Moving On...

From High School to Work and Independent Living

A Guide to Transition

May 2001
A Guide to Transition from High School to Work and Independent Living

This publication is designed to help students with disabilities transition from secondary school to work and independent living. It will guide students, parents, teachers, and administrators as they begin planning for completion of high school requirements and planning for life after high school. Materials may be duplicated for student use or for program planning. We hope that students will be “Moving On” from high school to work and independent living.
Editors

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Malia Flood
Sherilyn Salahuddin
Frank Post
Regional Occupational Programs.................................Cindy Hubbard

Acknowledgements

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Note:
Editors give permission to copy and distribute this booklet in its entirety.

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### Differences Between K-12* Education and Career and Technical Training

#### Work/Independent Living

<table>
<thead>
<tr>
<th>K-12 IDEA ‘97</th>
<th>K-12 504 Plan</th>
<th>Work Experience/ Career and Technical Training Work and Independent Living</th>
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<tbody>
<tr>
<td>Success more of a right</td>
<td>No guarantee of success</td>
<td>No guarantee of success</td>
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<td>District identifies disability</td>
<td>Parent provides documentation of disability</td>
<td>Adult with disability/ parent or caretaker or **conservator provides documentation</td>
</tr>
<tr>
<td>Free evaluation of disability</td>
<td>Parent responsibility</td>
<td>Responsibility of adult with disability, parent or conservator</td>
</tr>
<tr>
<td>District develops Individual Education Plan (IEP)</td>
<td>Parent/school develops plan</td>
<td>Adult with disability, parent or conservator and agency develops plan</td>
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<td>Entitled to services identified on IEP</td>
<td>Services determined by plan</td>
<td>Services determined by plan</td>
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<td>District ensures that the IEP is implemented</td>
<td>District/parent/student responsible</td>
<td>Adult with disability/ parent or conservator advocate responsible</td>
</tr>
<tr>
<td>Teacher advocate</td>
<td>Parent/student advocate</td>
<td>Adult with disability/ parent or conservator advocate</td>
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<tr>
<td>Fundamental alterations to program of study permitted as identified on IEP</td>
<td>Fundamental alterations to program of study permitted as identified on 504 plan</td>
<td>None allowed: Accommodation may not alter fundamental nature of training, course/program or impose an undue burden on an agency.</td>
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<td>Personal services: e.g.,</td>
<td>None provided</td>
<td>Check with program and</td>
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<tr>
<td>transportation, personal attendant, nurse</td>
<td>agency regulations</td>
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*The term K-12 refers to the years in school from kindergarten through the end of high school.
**Care-taker refers to parent, foster-parent, or person responsible for the adult.
***Conservator refers to an individual who is appointed to manage the affairs of another person.
Laws that Protect the Rights of Adults with Disabilities

TITLE VI
CIVIL RIGHTS ACT OF 1964:

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.

TITLE VII
CIVIL RIGHTS ACT OF 1964:

Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

SECTION 504
REHABILITATION ACT OF 1973:

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance... ".

AMERICANS WITH DISABILITIES ACT OF 1990:

Extends universal civil rights protections to individuals with disabilities, covering public and private sector employment, public accommodations, transportation, and telephone communications.
## OPTIONS FOR PREPARATION

