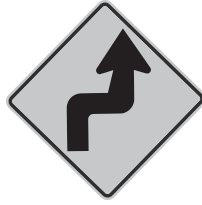




WHAT COMES NEXT?

www.dctransition.org

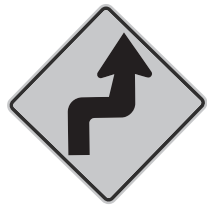
**A Resource Guide
By and For Teens
and Young Adults
with Disabilities**



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What Comes Next?

AN INTRODUCTION

Often teens and young adults have many questions about the future when they leave school. Questions like: “Where can I get my first real job?” or “How do I get my own place?” If you have a disability, finding the supports you need to answer these questions may seem difficult. However, this guide is a tool you can use to get information about supports for teens and young adults with disabilities. Remember this guide will help you create a successful future.





Transition Websites

DC Partners in Transition

<http://www.dctransition.org/>

DC Rehabilitation Services Administration

Youth in Transition Toolkit: Explore the World of Work...Discover Your Career

<http://www.dctransition.org/rsa/>

Office of the State Superintendent of Education

Secondary Transition: Planning for Postsecondary Success

<http://www.ossesecondarytransition.org/>

District of Columbia Public Schools

Transition Central

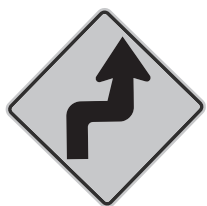
<http://dcpstransition.com/>

National Alliance to Advance Adolescent Health

Got Transition

www.gottransition.org





Self-Determination

This is your life! Self-determination is all about you and what you want. Once you are out of high school, it will be your responsibility to advocate for what you need. Supports and services are available, but you will need to ask for them. Becoming self-determined is the key to your academic, employment, and social success.*

Action Items:

- Build self-awareness.
- Understand your Individualized Education Program (IEP) and Transition Plan.
- Practice. Practice. Practice.
- Learn about the Americans with Disabilities Act (ADA) and your rights as an adult with a disability.* (www.ada.gov)


Self-Determination Resources

The Collaboration to Promote Self Determination (CPSD)
1667 K Street, NW, Suite 640
Washington, DC 20006
Phone: (202) 350-0128 (voice)
Email: thecpsd@gmail.com
Web page: www.thecpsd.org

**From "Reach New Heights by Planning Your Future Today! A practical guide for DC students with disabilities." Get Started Now! Self-Determination, Education, Employment, Independence. © Office of the State Superintendent of Education.*

ACTIVITY: I'M DETERMINED ONE-PAGER

You can use this tool to help you share important information about you with your family, caregiver, teachers, service providers, doctors, etc.

Name: Address: DOB:		Date:
<u>My Strengths</u>		<u>My Interests</u>
<u>My Preferences</u>		<u>My Needs</u>

© 2005-2014 I'm Determined - all rights reserved. Virginia Department of Education Self-Determination Project

ACTIVITY: SELF-DETERMINATION CHECKLIST

STUDENT SELF-ASSESSMENT

Student Name: _____

Date: _____

Self-Determination skills help you to know

- ☐ *yourself*
- ☐ *your goals*
- ☐ *supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

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Meetings and Plans to Help Me

It is never too early to think about your goals for life after high school and make plans for how to achieve them. While you're still in school you can build the skills and experiences you will need to reach new heights.*

Individualized Education Programs (IEP) and Transition Plans are yearly private meetings where educational plans are designed to assist you with becoming a successful adult. The following topics may be discussed at this meeting:

- Future education plans (college or vocational)
- Employment
- Benefits
- Housing or Residential Supports
- Transportation
- Social Life

The school should tell you and your parents or legal guardians about upcoming IEP meetings. Typically, an IEP meeting brings together a team of people to discuss your progress, goals and plans for the year. The following people may attend an IEP meeting:

- Student
- Parents
- Special educators
- General educators
- Support staff
- Administrators
- Other people selected by the parents, student or school

**From "Reach New Heights by Planning Your Future Today! A practical guide for DC students with disabilities." Get Started Now! Self-Determination, Education, Employment, Independence. © Office of the State Superintendent of Education.*

The following questions may be discussed at an IEP meeting:

- What are my interests, preferences, and goals after graduating or leaving school?
- What supports and services would be required to reach my goals?
- What agencies provide the supports and services I will need to reach my goals and what plans need to be made to get those services and supports?
- Who will be responsible for making plans for needed supports and services?
- Who will talk with everyone to make sure that I get the help I need to meet my goals?

Student-led IEPs*

Student-led IEPs reflect practices that support your active participation in the development of your IEP and processes in which you take a leadership role in making decisions about your future. Throughout the IEP process, IEP team members (including you) assess your strengths and needs and develop goals. These plans are then implemented and regularly monitored in order to determine whether or not adjustments should be made.

Your participation throughout the IEP process should be individualized and based on your age, needs, and abilities.

1 Get Started

Why? It's important to be involved in your IEP meeting and it's all about you. It's your plan, your time, and your future.

How? If you would like to be more involved in your IEP, talk to your parents and/or special education teacher. Tell them you would like to be involved and ask for help in getting started.

2 Build Self-Awareness

Why? Understanding what your strengths and challenges are is important. Your disability is part of what makes certain things difficult. Knowing more about it gives you power!

How? Think about how you would answer the following questions.

- How would you define the word disability? How would you describe your disability?
- What is the biggest challenge you face in school or everyday living because of your disability?
- What are some creative ways you have solved the challenges presented by your disability?
- What are some positive aspects of your disability?

If you have questions about your disability, remember that there is a whole team of people to help you! Your IEP team includes your parents/family members, teachers, and related service providers. Try talking to one of them about questions you have.

3 Understand Your IEP

Why? Schools are required by law to give you the things you need to be successful in school. Your IEP is the plan that explains the specific details of how you will get your needs met in school.

In order for you to achieve your goals in school and in life, it's important to understand your rights and be a part of developing a plan that is about you. You know you best!

How? Do you know what your IEP is? What more do you need to know? It is important for you to know your rights, understand how the IEP process works, and know what is in your own plan.

4 Preparing for Participation

Why? Every year, your IEP team meets to talk about your IEP and figure out if you need new goals and accommodations. It's important for you to be there. Why? Because you are the expert on you.

How? No matter what the meeting is about, it's important to be prepared. Work with your teacher and family to decide how you will participate in your IEP meetings and what you need to do to be prepared. Practice what you want to say. Think about what questions you want to ask. You do not have to stay for the whole meeting. Your teachers and family members can help you decide the best way for you to participate.

5 Student-led Individualized Education Programs (IEPs)

Why? The things that matter to you will be included in your plan when you participate in your IEP meeting. Participating in the process allows you to share information with your parents and teachers that will help them to understand your needs and goals.

How? Share information about yourself with the team. What are your likes? Dislikes? What help do you need at school to be successful? Find a way to express yourself that you feel comfortable with — create a PowerPoint presentation, read a statement you've written, answer team members' questions, listen, and/or demonstrate how you use assistive technology.

Be sure to visit www.ossesecondarytransition.org for more information and for suggestions on how to prepare for your participation before the meeting, how to participate during the meeting, and how to follow up after the meeting.

**From "Student-led IEPs." District of Columbia Secondary Transition – Planning for Postsecondary Success. www.ossesecondarytransition.org © Office of the State Superintendent of Education*

A part of the transition process includes determining if you are going to receive a high school diploma or a certificate of completion. The IEP team, including you and your parents/caregivers, should make this decision when you enter 9th grade. If you attend a non-graded school, you will probably receive a certificate. The following table outlines some of the differences between a diploma and a certificate.

Diploma	Certificate
Students must meet academic requirements for high school graduation including: 4 units of English, Algebra I, Geometry, Algebra II, Upper level math, 4 units of Science including 2 lab Science units, 2 units World Language.	The certificate focuses on work and daily living skills, and it serves the needs of students who need extra support to keep a job and live in the community.
A high school diploma is needed to get financial aid for college or trade school.	Colleges and trade schools do not recognize a certificate.
High school graduates have better employment opportunities.	Many employers do not consider a certificate to be equal to a diploma.

