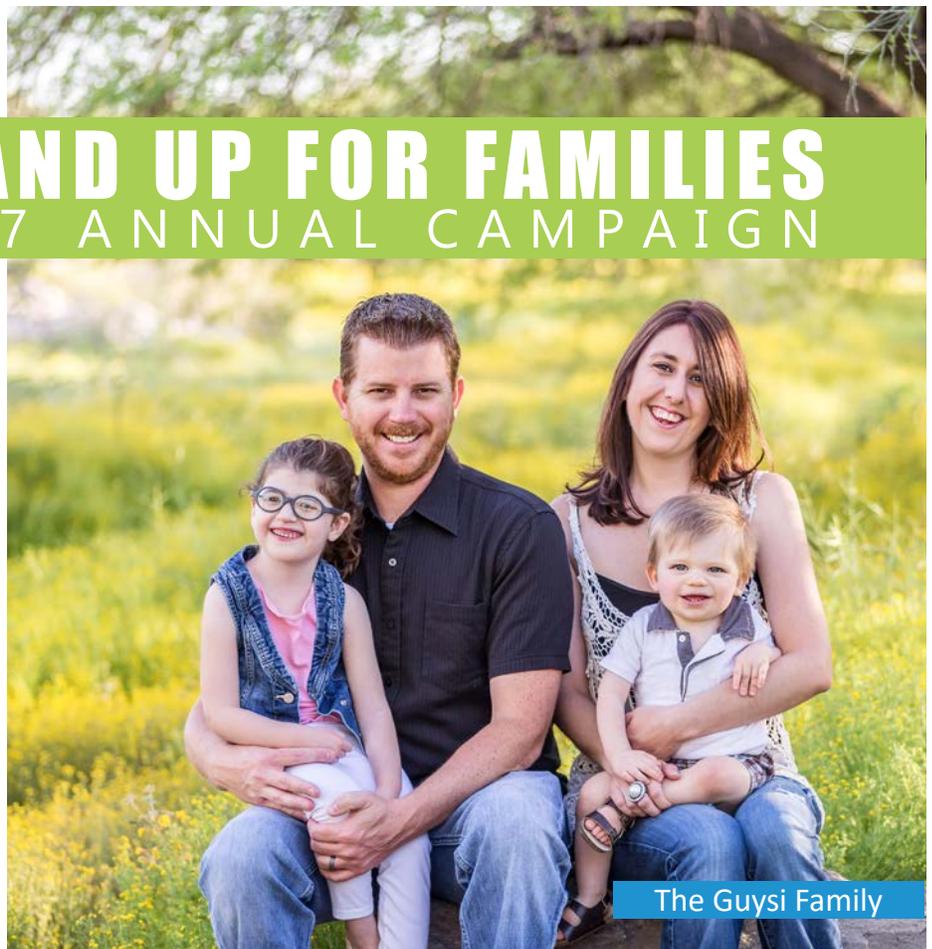
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