<table>
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<tr>
<th>PROGRAMS</th>
<th>DESCRIPTION</th>
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<tr>
<td><strong>Supported Employment</strong></td>
<td>Provide work opportunities in business settings using individual placements. One-on-one support by job coach is provided with the goal of independent employment.</td>
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<tr>
<td><strong>Conservatorships</strong></td>
<td>A legal proceeding in which an individual is appointed to manage the affairs of another person.</td>
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<tr>
<td><strong>Independent Living Skills</strong></td>
<td>Program where adults learn necessary skills in an unsupervised setting. These programs are designed to help assist development in basic living skills. The goal is independent living.</td>
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<tr>
<td><strong>Career and Vocational Options</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Adult Education</strong></td>
<td>Classes are designed to improve basic skills or for personal growth. Examples include adult basic education and English as a Second Language. The classes may be offered on a credit/no credit basis.</td>
</tr>
<tr>
<td><strong>Regional Occupational Program</strong></td>
<td>ROP courses are vocational and designed to prepare for employment.</td>
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</tr>
<tr>
<td><strong>Regional Occupational Program (ROP)</strong></td>
<td>ROP courses are vocational and designed to prepare for employment.</td>
</tr>
<tr>
<td><strong>Adult Development Centers</strong></td>
<td>ADC’s focus on the development and maintenance of self care skills and communication for self-advocacy, community integration, employment, and self-care.</td>
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<tr>
<td><strong>Behavior Management Day Training</strong></td>
<td>BMDT is a community based day program that serves adults with behavior disorders, SED, or psychological disabilities. Program offer group counseling, socio-emotional skills. The goal is to prepare adults to transition behaviorally into less restricted programs, e.g., supported employment, independent living, etc.</td>
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Notes:
# TOWARDS INDEPENDENCE AFTER HIGH SCHOOL

<table>
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<tr>
<th>BASIC SKILLS NEEDED</th>
<th>GETTING STARTED</th>
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<tr>
<td>Communication, interpersonal skills, and willingness to learn job duties, and</td>
<td>Contact your selected agency for information. e.g., Department of Rehabilitation,</td>
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<td>Know the responsibilities of a complete or limited conservatorship while maintaining</td>
<td>Contact your Regional Center Case Manager or agency for information.</td>
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<td>an understanding of the advantages and disadvantages.</td>
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<td>Communication skills, listening skills, follow directions, basic math/reading/writing</td>
<td>Contact your selected agency, e.g., Able-Disabled, DOR, PWI, etc.</td>
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<tr>
<td>skills, and transportation.</td>
<td></td>
</tr>
<tr>
<td>Basic math, reading, writing skills and transportation.</td>
<td>Contact your local Adult Education program</td>
</tr>
<tr>
<td>Students earn an ROP certificate at the completion of course competencies.</td>
<td>ROP programs are offered throughout the San Diego County community. Contact the</td>
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<td></td>
<td>San Diego County Office of Education for more information. 1 (619) ###-####</td>
</tr>
<tr>
<td>Basic communication skills, listening skills, following directions, and transportation.</td>
<td>Contact your selected agency for information. e.g., Department of Rehabilitation,</td>
</tr>
<tr>
<td></td>
<td>Habilitation, Able Disabled, and Partnership with Industry.</td>
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</tr>
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* Refer to community resources to begin process.

Notes:
TRANSITION GOALS CHECKLIST

These are sample IEP or 504 Plan goals for transition from middle school to high school. They are followed by sample goals to help students and parents plan for the transition from high school to college. The time to plan is now! If the following activities are completed during middle school and high school, they will build confidence while preparing the student to enter high school and then college. The activities are organized in a checklist format and can be used in planning transition goals during the IEP process or when writing 504 plans. Use the Glossary at the back to help you understand the special disability vocabulary you need to learn.

Middle School Transition Goals Checklist:

FIND OUT ABOUT YOUR DISABILITY

☐ Name your disability and describe the weaknesses in learning it causes.
☐ Identify your strengths in learning; these will help you in school.
☐ Identify strategies to compensate for weaknesses and use your strengths in learning.
  1. Learn note-taking strategies for class and identify accommodations, e.g. use of tape recorder or copy of classmate’s notes.
  2. Use memory strategies to remember information.
  3. Arrange accommodations for tests, e.g. extra time, and/or a reader.
  4. Pair up with a classmate doing well, to call for questions and study with for tests.
  5. Identify test-taking strategies for multiple choice, short answer, fill-in, and essay tests.

LEARN HOW TO ADVOCATE FOR YOURSELF

☐ Attend all your educational planning meetings, e.g. IEP, 504 Plan.
☐ Learn how to ask for accommodations and why it is important to use them now.
☐ Ask questions when you don’t understand something and get help for all problems.