If you have a question about the IEP process or any question related to transition and attend a District of Columbia Public School (DCPS), please contact your special education teacher or the DCPS Office of Teaching and Learning, Division of Specialized Instruction. If you attend a Charter school, please contact your special education teacher.

or the Office of the State Superintendent of Education (OSSE), Office of Teaching and Learning, Division of Elementary, Secondary, and Specialized Education.

District of Columbia Public Schools (DCPS)

Office of Teaching and Learning

Division of Specialized Instruction

1200 First St., NE

Washington, DC 20002

(202) 442-9929

TTY: 711

Office of the State Superintendent of Education (OSSE)

Division of Elementary, Secondary, and Specialized Education

810 First St., NE, 9th Floor Washington, DC 20002

Phone: 202-727-6436

TTY: 711

<http://osse.dc.gov/>

<http://www.ossesecondarytransition.org/>

Community Resources for IEP Meetings

Advocates for Justice and Education, Inc.

We Educate. We Advocate. We Empower.

25 E St., NW 3rd Floor

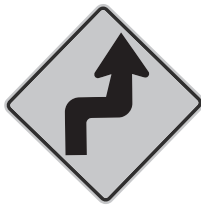
(202) 678-8060 (voice)

Washington, DC 20001

information@aje-dc.org

www.aje-dc.org

As the federally designated Parent Training and Information Center for Washington DC, AJE's mission is to empower families, youth, and the community to be effective advocates to ensure that children and youth, particularly those who have special needs, receive access to appropriate education and health services.



Laws Protecting the Rights of Adults with Disabilities

The following federal laws protect the rights of adults with disabilities:

Americans with Disabilities Act of 1990 (ADA):

A federal civil rights law that states public or private institutions cannot discriminate on the basis of disability. It helps to implement and enforce Section 504 of the Rehabilitation Act of 1973 and also outlines additional protections for people with disabilities.

Section 504 of the Rehabilitation Act of 1973:

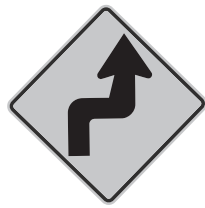
A federal civil rights law that prohibits any organization that receives money from the federal government from discriminating on the basis of a disability.

Workforce Innovation and Opportunity Act (WIOA):

The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973. It requires vocational rehabilitation (VR) agencies like the District of Columbia Department on Disability Services (DDS)' Rehabilitation Services Administration (RSA) to provide the following pre-employment transition services to eligible students with disabilities:

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

For more information on eligibility and how to apply for pre-employment transition services, see page 20.



Disclosure*

Part of becoming an adult is making informed decisions about disclosing your disability – decisions that will affect your educational, employment, and social lives. In fact, making the personal decision to disclose your disability can lead to greater confidence in yourself and your choices. Whether you have a visible disability or a disability not readily apparent to others, you will benefit from taking time to think through questions like:

- Should I disclose my disability?
- If I decide to disclose, who is an appropriate person to tell?
- When should I disclose?
- How much should I disclose?
- What should I disclose?

Disclosure is a very personal decision, a decision that takes thought and practice. Young people as well as adults often struggle with the responsibility of making good decisions, often times without accurate and complete information. Not all decisions can be well supported, but it's important to try to make the most informed choice.

Youth are rarely taught about informed choice while in high school. Informed choice is the process of making a decision after considering the relevant facts and weighing the pros and cons (positives and negatives) of the decision. Making informed choices is a skill that must be practiced, encouraged, reflected upon (or thought about), and then practiced some more, in order to be acquired.

Disability disclosure is a very personal choice and should definitely be an informed choice. Take the following questionnaire to see just how much you know about yourself and your disability. The more you know, the better able you will be to make informed choices about whether or not to disclose information about your disability, and how to do so effectively, if you choose to.

ACTIVITY:

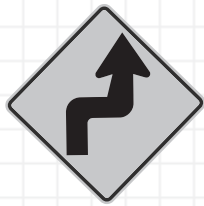
JUST WHAT DO YOU KNOW ABOUT YOURSELF AND YOUR DISABILITY?

	Questions	YES	SOMETIMES	NO
1.	Do you know what you do well in school?			
2.	Do you know what you do well outside of school?			
3.	Can you easily explain your skills and strengths to other people?			
4.	Do you know how you learn best?			
5.	Do you inform your teacher how you learn best?			
6.	Do you inform your employer how you learn best?			
7.	Do you ask for help when you need it?			
8.	Do you take responsibility for your own behavior?			
9.	Do you feel proud of yourself?			
10.	Do you set long-term and short-term goals for yourself?			
11.	Do you create lists for yourself to help you achieve your goals?			
12.	Are you present at your own IEP or 504 meetings?			
13.	Do you participate in your own IEP or 504 meetings?			
14.	Do you disclose your disability to others?			
15.	Do you like the reaction you get when you inform someone about your disability?			
16.	Do you practice disclosing your disability to others?			
17.	Do you describe your disability differently depending on the setting or the people?			

	Questions	YES	SOMETIMES	NO
18.	Are there times you choose not to tell someone about your disability?			
19.	Do you know what “reasonable accommodation” means?			
20.	Do you know what accommodations you need in school in order to be successful?			

**Adapted from “The 411 on Disability Disclosure: A Workbook for Youth with Disabilities.” You can continue to work independently on the answers to all of these questions and more by downloading a paper or audio version of this workbook, free of charge at: <http://www.ncwd-youth.info/411-on-disability-disclosure>*





Types of Supports

People with and without disabilities receive supports or assistance in many ways. There are two main types of supports:

1. Formal Supports – planning, information and services provided by government or private agencies
2. Informal supports – things we use to help us with daily life including the help, advice, resources, and information we receive from family, friends, co-workers, neighbors, or acquaintances

Take a look at your answers in the worksheets. Think about the type of formal supports you may need to achieve your goals. Make a list of formal supports that you would like to learn about from this book.

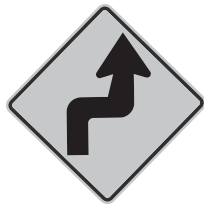
ACTIVITY: FORMAL SUPPORTS TABLE

Agency		Provides	Contact Information
1.	Washington Metropolitan Area Transit Authority (WMATA)	Information about Metro Access, Metro Bus and Metro Rail including fees, schedules and maps	www.wmata.com
2.			
3.			
4.			
5.			

Take a look at the answers you gave in the worksheets. Think about the type of informal supports you may need to achieve your goals. Make a list of informal supports that could help you reach your goals. Remember if writing is a problem, you may ask someone to help you write down your answers.

ACTIVITY: INFORMAL SUPPORTS TABLE

Helper or Type of Equipment		Activity	Contact Information
1.	Washington Metropolitan Area Transit Authority (WMATA)	Information about Metro Access, Metro Bus and Metro Rail including fees, schedules and maps	www.wmata.com
2.			
3.			
4.			
5.			
6.			
7.			



Disability Support Services

Some agencies and organizations provide services to teens and young adults with disabilities that meet specific requirements. These agencies and organizations may be able to assist you in becoming a successful adult.

DEPARTMENT ON DISABILITY SERVICES

250 E Street, SW
Washington, DC 20024
Phone: (202) 730-1700
Fax: (202) 730-1843
TTY: (202) 730-1516

Email: dds@dc.gov
Web page: <http://dds.dc.gov>
Office Hours:
Monday to Friday, 8:15am-4:45pm

The District of Columbia Department on Disability Services (DDS) provides information, oversight, services and supports to DC residents with disabilities that meet program requirements.

The Department on Disability Services has two parts:

- *DC Developmental Disabilities Administration (DDA)*
- *DC Rehabilitation Services Administration (RSA)*
(vocational rehabilitation)

DC Developmental Disabilities Administration

250 E Street, SW
Washington, DC 20024
Phone: (202) 730-1700
Fax: (202) 730-1843
TTY: (202) 730-1516

Email: dds@dc.gov
Web page: <http://dds.dc.gov>
Office Hours:
Monday to Friday, 8:15am-4:45pm

The Developmental Disabilities Administration (DDA) is responsible for the oversight and coordination of all services and supports provided to qualified persons and needed to lead a self-determined life. DDA provides long-term supports.