DEVELOP A PERSONAL INFORMATION FILE

☐ Obtain current school records including IEP and latest verification of disability, e.g. Psychoeducational Report, and/or doctor’s medical report.
☐ Obtain a Social Security Card.
☐ Obtain a Birth Certificate.

INVESTIGATE POSSIBLE CAREERS

☐ Identify possible career interests and education needed.
☐ Identify high school classes you need to prepare for your career interests.
☐ Identify classes you need now to prepare for high school classes.
☐ Identify why current classes are important to meet your career goals.
☐ Complete sample college and job applications.

DEVELOP PROBLEM SOLVING STRATEGIES

☐ Identify possible social problems you may have in school and possible solutions.
☐ Identify possible educational problems in school and possible solutions.
☐ Name people who can help you solve these problems.
Transition Goals Checklist High School:

FRESHMAN

FIND OUT ABOUT YOUR DISABILITY (Review these each year of high school)
- Describe your rights under “Section 504” and the “ADA”.
- Define “disability” and “functional limitations” according to Section 504 and ADA.
- Identify your disability, functional limitations and the accommodations you want to request.
- Identify the written verification you will need to request services and accommodations in college. (If you have a learning disability you will need new testing as an adult, 17-18 years old using the WAIS-III or WJ-R Cognitive. You need to request this testing in writing from your high school.)

LEARN HOW TO ADVOCATE FOR YOURSELF
(By Junior year you should be able to advocate for yourself)
- Define what it means to “advocate for yourself” or to “self-advocate”.
- Identify your academic goals in high school and your plan to meet them.
- Identify people who can help you solve typical problems you may encounter in school.
- Define “Due Process” in school/workplace according to Section 504 and the ADA.
- Attend your educational planning meetings, e.g. IEP, 504 Plan, every year.

SOPHOMORE

PREPARE FOR COLLEGE
- Identify 5 colleges you are interested in attending and the majors you may want to study.
- List the entrance requirements for each college.
- Identify how your current classes now will help you in college.
- Contact the disability support office and find out what it offers.

PREPARE FOR COLLEGE ENTRANCE EXAMINATION (4-year colleges only)
- Identify what test(s) need to be taken.
- Study for the entrance exam. Enroll in SAT or ACT prep program if possible. Use the study guides.

JUNIOR

TAKE THE COLLEGE ENTRANCE EXAMINATION (S)
- Pick up test packet(s) from your high school counselor. Apply early and request academic accommodations on application(s) for tests.
- Begin taking exams as early as possible. This gives you time to retake exams.

SELECT THE COLLEGE (S) YOU ARE INTERESTED IN ATTENDING
- Plan to visit college(s) if possible. Include disability support office in your visitation.
- Based on your investigation, pick the college(s) you feel have academic programs that match your interests and will provide you the services you need to be successful.
SENIOR Transition Goals Checklist:

SELECT THE COLLEGE (S) TO WHICH YOU WILL APPLY (fall semester)

☐ Request an application from the college(s). Fill out the forms and send them in on time.

APPLY FOR FINANCIAL AID

☐ Pick up a financial aid packet from your high school counselor’s office. Complete the application.
☐ Contact the colleges you’re applying to and request any other financial aid applications.
☐ Request information about other scholarships from your high school counselor.
☐ Contact local service clubs, state and national disability organizations, and search the local library and Internet for information on scholarships.

YOU’VE BEEN ACCEPTED TO COLLEGE

☐ Apply with the college disability support office to receive services.
☐ Provide current written verification of your disability. This must include the name of your disability, functional limitations and academic accommodations you want.
☐ Make an appointment to meet with a staff member from the disability office.
   1. Identify accommodations you will request and campus procedures to obtain them.
   2. Find out how “Due Process” works on the campus.
☐ Arrange for other supports not provided by college.
   1. Arrange housing, attendant care, and transportation as appropriate.
   2. Develop a contact list for equipment repairs, interpreters for non-school activities, and medical services, as appropriate.
☐ Plan classes with a college counselor. Review your selections with the disability support office. Buy a college catalog.
   1. Register as early as possible if you need books on tape or sign language interpreters.
   2. Plan sufficient time between classes to arrive on time and to allow extended time on tests if this is an accommodation you plan to use.
   3. Before classes begin make sure your classrooms are accessible. Problems should be reported to the disability support office.
   4. If you know you need your materials in an alternate format (enlarged print, tape, Braille) request this as soon as possible from the disability support office.
   5. Use breaks between classes to review information from your last class and to preview your notes, syllabus, and homework for your next class.
☐ Advocate for yourself:
   1. Report problems with accommodations to the disability support office immediately. Don’t be talked out of an accommodation authorized for you.
   2. Learn about all the support services offered on your campus, e.g. tutoring, writing lab, computer lab, and/or counseling center.

INVESTIGATE COMMUNITY AGENCIES SERVING PERSONS WITH DISABILITIES

☐ Identify community agencies that provide support to persons with disabilities.
☐ Contact the Department of Rehabilitation to identify what services it offers.
☐ Identify your local disability advocacy office. Note the services it offers.
Checklist for Services After High School

This checklist will assist in the application for Disability Support Services from agencies like Regional Center, Department of Rehabilitation, Partnership with Industry, Able-Disabled Advocacy, etc.

The disability support agency is responsible for agency development of appropriate academic accommodations for students with disabilities, goals and the plan to meet goals. These goals may be in the following areas: vocational training, job development, independent living skills, etc.

In order for the disability support office to determine a student’s eligibility for services and to provide services, the following steps are recommended:

- **APPLY TO THE DISABILITY SUPPORT AGENCY**
  Fill out an application for service. Return it to the agency office.

- **APPLY FOR DISABILITY OFFICE SERVICES**
  You will need to provide:
  1. Current IEP or 504 Plan
  2. Current psychoeducational report and/or medical verification of disability

- **SIGN UP FOR AN ORIENTATION IF AVAILABLE**

- **MAKE AN APPOINTMENT WITH COUNSELOR/CASE MANAGER**
  Make an appointment to meet with your disability support office counselor/specialist to:
  complete intake procedures, discuss accommodations, and plan classes.

- **CHECKLIST TO REQUEST EMPLOYMENT ACCOMMODATIONS**
  - Notify Human Resources/A.D.A. Compliance Officer of request
    1. Submit verification of disability
  - Speak with Disability Support Agency to plan request.
Verification of Disability
Request Services and/or Accommodation

Verification is written proof that a current disability exists. **Verification of the disability is the responsibility of each student seeking accommodations and services.** The verification must be provided by a licensed professional in the disability related field. Services and accommodations are offered after the formal verification of a current disability.

Application Process to Receive Disability Services

High school students frequently think they are automatically eligible for disability support services at the college level. It is important to understand that this is not true. Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, you must take the following steps:

1. Complete an application for services.
2. Formally disclose and name your disability.
3. Provide current written verification that:
   a. names the disability.
   b. identifies educational limitations that the disability causes.
   c. identifies reasonable accommodations.
4. Documentation verifying the disability must be recent and from a professional.
   a. physical, health and psychological disabilities will require documentation from a physician or psychologist.
   b. learning disabilities and speech and language disabilities require a recent assessment with adult measures.

According to federal laws, you must be able to identify the reasonable accommodations you want to request from the college.

**It is recommended that you contact the disability support office at your college for assistance with this process.**
Steps to Self-Advocacy

Self-advocacy is the ability to identify and explain your needs.

☐ **1st step** to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure.”

☐ **2nd step** is to ask yourself, “How does my disability affect me as a student? How do I explain my disability to others? What are my abilities and how can I use them to lead me to success?”

☐ **3rd step** is to develop good communication skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs.