Who should apply?

Persons with intellectual and developmental disabilities who desire to have independence, choice, and control over their own lives through person-centered service planning. Developmental disabilities include intellectual disabilities, cerebral palsy, Down's syndrome, autism, and other disabilities that occur during childhood.

When should you apply?

Age 18 or older.

How will DDA work with you?

DDA provides services and supports based on needs and goals. Individuals who receive services complete an intake screening to make sure they meet program requirements. When an individual is qualified to receive services and supports from DDA, a team of people including the person with developmental disabilities has a meeting to write a plan to help him/her reaching his/her goals. This plan is called an Individual Support Plan or ISP, and should be updated at least once a year to add and change goals.

Examples of DDA Services & Supports

DDA works with many community agencies and service providers to offer:

- Training and employment support
- Support in homes and apartments (for adults)
- Temporary relief for families supporting someone with disabilities
- Other services and supports to help persons with intellectual and developmental disabilities

DC Rehabilitation Services Administration

250 E Street, SW Washington, DC
20024

Phone: (202) 730-1700

TTY: (202) 730-1516

Email: dds@dc.gov

Web page: <http://dds.dc.gov>

Transition toolkit web page:

www.dctransition.org/rsa

Office Hours:

Monday to Friday, 8:15am-4:45pm

RSA works one-on-one with eligible persons with disabilities who want to work to choose support services and career options that match their interests, strengths, and abilities. RSA provides short-term services and supports, based on the person's needs. RSA's goal is to help you successfully transition from secondary school to the world of employment.

The Youth in Transition Services Unit develops and delivers services to schools and students/families to help youth with disabilities achieve independence and long-term employment outcomes.

Who should apply?

You are eligible for RSA services if:

- You have an IEP, 504 Plan, or documented disability and your disability limits your ability to get a job and work.
- You are interested in and committed to preparing for employment.
- You will benefit from services in order to reach your employment goal.

When should you apply?

You should consider applying to RSA when you begin to discuss transition and express an interest in employment in your IEP. RSA usually starts to work with you in the last two years of high school to explore your interests, skills, and abilities, identify job goals, and develop a plan to achieve your career goals.

How will RSA work with you?

There are five key steps in the RSA process. You will work with your school and the RSA Vocational Rehabilitation (VR) Specialist throughout the process.

1. Open your case with RSA
2. Explore what you want to be
3. Develop your Individualized Plan for Employment (IPE)
4. Prepare for Employment
5. Search for jobs and get hired

Examples of Services & Supports

The specific support services you receive from RSA are individualized and based upon what you need to achieve your career goals. Examples:

- Career counseling and guidance
- Assistive technology devices
- Transportation allowances
- Job coaching, job development, and job placement
- Work-related training and education



DEPARTMENT OF BEHAVIORAL HEALTH*

64 New York Ave., NE, 3rd Floor
Washington, DC 20002
Phone: (202) 673-2200
Fax: (202) 673-3433
TTY: (202) 673-7500

Email: dbh@dc.gov Webpage:
<http://dbh.dc.gov>
Office Hours: Monday to Friday,
8:15 am to 5:00 pm, except District
holidays

The Department of Behavioral Health's goal is to deliver mental health services that promote a patient's full recovery, respect cultural and linguistic diversity, and are choice driven. The Department of Behavioral Health provides prevention, intervention and treatment services and supports for children, youth and adults with mental and/or substance use disorders including emergency psychiatric care and community-based outpatient and residential services.

Community-based Service Providers are located across the district. Services include:

- Diagnostic assessment
- Medication
- Counseling
- Community Support

You can choose the community-based service provider that best serves your needs. You can call or visit a provider to help you make a choice. And, you can talk with a mental health counselor at the 24/7 Access Helpline to help you select the most appropriate provider.

DBH Access HelpLine:
1-888-7WE-HELP or 1-888-793-4357

The DBH Access HelpLine is the easiest way to get connected to services provided by the DBH and its certified behavioral health care providers. This 24-hour, seven-day-a-week telephone line is staffed by behavioral health professionals who can refer a caller to immediate help or ongoing care.

Call the Access Helpline to:

- Get emergency psychiatric care
- Help with problem solving
- Determine whether to seek ongoing mental health services or other types of services
- Find out what services are available

**Adapted from <http://dbh.dc.gov/>*

OFFICE ON DISABILITY RIGHTS

441 4th St., NW, Suite 729 North
Washington, DC 20001
Phone: (202) 724-5055
Fax: (202) 727-9484
TTY: (202) 727-3363

Email: odr@dc.gov
Webpage: <https://odr.dc.gov>
Office Hours: Monday to Friday,
8:30 am to 5:30 pm, except
District holidays

The Office of Disability Rights (ODR) ensures that programs, services, benefits, and activities operated or funded by the District of Columbia are fully accessible to persons with disabilities. ODR is responsible for oversight of the District's obligations under the Americans with Disabilities Act (ADA) as well as other federal and local disability rights laws.

The ODR provides the following services to the District of Columbia government and persons with disabilities.

- ADA Compliance
- ADA Training
- Discrimination Complaints and Investigations



Getting a Real Job

Most teens and young adults with disabilities think about future employment opportunities after they leave school. Planning for a career while in school and writing employment goals in your IEP should help you in getting a job. Consider the following activities:

1. Look at the Worksheets you completed at the front of this book.
2. Talk with your family, teachers, friends, and an employment specialist or someone who helps people find jobs about opportunities that may be available to you. Invite this group to a meeting to talk about resources available to you.
3. Ask someone to help write and edit your resume. A resume is a list of your experiences and education that is sent to an employer.
4. Consider what supports, equipment, or services you may need to get a job. If you will need accommodations or support to be successful, think about how to meet those needs. The DC Rehabilitation Services Administration may be able to assist you with accommodations related to your disability.
5. Let everyone know that you are looking for employment. Networking with others may lead you to job opportunities.
6. Be patient! Finding employment takes time. Stay focused on looking for the job that is right for you.



Employment Resources

Department of Employment Services (DOES)*

4058 Minnesota Avenue, NE
Washington, DC 20019
Phone: (202) 724-7000
Fax: (202) 673-6993
TTY: (202) 698-4817

Email: does@dc.gov
Web page: www.does.dc.gov
Office Hours: Monday to Thursday,
8:30 am to 4:30 pm; Friday, 9:30
am to 4:30 pm

The Department of Employment Services provides comprehensive employment services to ensure a competitive workforce, full employment, life-long learning, economic stability and the highest quality of life for all District residents.

DOES Office of Youth Programs (OYP)*

Phone: (202) 698-3492 2nd Floor Suite
Fax: (202) 698-5693 Email: does@dc.gov
TTY: (202) 741-5876
Web page: www.does.dc.gov/service/youth-services/
Office Hours: Monday to Friday, 9 am to 5 pm

The Office of Youth Programs (OYP) develops and administers workforce development programs for District youth ages 14-24. OYP provides occupational skills training, work experience, academic enrichment and life skills training to facilitate the development of work habits and skills that are essential for success in the workplace.

- In-School Program
- Mayor's Youth Leadership Institute
- Out-of-School Program
- Pathways for Young Adults
- Summer Youth Employment Program
- DC Career Connections

(continued on next page)

For a program description, dates, and additional information visit www.does.dc.gov/service/youth-services/ and click on the program that interests you.

** Adapted from www.does.dc.gov*

DOES, supported with resources from the District government and US Department of Labor, operates the American Job Centers located in the District of Columbia. These centers offer job seekers, students, businesses, and career professionals access to a range of employment-related services and tools. Services include career counseling, career planning, resume assistance, direct job placement, classroom and on-the-job training, unemployment compensation and much more. American Job Center Hours of Operation are Monday through Thursday from 8:30am-4:30pm and Friday 9:30am-4:30pm.