☐ **4th step** is to recognize when you need help and to ask for it.

☐ **5th step** is to be organized. It relieves stress and demonstrates good planning ability. Here are some helpful hints:

- Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
- Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
- Establish a regular study schedule and study 2-3 hours for each hour you spend in class.
- Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
- Arrive to class on time with homework and assignments completed.
- Discuss and arrange disability services and accommodations you will want at the beginning of each semester with your instructor.
- Allow time for the unexpected such as traffic jams on the way to campus, illness, transportation glitches, or work schedule changes.

Now take some time to think about explaining your disability and accommodations to a professor or your counselor. What would you say? Please fill in the blanks below:

My disability causes the following problems in learning: (e.g., difficulty taking notes, finishing tests on time) __________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

These problems mean I would like: (list the accommodations you will request) __________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Protecting Your Rights

LEGAL RIGHTS FOR ADULTS WITH DISABILITIES

Protection of rights for people with disabilities began with the Civil Rights Act of 1964. Since then, two important laws, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, have been enacted. What do these laws provide to you as a college student?

- Both laws prohibit discrimination solely on the basis of a disability.
- Both laws require a college to provide reasonable accommodations so that a student with a disability has equal opportunity to take part in a college’s programs, activities, and courses.

STUDENT RESPONSIBILITIES:

As a student with a disability you:

- Must identify your disability and present verification of your disability from a qualified professional to either the disability support office or your professor.
- Must request the accommodations you want from your professor and give reasonable time to arrange them.
- Must comply with the student code of conduct adopted by the college and all other applicable statutes and regulations related to student conduct.
- Must monitor your grades in classes and ask for help at the first sign of a problem.

INSTITUTIONAL RESPONSIBILITIES:

The college or university:

- Must provide reasonable accommodations based on the problems the disability causes. The institution may not discriminate against you solely on the basis of your disability.
- Does not have to provide the accommodations you request. The institution does have to negotiate reasonable accommodations. The accommodation may not cause an undue financial burden to the institution.
- Does not have to alter admissions or graduation requirements, or change the basic nature of an individual course. This policy is specifically defined in both Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
Self Quiz

EVALUATING YOUR READINESS FOR COLLEGE

College involves many new responsibilities, so you should begin now to develop skills for success. How prepared are you? Check your readiness with this list:

<table>
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<th>YES</th>
<th>NO</th>
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Check your responses. Odd number responses reflect important steps you have already taken toward success. Even number responses indicate areas you need to improve. Highlight those that need improvement and start making changes today toward a successful college career.
Glossary

**Accommodations**: Adjustments made in learning. Alternative ways to access information and show what a student has learned. Accommodations requested must be based on the student’s functional limitations.

**ADA: Americans with Disabilities Act of 1990**: A Civil Rights Law for adults that extends the protections of Section 504 to private schools and businesses.

**CSU: California State University**: Public universities in California.

**Disability**: A structural, physical or psychological difference resulting in functional limitations that cause significant problems with learning or work.

**DR: Department of Rehabilitation**: State agency that provides support to adults with disabilities in seeking education/training toward employment. Adult must apply and meet employment-related eligibility requirements.

**Due Process**: Legal procedures that determine if a law is being followed. Every college has a procedure for Due Process. When it is believed that a legal right has been denied to a student, the student has the right to request a review using Due Process.

**Functional Limitation**: Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school/work.

**IDEA ‘97: Individuals with Disabilities Education Act of 1997**: Federal legislation that states the civil rights of students with disabilities in K-12. Latest version was passed in 1997.

**IEP: Individual Educational Plan**: IDEA 1997 requires an annual IEP meeting to review and plan goals and objectives (Applies to K-12 ONLY).

**K-12**: The term K-12 refers to the years in school from kindergarten through the end of high school.

**Learning Disability**: A persistent condition of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school.

**Psycho-Educational Report**: Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

**ROP**: Regional Occupational Program (see Community Resources).
**SEC: Student Education Contract:** A required community college plan of study for students with disabilities developed by disability support office and the student.

**Self-advocacy:** The ability to identify and explain your needs. Students with disabilities should understand the laws that protect them and help them achieve their academic goals.

**Section 504:** Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support.

**504 Plan:** 504 plan is used to outline accommodations and services for students with disabilities in K-12.

**Title VI-Civil Rights Act of 1964:** Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal funding.

**Title VII-Civil Rights Act Of 1964:** Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

**Transition:** Here refers to passage from K-12 to work/independent living.

**Verification:** The written proof that a disability exists. It must be signed by a doctor or professional in the field. It names the disability and identifies functional limitations.
Community Resources

The following agencies provide services to adults with disabilities. Phone numbers and addresses change over time. Please check your phone book.

**Access Center of San Diego**
1295 University Avenue, Suite 10
San Diego, CA 92103
(619) 293-3500

**Able-Disabled Advocacy**
2850 Sixth Avenue #311
San Diego, CA 92103
(619) 231-5990

**Acquired Brain Injury Program**
San Diego Community College District
(619) 388-6983

**Adult Education**
Escondido:(760) 780-3140
Grossmont:(619) 579-4770
Mira Costa(619) 795-6658
San Dieguito(619) 573-7073 x 5100
Vista Adult(619) 578-7122 x 3009
San Diego Community College District
(619) 527-5242

**The Arc of San Diego-Main Office**
9575 Aero Drive
San Diego, CA 92123
(858) 571-0881

**Branch of ARC of San Diego**
Starlight Center
1280 Nolan Avenue
Chula Vista, CA 91911
(619) 427-7524

**American Diabetes Association**
225 Broadway, Suite 310
San Diego, CA 92101
(619) 234-9897

**Arthritis Foundation Of San Diego**
9089 Clairemont Mesa Blvd.
San Diego, CA 92123
(858) 492-1090

**Braille Institute**
90894555 Executive Drive, Suite 100
San Diego, CA 92121
(858) 452-1111

**California Relay Service**
Voice to TTY: 1-800-735-2922
TTY to voice: 1-800-735-2929

**Canine Companions For Independence**
P.O. Box 4568
Oceanside, CA 92052-4568
(760) 754-3300

**County Medical Services**
P.O. Box 939-016
San Diego, CA 92193
(858) 492-4444

**Deaf Community Services**
7851 Mission Center Ct., Suite 310
San Diego, CA 92108
(619) 682-5001
(619) 682-5000  TTY

**Department Of Rehabilitation**
7575 Metropolitan Drive, Suite 107
San Diego, CA 92108
(619) 767-2100
<table>
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<tr>
<th>East County Career Center</th>
<th>East County Service Center</th>
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<tbody>
<tr>
<td>San Diego Workforce Partnership</td>
<td>924 E. Main</td>
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<tr>
<td>924 E. Main</td>
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<tr>
<td>El Cajon, CA 92020</td>
<td>(619) 590-3900</td>
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<tr>
<td>(619) 590-3923</td>
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<thead>
<tr>
<th>Epilepsy Society</th>
<th>Goodwill Industries</th>
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<tbody>
<tr>
<td>2055 El Cajon Blvd.</td>
<td>3663 Rosecrans Ave.</td>
</tr>
<tr>
<td>San Diego, CA 92104</td>
<td>San Diego, CA 92101</td>
</tr>
<tr>
<td>(619) 296-0161</td>
<td>(619) 225-2200</td>
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<table>
<thead>
<tr>
<th>Heath Resource Center</th>
<th>Learning Disabilities Association</th>
</tr>
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<tbody>
<tr>
<td>(800) 544-3284</td>