Locations

American Job Center - Headquarters

4058 Minnesota Avenue, N.E.
Phone: (202) 724-2337

American Job Center- Northeast

CCDC – Bertie Backus Camus
5171 South Dakota Avenue, NE,
2nd Floor
Washington, DC 20017
(202) 576-3092 (voice)
(202) 576-3102 (TTY)
(202) 576-3100 (fax)

American Job Center - Northwest

Frank D. Reeves Municipal Center
2000 14th Street, NW, 3rd Floor
Washington, DC 20009
(202) 442-4577 (voice)
(202) 481-3451 (TTY)
(202) 481-3452 (fax)

American Job Center - Southeast

3720 Martin Luther King, Jr. Ave, SE
Washington, DC 20032
(202) 741-7747 (voice)
(202) 481-3920 (TTY)
(202) 481-3923 (fax)

For more information visit www.does.dc.gov.

DC Rehabilitation Services Administration (RSA)

250 E Street, SW Washington, DC 20024

Phone: (202) 730-1700

TTY: (202) 730-1516

Email: dds@dc.gov

Web page: <http://dds.dc.gov>

Transition toolkit web page: www.dctransition.org/rsa

Office Hours: Monday to Friday, 8:15am-4:45pm

RSA works one-on-one with eligible persons with disabilities who want to work to choose support services and career options that match their interests, strengths, and abilities. RSA provides short-term services and supports, based on the person's needs. RSA's goal is to help you successfully transition from secondary school to the world of employment.

The Youth in Transition Services Unit develops and delivers services to schools and students/families to help youth with disabilities achieve independence and long-term employment outcomes.



Additional Employment Resources

Business Opportunity Workforce Development Center

55 M Street, SE, Suite 400

Washington, DC 20003

Phone: (202) 673-6813 (voice)

King Greenleaf Recreation Center

201 N Street, SW

Washington, DC 20024

(202) 645-7454 (voice)

Montgomery Works

11002 Veirs Mill Road, South Office Building, First Floor

Wheaton, MD 20902

(301) 946-1806

Web page: www.montgomeryworks.com

Columbia Lighthouse for the Blind

1825 K Street, NW, Suite 1103

Washington, DC 20006

(202) 454-6400 (voice)

Web page: www.clb.org

National Youth Employment Coalition

1836 Jefferson Place, NW

Washington, DC 20036

(202) 659-1064 (voice)

Email: nyec@nyec.org

Web page: www.nyec.org

Goodwill of Greater Washington (GGW)

2200 South Dakota Avenue, NE

Washington, DC 20018

(202) 636-4225 (voice)

(202) 715-2633 (donation home pick-ups)

Web page: www.dcgoodwill.org

Goodwill assist teens and young adults with disabilities to:

- Identify their experiences and dreams
- Develop individual career plans
- Conduct job searches
- Write resumes
- Practice interviewing skills

After you find employment, GGW staff regularly consults with you to assess your progress and determine the need for additional services.



Supported Employment & Day Programs

If you will need ongoing support to be successful with a job, consider supported employment. Supported employment provides extra supervision and assistance to employees with disabilities.

Other options available to persons with disabilities include day programs. Day programs serve individuals who want to get out and be a part of the community. Day programs do not focus on jobs or employment but can help prepare a person for employment and learn new skills.

DDA provides supported employment opportunities and day programs for young adults with developmental disabilities.

Developmental Disabilities Administration (DDA)

250 E Street, SW

Washington, DC 20024

Phone: (202) 730-1700

Fax: (202) 730-1843

TTY: (202) 730-1516

Email: dds@dc.gov

Web page: <http://dds.dc.gov>

Office Hours:

Monday to Friday, 8:15am-4:45pm

A number of organizations work with DDA to provide day programs, supported employment services and day habilitation in the District of Columbia. These are just a few of the providers that DDA works with; however, they have many more. Contact DDA directly to find out which programs would be best for you.

Saint John's Community Services

2201 Wisconsin Avenue, NW,
Suite C-120

Washington, DC 20007

(202) 274-3459 (voice)

Web page: www.sjcs.org

St. John's Community Services assists teens and young adults with developmental and other disabilities with securing employment in their chosen career fields. Services include:

- Vocational assessment
- Job training
- Job development
- Coaching to help you maintain employment

Lt. Joseph P. Kennedy Institute

801 Buchanan Street, NE

Washington, DC 20017

(202) 529-7600 (voice)

(202) 529-2028 (fax)

The Kennedy Institute works with teens and young adults with developmental disabilities to provide a broad array of education, therapeutic, employment, and community living programs.

United Cerebral Palsy of Washington, DC and Northern Virginia

3135 8th Street, NE

Washington, DC 20017

(202) 269-1500 (voice)

Web page: www.ucpdc.org

United Cerebral Palsy of Washington, DC and Northern Virginia operates a prevocational day treatment program for young adults with developmental disabilities.



Government Benefits

SOCIAL SECURITY ADMINISTRATION

General Information

1 (800) 772-1213 (voice)

1 (800) 325-0778 (TTY)

Web page: www.ssa.gov

The Social Security Administration is responsible for two major programs that provide benefits or money based on disability:

- Supplemental Security Income (SSI)
- Social Security Disability Insurance (SSDI)

Supplemental Security Income (SSI)

Supplemental Security Income (SSI) provides monthly payments to persons with disabilities that meet Social Security requirements. Here are some facts to remember about SSI:

- SSI payments are made to persons who are blind or have disabilities and have limited income and resources
- Persons who receive payments must meet living arrangement requirements
- Individuals who receive payments are able to get payments according to Social Security rules and policies
- Social Security will review your disability from time to time to make sure you meet requirements of the SSI program
- Paid for with US Treasury money

SSI Payments for Youth and Teens Under 18

If you are under the age of 18, your family may be able to receive SSI payments if you and your family meet the following rules and policies according to Social Security:

- Your disability or disabilities meet Social Security’s definition of a disability for a person under the age of 18.
- Your income and resources and the income and resources of the family members that are a part of your household meet the income requirements of the SSI program.

If Social Security decides that you are able to receive SSI payments before your 18th birthday, Social Security will assign a Representative Payee to help manage your money and pay for your basic living expenses and needs. A parent, family member or other caregiver may be representative payee.

What Happens to my SSI Payments When I Turn Age 18?

After your 18th birthday, Social Security will review your disability, income, and resources using SSI rules and policies that are part of the SSI program for adults. As you complete this review, keep these things in mind:

- Social Security will review your medical condition using the adult disability rules to decide if you have a disability. This review should happen within one year of your birthday.
- Social Security no longer looks at the income and resources of family members when deciding if you meet the financial rules for the SSI program. Social Security only considers your income and resources.
- If you were not able to receive SSI payments before your 18th birthday because your family made too much money, you may now be able to get SSI payments. After your 18th birthday, Social Security only considers your income and resources.
- Social Security will use the adult definition of disability to decide if you are still able to get SSI payments. This definition of disability is based on your ability to work. Sometimes you may be able to get SSI payments under the child’s rules for a disability and not meet the rules and policies for the adult SSI program. Make sure that you give Social Security any information they request about your medical condition and doctors that have treated your disability.

SSI Employment Support Programs for Young Adults

- If you are younger than age 22 and a student who regularly attends school, Social Security excludes even more of your earnings each month. These limits change each year. Contact Social Security to find out the current limit.
- With a Plan to Achieve Self-Support (PASS), a person who is age 15 or older can save some income and resources to pay for education and other things needed to be able to work. Social Security does not count the saved income when they figure your income for SSI purposes. They do not count the saved income and resources when they figure the amount of your payment.
- Because of a medical condition(s), you may need certain items and services to work, such as wheelchair or a personal assistant. When figuring your SSI payment, Social Security will not count some or the entire amount paid for these items and services in your earnings.
- You may be able to get help with rehabilitation and training.
- Medicaid coverage will continue even if your earnings are high enough to stop the monthly SSI payment, as long as the earnings are under a certain amount.

SSI Payments and Appeals

If Social Security makes a decision about your SSI payments that you do not agree with, you can appeal or ask Social Security to look at their decision again. When you ask for an appeal, Social Security will look at the entire decision, even those parts of it that were in your favor. If their decision was wrong, Social Security will change it. There are four levels of the Social Security Appeals Process:

Reconsideration – The first stage of the appeals process. A reconsideration is a complete review of your claim by someone who did not take part in the first decision. Social Security will look at all the information submitted when the original decision was made, plus any new information to be considered.

Hearing – The second stage of the appeals process. If you disagree with the reconsideration decision, you may ask for a hearing. An administrative law judge who had no part in the first decision or the reconsideration of your case will conduct the hearing. The hearing is usually held within 75 miles of your home. The administrative law judge will notify you of the time and place of the hearing. You and your representative, if you have one, may come to the hearing and explain your case in person. You may look at the information in your file and give new information. The administrative law judge will question you and any witnesses you bring to the hearing. Other witnesses, such as medical or vocational experts, may give Social Security information at the hearing. You or your representative also may question the witnesses. It is usually to your advantage to attend the hearing. If you do not wish to do so, you must tell Social Security in writing that you do not want to attend.

Appeals Council – If you disagree with the hearing decision, you may ask for a review by Social Security’s Appeals Council. Social Security will be glad to help you ask for this review. The Appeals Council looks at all requests for review, but it may deny a request if it believes the hearing decision was correct. If the Appeals Council decides to review your case, it will either decide your case itself, or return it to an administrative law judge for further review. If the Appeals Council denies your request for review, Social Security will send you a letter explaining the denial.

Federal Court – If you disagree with the Appeals Council’s decision, or if the Appeals Council decides not to review your case, you may file a lawsuit in a federal district court. The letter Social Security sends you about the Appeals Council’s action also will tell you how to ask a court to look at your case.

Social Security Disability Insurance (SSDI)

Social Security Disability Insurance (SSDI) also provides monthly payments to eligible persons with disabilities. Here are some facts to remember about SSDI:

- SSDI is financed with taxes paid by workers, employers and self-employed persons
- Workers earn a certain number of credits based on taxable work to be able to get SSDI payments according to Social Security
- The amount of monthly disability benefits is based on the worker's Social Security earnings record

Social Security Disability Insurance (SSDI) benefits for adults with disabilities since childhood (prior to age 22)

The SSDI program pays benefits to adults who have a disability that began before they became 22 years old. Social Security considers this SSDI benefit as a “child’s” benefit because it is paid on a parent’s Social Security earnings record. For a disabled adult to become entitled to this “child’s” benefit, one of his or her parents:

- Must be receiving Social Security retirement or disability benefits; or
- Must have died and worked long enough under Social Security

These benefits are also payable to an adult who received dependents benefits on a parent’s Social Security earnings record prior to age 18, if he or she is disabled at age 18. Social Security makes the disability decision using the disability rules for adults.

SSDI disabled adult “child” benefits continue as long as the individual remains disabled. Your child does not need to have worked to get these benefits.

How Social Security Decides If You Can Receive SSDI Benefits

If you are age 18 or older, Social Security will evaluate your disability the same way they would evaluate the disability for any adult. Social Security sends the application to the Disability Determination Services in the District to complete the application.

SSDI Employment Support Programs for Young Adults

An adult disabled before age 22 can get the same help with work expense explained above for an SSI child, and help with rehabilitation and training.

Cash benefits may continue until the individual can work on a regular basis.

Medicare may continue for up to 93 months (seven years, nine months).

SSI, SSDI and Overpayments

An **overpayment** occurs when Social Security decides that your monthly SSI or SSDI payment was more money than you should have received. If Social Security decides that they sent you too much money, they will send you a letter telling you about the overpayment. Social Security will let you know how the overpayment occurred. Usually, you will have to pay the amount of the overpayment back to Social Security. If you receive a letter about an SSI overpayment:

- Remain calm and contact Social Security immediately. (See number below.)
- If you cannot pay the entire amount back right away, Social Security will set up a monthly payment plan or reduce your monthly SSDI payment.
- If you have a payment plan set up, make your payments on time. Contact Social Security if you cannot make a payment. (See number below.)

Resources and Local Social Security Administration Offices

Unfortunately, it is impossible to provide all of the information you may need in this book. The Social Security Administration has a toll free telephone number 1 (800) 772-1213 (voice) or 1 (800) 325-0778 (TTY). If you have access to the Internet, many resources are available on the Social Security website, <https://www.ssa.gov/>. The District of Columbia has several local offices. If you have questions or concerns, you may want to visit one of the offices listed below. You may want to call ahead and make an appointment so that you can avoid a long wait at the local office. If you visit the local office, bring these items with you:

- Picture Identification Card or Driver's License
- Social Security Card
- Letters you have received from Social Security
- Local Social Security Offices

M Street Office
2100 M Street, NW
Washington, DC 20037
(800) 772-1213 (voice)

Anacostia
2041 Martin Luther King, Jr.
Avenue, SE, Suite 130
Washington, DC 20020
(800) 772-1213 (voice)
(800) 325-0778 (voice)

ADVOCACY RESOURCES FOR SOCIAL SECURITY BENEFITS

Archdiocesan Legal Network of Catholic Charities

924 G Street, NW
Washington, DC 20001
(202) 350-4305 English (voice)
(202) 772- 4325 Spanish (voice)

Bread for the City Legal Clinic NW

1525 7th Street, NW
Washington, DC 20001
(202)-265-2400 (voice)

Bread for the City Legal Clinic SE

1640 Good Hope Road, SE
Washington, DC 20020
(202)-561-8587 (voice)

George Washington University Public Justice Advocacy Clinic

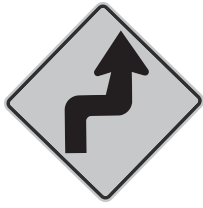
(202) 994-7463 (voice)
(202) 994-1010 (voice)

Legal Aid Society of the District of Columbia

1331 H Street, NW, Suite 350
Washington, DC 20005
(202) 628-1161 (voice)

Legal Aid Society of the District of Columbia - SE Intake

2041 Martin Luther King, Jr., Avenue, SE, Suite 201
Washington, D.C. 20020
(202) 628-1161 (voice)



Will I Lose My Benefits If I Go to Work

Teens and young adults with disabilities are often concerned that they may lose cash benefits from the Social Security Administration (SSA) if they go to work. If you receive cash benefits from the Social Security Administration, including SSI, SSDI, Medicaid or Medicare, going to work may affect your benefits. However, the government has work incentive programs to help you keep those benefits while earning an income. Endependence Center offers free and private benefits planning and review to help you make informed choices.

Work Incentives Planning and Assistance

Endependence Center
6300 E. Virginia Beach Blvd.
Norfolk, VA 23502
(757) 461-8007 (voice)
(757) 461-7527 (TTY)

Note: this agency serves the District of Columbia, even though it is located in Norfolk, Virginia.

Full Circle Employment Solutions

888.466.2942
www.fullcircledc.com

Full Circle's vision is to educate and promote greater economic self-sufficiency through employment and benefits counseling for people with disabilities.



Literacy & GED Resources

Teens and young adults with disabilities sometimes do not get the educational skills they need later in life. The following programs help with reading and other educational skills.