<td>4550 Kearny Villa Rd.</td>
</tr>
<tr>
<td>San Diego, CA 92123</td>
<td>San Diego, CA 92123</td>
</tr>
<tr>
<td>(858) 467-9158</td>
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<thead>
<tr>
<th>Literacy Network Of San Diego County</th>
<th>Muscular Dystrophy Association</th>
</tr>
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<tbody>
<tr>
<td>1420 Kettner Blvd., Suite 321</td>
<td>3914 Murphy Canyon Rd., Suite A170</td>
</tr>
<tr>
<td>San Diego, CA 92101</td>
<td>San Diego, CA 92123</td>
</tr>
<tr>
<td>1-800-231-0959</td>
<td>(858) 492-9792</td>
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<tr>
<td>8840 Complex Dr., Suite 130</td>
<td>6645 Alvarado Rd.</td>
</tr>
<tr>
<td>San Diego, CA 92123</td>
<td>San Diego, CA 92120</td>
</tr>
<tr>
<td>(858) 974-8640</td>
<td>(619) 229-7001</td>
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<tr>
<th>Orton Dyslexia Society</th>
<th>Professional Community Services</th>
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<tbody>
<tr>
<td>(800) 222-3123</td>
<td>900 N. Cuyamaca</td>
</tr>
<tr>
<td>San Diego, CA 92123</td>
<td>El Cajon, CA 92020</td>
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<tr>
<td>(858) 974-8640</td>
<td>(619) 449-8703</td>
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<tr>
<th>Recording for the Blind and Dyslexic</th>
<th>Regional Opportunity Program (ROP)</th>
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<tr>
<td>1-800-221-4792</td>
<td>Metro Service Center</td>
</tr>
<tr>
<td>735 Gifford Way</td>
<td>San Diego, CA 92111</td>
</tr>
<tr>
<td>San Diego, CA 92123</td>
<td>(858) 627-7208</td>
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<tr>
<th>San Diego Career Center</th>
<th>San Diego Center for the Blind and Vision Impaired</th>
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<tbody>
<tr>
<td>8401 Aero Drive</td>
<td>5922 El Cajon Blvd.</td>
</tr>
<tr>
<td>San Diego, CA 92123</td>
<td>San Diego, CA 92115</td>
</tr>
<tr>
<td>(858) 974-7620</td>
<td>(619) 583-1542</td>
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<tr>
<td>San Diego, CA 92123</td>
<td>San Diego, CA 92115</td>
</tr>
<tr>
<td>(858) 974-7620</td>
<td>(619) 583-1542</td>
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</table>
San Diego County Mental Health Services
8799 Balboa Ave., Suite 120
San Diego, CA 92123
(858) 974-9828

San Diego Parks And Recreation
War Memorial Bldg. MS-33
3325 Zoo Drive, Balboa Park
San Diego, CA 92101
(619) 525-8247

San Diego Regional Center
4355 Ruffin Rd., Suite 204
San Diego, CA 92123
(858) 576-2996

San Diego State University Communications Clinic
(619) 594-6477

San Diego Brain Injury Foundation
(619) 294-6541

Sharp Rehabilitation Center
Vocational Unit Reentry Program
9449 Balboa Ave., Suite 101
San Diego, CA
(858) 541-4415

Social Security Administration
846 Arnele
El Cajon, CA 92020
(619) 440-5054

Social Services Department
220 South First St.
El Cajon, CA 92019
(619) 514-6885  TDD (619) 514-6889

South County Career Center
1111 Bay Blvd. Suite E
Chula Vista, CA 91911
(619) 424-1112

South County Mental Health Center
3177 Ocean View Blvd.
San Diego, CA 92113
(619) 595-4400

Speech, Hearing and Neurosensory Center
(858) 576-5838

Transportation
San Diego Transit: (619) 233-3004
Red Cross Wheels: (619) 297-3947
Laidlaw: (619) 440-1215
Lifeline: (619) 726-1111

United Cerebral Palsy
3821 Calle Fortunada
San Diego, CA 92123
(858) 571-7803

Chula Vista Literacy Team Center
South Chula Vista Library
389 Orange Avenue
Chula Vista, CA 91911
(619) 691-5760
## Medical Information and Services