Adult Literacy Resource Center

Martin Luther King, Jr. Memorial Library
901 G Street, NW, Room 300
Washington, DC 20001
(202) 727-1616 (voice)
Literacy Helpline: (202) 727-2431 (voice)

The Adult Literacy Resource Center believes that literacy is a right, not a privilege, and encourages potential adult learners (ages 16+) to study and provides:

- High quality adult-oriented books and materials
- Guidance in choosing materials
- Access to computers with Internet connection
- Information about adult education programs
- Referrals to adult education programs: basic reading, GED preparation, English classes, adult night school, and the External Diploma Program (another way of getting a high school diploma available at Ballou and Roosevelt Senior High Schools)
- GED Practice Test (large print version available)

GED PRACTICE TEST SITES

Adult Literacy Resource Center

Martin Luther King, Jr. Memorial Library
901 G Street, NW, Room 300
Washington, DC 20001
(202) 727-1616 (voice)

Mon-Thurs from 9:30am-9:00pm
Fri-Sat from 9:30am-5:30pm
Sunday: Closed

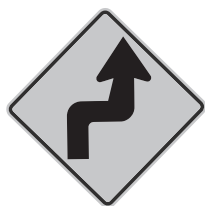
Educational Opportunity Center

1233 20th Street, NW, Suite 600
Washington, DC 20036
(202) 741-4730 (voice)

GED Testing Center Office

441 4th St NW, #370N
Washington, DC 20001
(202) 274-7174 (voice)

Note: Youth between 16-18 interested in the GED Test must meet specific requirements and should call (202) 274-7174 (voice).



College & Adult Education Resources

College graduates usually earn more money than high school graduates. If you show an interest in college or a special skill in any of the subjects that you studied in high school, you may want to explore college or higher education as an option.

Planning for college or technical school should start early. You and your family may want to consider setting aside savings for college using the DC College Savings Plan. This allows you to save and invest money for college without having to pay taxes on it. There is also the option of loans (money you have to pay back) or grants, fellowships or scholarships (money that you do not have to pay back). In addition, most colleges have a disability support office and can provide the accommodations that you need to pursue higher education.

Free Application for Federal Student Aid (FAFSA)

US Department of Education

(800) 4-FED-AID (voice)

(319) 337-5665 (voice)

(800) 730-8913 (TTY)

www.fafsa.ed.gov

There are a number of federal loan, grant and work-study programs that you may be eligible for. To apply, complete and return a FAFSA to the US Department of Education or through your guidance counselor, the Greater Washington College Info Center (see below), or any college financial aid office.

District of Columbia College Access Program (DC CAP)

1400 L Street, NW, Suite 400

Washington, DC 20005

(202) 783-7933 (voice)

(866) 729-2025 (voice)

(202) 783-7939 (fax)

www.dccap.org

DC-CAP can help you see that there is a way for you to get a college education. DC-CAP helps teens and young adults: Find the appropriate college based on their needs; Assist with the college application process; Help secure financial aid; and Continue to provide counseling and financial aid assistance to students for up to five years of college.

Reach4Success

Martin Luther King, Jr. Memorial Library, Room 324
901 G St., NW, Washington, D.C. 20001
202- 442-8398 (voice)

Reach4Success has a number of resources, including computers you can use, college information guides, and a series of education and career workshops, including “Research, Apply, Review: College Admissions 101” and “Finding the Right Resources: The College Search for Students with Disabilities.” All resources and workshops are FREE.

DC Tuition Assistance Grant Program (DCTAG)

810 First Street, NE, 3rd Floor
Washington, DC 20002
(202) 727-2824 (voice)
(877) 485-6751 (voice)
(800) 752-6096 (TDD)
<http://osse.dc.gov/service/dc-tuition-assistance-grant-dc-tag>

The DCTAG is available to District of Columbia residents only. For young adults who qualify and graduated from high school on or after January 1, 1998, the program provides a grant to attend a public or private college or university nationwide. This grant allows District residents to pay the state’s low in-state rate, though they are attending an out-of-state institution. Or, a District resident may receive \$2,500 per year toward tuition at a historically black institution nationwide or at a private college or university in the DC metropolitan area.

DC College Savings Plan

PO Box 11466

Washington, DC 20008

(800) 987-4859 DC Residents (voice)

www.dccollegesavings.com

The DC College Savings Plan can help you start saving right now for post-secondary education. The plan allows you to save and invest money that is tax-deferred and federal tax-free (if you use it for qualified post-secondary education expenses only).

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)

<http://www.hoagiesgifted.org/eric/>

This site has an information sheet titled, "Selecting A College for Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder," which is helpful as an overview to transition planning from high school to college.

University of the District of Columbia

Disability Support Services Office

4200 Connecticut Avenue, NW

Building 44, Room A-39

Washington, DC 20008

(202) 274-6417 (voice)

(202) 274-5579 (TTY)

www.udc.edu/drc

The University of the District of Columbia (UDC) is an urban land grant institution. UDC is a comprehensive public institution offering affordable postsecondary degrees at the associates, baccalaureate, and graduate levels. The Disability Supports Services Office provides accommodations and assistance to students with documented disabilities. It is the student's responsibility to request accommodations. Students will also need to provide recent documentation of their disability and recent testing and evaluations of their disability.

The Catholic University of America

620 Michigan Avenue, NE
127 Pryzbyla Center
Washington, DC 20064
(202) 319-5211
www.dss.cua.edu

Trinity DC

Main Building, Second Floor, Office
Number 212
(202) 884-9358
www.trinitydc.edu/disability

Gallaudet University

Jordan Student Academic Center
(JSAC) 1220
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5256
<http://www.gallaudet.edu/oswd-the-office-for-students-with-disabilities.html>

**University of Maryland,
College Park**

0106 Shoemaker Building
4281 Chapel Lane
College Park, MD 20740
(301) 314-7682
<http://www.counseling.umd.edu/dss/>

Montgomery College

Counseling and Advising Building
Room CB122
51 Mannakee Street
Rockville, MD 20850
(240) 567-5058
<http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=52>

George Washington University

Rome Hall, Suite 102 801 22nd
Street, NW Washington, DC 20052
(202) 994-8250 (voice)
(202) 994-7610 (fax)
<https://disabilitysupport.gwu.edu>
dds@gwu.edu (email)

Georgetown University

Leavey Center, Suite 335
Box 571235
Washington, DC 20057
(202) 784-7366 (voice)
<http://academicsupport.georgetown.edu/academic>

American University

Academic Support & Access Center
Mary Graydon Center, Room 243
4400 Massachusetts Avenue, NW
Washington, DC 20016
(202) 885-3360
asac@american.edu
<http://www.american.edu/ocl/asac/>

George Mason University

Student Union Building I (SUB),
Room 2500
MSN 5C9
4400 University Drive
Fairfax, VA 22030
(703) 993-2474
<http://ods.gmu.edu>

Howard University

Howard Center, Suite 725
2225 Georgia Avenue, NW
Washington, DC 20059
(202) 238-2420

www.howard.edu/specialstudentservices/DisabledStudents.htm

Is College for Me?

Attending a college, university, or vocational school is a major life decision for any student. If you are a student who has a significant disability, this decision may seem overwhelming at times. The following information is designed to help you decide if college is right for you.

There are many differences between high school and college; the following list outlines some of the differences that you will find in college.

Why Go to College?

- To be able to get a job that pays more money
- All of my friends are going to college
- To pursue a particular interest or vocational goal
- Not really sure what I want to do with my life
- I want to see life from a different view and have new experiences

Academic Life in College

- Less contact with instructors
- Less individual feedback
- More academic competition
- Instruction is mainly by lecture
- Independent reading assignments in addition to lectures
- Classes meet less often and for fewer hours
- An entire course is completed in 16 weeks or less

(continued on next page)

- New and increased social pressures
- Using the library effectively is more important
- Students are responsible for what they learned in high school
- More emphasis on understanding theory

Grading in College

- Harder work is required for an A or B; C is an average grade
- Semester grades may be based on just two or three test scores
- Exam questions may be more difficult to predict
- More major writing assignments
- Essay exams are more common

Learning in College

- Comprehension skills are more important
- Taking good notes is important
- Being able to identify main ideas is more important
- Effective communication skills are more important
- Students are responsible for keeping track of their own progress and are responsible for recognizing the need for getting additional help
- Paying attention in class is more important
- Studying is more important

Support in College

- No resource room; student must be independent and responsible for seeking assistance
- Behavior problems are not tolerated
- More students on campus
- More social activities
- Environment may be impersonal

Stress in College

- Increased workload and faster pace
- It is more difficult to earn high grades
- Students are expected to know what they want from college, classes, life, etc.
- Students may need to be able to juggle assignments, job responsibilities, family responsibilities, plus any sports, activities, etc.