<table>
<thead>
<tr>
<th>Medical Information</th>
<th>Services</th>
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<tbody>
<tr>
<td>Medi-cal</td>
<td>Major Risk Medical Insurance Program</td>
</tr>
<tr>
<td>1 (888) 747-1222</td>
<td>1 (800) 289-6574</td>
</tr>
<tr>
<td>Healthy Families</td>
<td>CaliforniaKids</td>
</tr>
<tr>
<td>1 (888) 747-1222</td>
<td>1 (800) 374-4543</td>
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<tr>
<td>Kaiser Permanente Cares for Kids Child Health Plan</td>
<td>AIM (Access for Infants and Mothers)</td>
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<tr>
<td>1 (800) 255-5053</td>
<td>1 (800) 433-2611</td>
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<tr>
<td>California Children Services</td>
<td>Child Health and Prevention Program</td>
</tr>
<tr>
<td>1 (619) 560-3400</td>
<td>1 (619) 692-8428 or 1 (800) 675-2229</td>
</tr>
<tr>
<td>County Medical Services</td>
<td>Family Planning Referral Services</td>
</tr>
<tr>
<td>1 (619) 492-4444</td>
<td>1(800) 942-1054</td>
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<tr>
<td>Healthy San Diego</td>
<td>Reach Out</td>
</tr>
<tr>
<td>1 (619) 515-6584</td>
<td>1 (619) 263-1111</td>
</tr>
<tr>
<td>SD-KHAN</td>
<td>Children with Special Health Care Needs Hotline:</td>
</tr>
<tr>
<td>1 (619) 692-8428 or 1 (800) 675-2229</td>
<td>1-800-642-9704</td>
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<tr>
<td>Client Services Hotline:</td>
<td>Pediatric Health Services Hotline:</td>
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<tr>
<td>1-800-642-8589</td>
<td>1-800-642-9704</td>
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<td>Condition</td>
<td>Contact Information</td>
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<tr>
<td>Cerebral Palsy</td>
<td>(800) 872-5827</td>
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<tr>
<td>Depression</td>
<td>(800) 826-3632</td>
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<tr>
<td>American Diabetes Association</td>
<td>(800) 232-3472</td>
</tr>
<tr>
<td>Down's Syndrome Society</td>
<td>(800) 221-4602</td>
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<tr>
<td>Dyslexia Society</td>
<td>(800) 222-3123</td>
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<tr>
<td>Epilepsy Foundation</td>
<td>(800) 332-1000</td>
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<tr>
<td>Handicapped Easter Seal Society</td>
<td>(800) 221-6827</td>
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<tr>
<td>Head Injuries</td>
<td>(800) 444-6443</td>
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<tr>
<td>Hearing institute on deafness &amp; other Communication Disorders</td>
<td>(800) 241-1044 (800) 241-1055 TDD</td>
</tr>
<tr>
<td>Multiple Sclerosis Society</td>
<td>(800) 344-4867</td>
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</table>
Websites and Hotlines

Department of Rehabilitation
http://www.rehab.cahwnet.gov/blckpage.htm

Disable Hotline
http://people.delphi.com/~disable/disable.htm

Resources for the Disabled, Inc.
http://www2.interaccess.com/netown/announcements/jrdpromo.html

Challenge 2000
http://www2.interaccess.com/netown/

Internet Special Education Resource
http://www.iser.com/

Higher Order Thinking Skills Program (H.O.T.S.)
http://www.hots.org/

PostPone
http://www.co.monterey.ca.us/postpone/stuff_for_parents/hotlines.htm

Family Planning Hotline:
1-800-642-8522

Crisis Line for the Handicapped
1-800-426-4263

Parents Stress Hotline
1-800-632-8188

Youth Crisis Hotline
1-800-448-4663

United Way: Community & Social Services Information
(800) 204-2803

Family Support Network (families and children with special needs)
(800) TLC-0042
United Way Infoline
(619) 230-0997

Mental Health Access Line
1 (800) 479-3339