Responsibility in College

- Students are more independent and are accountable for their behavior both in class and out, including dorms and extracurricular activities
- Increased number of choices and decisions to be made
- More self-evaluation and accepting responsibility
- More independent reading and studying are required
- Students are responsible for time management
- Students establish and attain their own goals
- Students are more responsible to whoever is paying for their education
- Students must be motivated to succeed
- Students are responsible for independently completing assignments and handing them in on time

Limits to the Law and Personal Responsibility:

Students with disabilities are required to meet the same college admissions and academic requirements as students without disabilities. These laws are designed to protect the student's civil rights to attend and participate equally with students who do not have disabilities. The law does not specify or require a college to provide a particular accommodation nor does the law consider what would be the best learning environment for a particular student.

Disability Support Services

Disability Support Services is a college service that provides advocacy and arranges for academic support and campus accessibility for students disabilities. Depending on the individual college, this service may have a different name, such as Disabled Students Services or Educational Access or Special Needs. To receive services, a person with a disability must place a request with the Disability Support Services office and provide documentation regarding the disability.

DISABILITY SUPPORT SERVICES COORDINATOR

The Disability Support Services Coordinator is an employee of the college who assists students with disabilities by ensuring equal access.

Based on appropriate disability documentation provided by the student, he or she ascertains eligibility for classroom accommodations and works with students and instructors to ensure those accommodations are provided. The Disability Support Services Coordinator may:

- Meet with a student who requests accommodations for a disability;
- Review the student's disability documentation to identify accommodations the student is eligible to receive;
- Prepare a written accommodations plan, an agreement between the student and college outlining the accommodations that will be provided;
- Coordinate and ensure the accommodation plan is in place;
- Work with college faculty, administrators and staff as an advocate and provide support to all parties in the accommodations process;
- Educate the student about his or her role and responsibility as a self-advocate in the accommodations process.

When to Contact the Disability Support Services Coordinator

Acquiring information about Disability Support Services and how services are delivered at different schools can be helpful in determining which school will best fit your needs. Having a discussion about this with Disability Support Services Coordinators prior to applying to schools can help you with this decision.

Once admitted to a college, a meeting with the Disability Support Services Coordinator to arrange for services must be scheduled. Since some accommodations such as tape-recorded texts, arranging for readers, scribes and sign language interpreters may require time to coordinate, it is best to schedule this meeting at least eight weeks in advance.

Taking a Serious Look at College and Disability Support Services

When you think about if college is for you, consider the following information:

When a student with a disability enters college, he or she becomes responsible for working with the college to accommodate any support services related to his or her disability. The following activities are recommended so that students can prepare to work with the Disability Support Services Coordinator while in college.

Learn about the requirements and demands of college course work. Consider these activities:

- Ask to visit a class at the college.
- Get a course catalogue and look at program and degree requirements.
- Pay attention to admissions policies, requirements and deadlines.

Visit the college bookstore and look through a textbook for a freshman level course. Take a look at:

- The number of pages
- How long it takes you to read a page

(continued on next page)

- The length of a chapter
- The use of pictures, illustrations and study aids
- The difficulty of the vocabulary
- The length of sentences
- If reading is difficult due to your disability, think about how you could get the information in the book.

Learn about the range of services and supports available to students with disabilities at the college. Colleges offer different services and supports to students with disabilities. These services and supports are designed to allow the student with the disability to participate equally in a course with students who do not have a disability. Students with disabilities are given an equal opportunity to succeed or fail. The student with a disability still needs to meet all admission and course requirements for their area of study.

In order to request a disability related accommodation, a student must do the following:

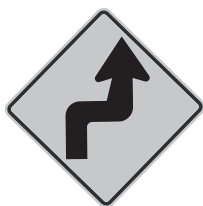
- Identify yourself to the Disability Support Services Office as being a student with a disability who needs an accommodation in order to participate equally in a course.
- Provide documentation (medical records or recent reports of tests about your disability) of your disability. This documentation should be given to the Disability Support Services Office only. Do not include disability related documentation as part of your college admissions package.

Things to Remember about Requesting an Accommodation

- A college is not required to provide a specific requested support or accommodation. For example, you may request a textbook on audiotape and the college may decide to provide you with a reader. Because you could obtain needed information from a reader, it would be legal for the college to make this decision.

- If you have recently graduated from high school, request a copy of any tests that are related to your disability. You may be able to save time or money by providing your high school testing records to the Disability Support Services Office.
- If you are receiving services from Rehabilitation Services Administration, request that testing records be sent to the Disability Support Services Office.
- The Disability Support Services Office may request more documentation regarding your disability. You may need to pay for further testing to document your disability. Testing can be expensive, and it may not be covered by health insurance.
- Accommodations are designed to allow students with a disability to participate in a course or a program. In other words, students with disabilities are given an equal opportunity to succeed or fail.





What Is Healthcare Transition?

Health care transition is the process of getting ready for health care as an adult. During childhood, your family usually helps with medical needs—they call for doctor appointments, fill out forms, and keep track of medications. As you get older, you become responsible for managing your own medical needs. To achieve this independence, you need an organized transition process to gain healthcare skills, prepare for adult healthcare, and transfer to new healthcare providers. Below are six steps to get you thinking about your own healthcare transition:



1. Discovering: Learn about your doctor's approach to transition.
2. Tracking: Know your own health information.
3. Preparing: Learn to manage your own healthcare.
4. Planning: Get ready for adult healthcare.
5. Transferring: Make the change to an adult provider.
6. Completing: Give feedback



Got Transition aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and young and families. Be sure to check out www.gottransition.org for more information about your healthcare transition!

ACTIVITY: TRANSITION READINESS ASSESSMENT FOR YOUTH



Sample Transition Readiness Assessment for Youth

Six Core Elements of Health Care Transition 2.0

Please fill out this form to help us see what you already know about your health and how to use health care and the areas that you need to learn more about. If you need help completing this form, please ask your parent/caregiver.

Date:

Name:

Date of Birth:

Transition Importance and Confidence

On a scale of 0 to 10, please circle the number that best describes how you feel right now.

How important is it to you to prepare for/change to an adult doctor before age 22?

0 (not)	1	2	3	4	5	6	7	8	9	10 (very)
---------	---	---	---	---	---	---	---	---	---	-----------

How confident do you feel about your ability to prepare for/change to an adult doctor?

0 (not)	1	2	3	4	5	6	7	8	9	10 (very)
---------	---	---	---	---	---	---	---	---	---	-----------

My Health

Please check the box that applies to you right now.

Yes, I know this

I need to learn

Someone needs to do this... Who?

I know my medical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my medical needs to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my symptoms including ones that I quickly need to see a doctor for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do in case I have a medical emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my own medicines, what they are for, and when I need to take them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my allergies to medicines and medicines I should not take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I carry important health information with me every day (e.g. insurance card, allergies, medications, emergency contact information, medical summary).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how health care privacy changes at age 18 when legally an adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain to others how my customs and beliefs affect my health care decisions and medical treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using Health Care

I know or I can find my doctor's phone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make my own doctor appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before a visit, I think about questions to ask.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a way to get to my doctor's office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know to show up 15 minutes before the visit to check in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go to get medical care when the doctor's office is closed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a file at home for my medical information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a copy of my current plan of care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to fill out medical forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get referrals to other providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where my pharmacy is and how to refill my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to get blood work or x-rays if my doctor orders them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a plan so I can keep my health insurance after 18 or older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family and I have discussed my ability to make my own health care decisions at age 18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITY: HEALTHCARE WORKSHEET

Families, teens and young adults with disabilities often face many challenges in obtaining healthcare. The following worksheet is designed to assist you in working with the healthcare system.

How I would describe my disability or condition using both medical and simple terms:

Name of someone I trust to help me talk about my disability or condition:

List of prescription and non-prescription medications and vitamin supplements I take on a daily or as needed basis:

I have the following allergies:

Healthcare Insurance

Healthcare insurance is critical for teens and young adults with disabilities and several programs exist to help you obtain medical insurance.

Medicaid or Medical Assistance

Medicaid or Medical assistance is a federally funded program that is part of the District of Columbia Department of Health. DC Medical Assistance provides free health insurance to persons with disabilities that meet low-income rules. The insurance pays for:

- Doctor visits
- Prescription drugs
- Hospital bills

You do not need to be a U.S. citizen to be eligible. Some immigrants are eligible. In order to make sure that you qualify for Medical Assistance, you will need to provide the following items:

- Proof of income (pay stubs and/or benefit statements)
- Proof of assets or how much money you have (bank statements)
- Proof you live in DC (rent receipts, ID card or utility bill)
- Proof of your Social Security Number (Social Security Card or paper from the Social Security Administration (SSA) with your number)

Even if your income is too high for the insurance, you may still qualify if you have high medical bills. This is called a “spend down.” To learn more about these rules, call the Economic Security Administration:

Economic Security Administration (ESA)

64 New York Ave., NE, #6
Washington, DC 20002
T: (202) 671-4200

To learn more about the Medicaid eligibility requirements or to obtain a Medicaid application, contact any of the following Economic Security Administration (ESA) Service Centers:

Anacostia: 2100 Martin Luther King, Jr. Avenue, SE, (202) 645-4614 (voice)

Congress Heights: : 4049 South Capital Street, SW, (202) 645-4525 (voice)

Fort Davis: 3851 Alabama Avenue, SE, (202) 645-4500 (voice)

H Street: 645 H Street, NE, (202) 698-4350 (Voice)
Interim Disability Assistance applications are accepted at this location.

Taylor Street: 1207 Taylor Street, NW, (202) 576-8000 (voice)

Healthy Families Insurance Program

DC Healthy Families

6856 Eastern Avenue NW Suite 206
Washington, DC 20012
(202) 639-4030 (voice)

DC Healthy Families is a free health insurance program administered by the Department of Health Care Finance. DC Healthy Families is for:

- Families with teens under age 19
- Pregnant women who live in the District of Columbia
- Youth who are under the age of 19 and live alone

There are certain income eligibility requirements. Please contact the Healthy Families Office at the number given above.

Applications are available at:

- CVS
- Safeway
- Rite Aid
- Giant stores
- Department of Motor Vehicles
- Department of Employment Services offices
- Libraries in the District

In order to complete an application, you must provide the following documents:

- Proof of DC residency
- Copies of Social Security cards for children and parents who are applying
- Proof of one month's income

DC Healthcare Alliance

For District of Columbia residents age 19 to 65 who are not eligible for Medicaid, have no other health insurance and meet certain income limits, DC Healthcare Alliance may provide free or low cost coverage if you meet low-income levels.

DC Healthcare Alliance will provide:

- Preventive Care (checkups, diet and nutrition)
- Health screenings (tests)
- Prescription drugs
- Dental services (cleanings or fillings)
- Family planning services (birth control)
- Urgent and emergency care (emergency room)
- Immunizations (shots)

- Prenatal care (pregnancy)
- Well child care (checkups for children)
- Wellness programs (eating well and staying healthy)
- Hospital care (medical, surgical, and GYN)

To apply for this program, you must fill out an application at one of the following enrollment centers:

<u>Enrollment Center</u>	<u>Address</u>
DC General	1900 Massachusetts Avenue, SE
United Medical Center	1310 Southern Avenue, SE
Anacostia Clinic	1328 W Street, SE
Congress Heights Clinic	3720 Martin Luther King, Jr. Ave, SE
Southwest Community Clinic	850 Delaware Avenue, SW
Hunt Place Clinic	4130 Hunt Place, NE
Walker-Jones Clinic	1100 First Street, NW

Affordable Care Act

The Affordable Care Act (ACA) puts you in charge of your health care. Under the law, a new “Patient’s Bill of Rights,” gives you the stability and flexibility you need to make informed choices about your health.

Key Features:

- Improves quality and lowers health care costs
 - Free preventive care
 - Protection against health care fraud
 - Small business tax credits
 - RX discounts for seniors
- New consumer protections
 - Consumer assistance
 - Pre-existing conditions
- Access to health care
 - Health Insurance Marketplace
(see below for the DC specific marketplace.)

Note: Keeps young adults covered. If you are under 26, you may be eligible to be covered under your parent’s health plan.

This section was adapted from www.hhs.gov/healthcare/rights & www.hhs.gov/healthcare/facts/timeline/index.html.

Please visit the websites for more information.

DC Health Link

DC Health Link is an on-line marketplace created for individuals, families, and small business owners and their employees in the District of Columbia to shop, compare, and select health insurance that meets their needs and budgets. People with low incomes can use DC Health Link to apply for Medicaid. Visit www.dchealthlink.com for more information.

Healthcare Resources

MedStar National Rehabilitation Hospital

102 Irving Street, NW
Washington, DC 20010
202-877-1000 (voice)
<http://www.medstarnrh.org/>

National Rehabilitation Hospital specializes in treating teens and young adults with physical disabilities. NRH offers a wide range of clinics and rehabilitative services including driver's education for persons with disabilities. NRH offers inpatient and outpatient treatment for:

- Spinal Cord Injuries
- Head Injuries
- Cerebral Palsy
- Stroke
- Amputation

DC Department of Healthcare Finance

441 4th Street, NW, 900S,
Washington, DC 20001
Phone: (202) 442-5988
Fax: (202) 442-4790
TTY: 711
Email: dhcf@dc.gov
Web page: <http://dhcf.dc.gov/>
Monday to Friday, 8:15 am to 4:45 pm

Children's National Medical Center

111 Michigan Avenue, NW
Washington, DC 20010
(202) 476-5000 (voice)
www.childrensnational.org

Hospital for Sick Children

1731 Bunker Hill Road, NE
Washington, DC 20017
(202) 832-4400
www.hscpediatriccenter.org

The HSC Foundation

2013 H Street, NW, #300
Washington, DC 20006
(202) 454-1220
www.hscfoundation.org

Howard University Hospital

2041 Georgia Avenue, NW
Washington, DC 20060
(202) 865-6100
(202) 865-7677 (peds)
www.huhealthcare.com

Providence Hospital

1150 Varum Street, NE
Washington, DC 20017
(202) 269-7000 (voice)
www.provhosp.org

Sibley Memorial Hospital

5255 Loughboro Road, NW
Washington, DC 20016
(202) 537-4000 (voice)
www.sibley.org

George Washington University Hospital

900 23rd Street, NW
Washington, DC 20037
(202) 715-4000 (voice)
www.gwhospital.com

MedStar Georgetown University Hospital

3800 Reservoir Road, NW
Washington, DC 20007
(202) 444-2000 (voice)
<http://www.medstargeorgetown.org/>

MedStar Washington Hospital Center

110 Irving Street, NW
Washington, DC 20010
(202) 877-7000 (voice)
<http://www.medstarwashington.org>

Advocates for Justice and Education, Inc.

Serving as the DC Health and Information Center and Family Voices for the District of Columbia
25 E Street, NW
3rd Floor
Washington DC 20001
202-678-8060
information@aje-dc.org
www.aje-dc.org

The National Alliance to Advance Adolescent Health/Got Transition

1615 M Street NW, Suite 290
Washington, DC 20036
202-223-1500 (voice)
www.dctransition.org www.TheNationalAlliance.org



Independent Living, Housing and Residential Resources

Teens and young adults often look forward to the day when they will leave the family home and obtain their own place. Many adults with disabilities live in Washington, DC independently or with a variety of community based supports.

Moving to Your Own Place

Moving to your own apartment when you have been living at home is a huge step to becoming more independent. If you are thinking about moving out on your own, here are some things to consider:

- Sources of steady income (about one-third to half of your monthly income will be used for rent)
- Ability to manage personal care and housework
- Consider moving in with a roommate to help with expenses and chores.
- Think about supports and services that you may need to live on your own.

Searching for An Apartment

Searching for an apartment or place to live can be exciting. Remember the following:

- Develop a budget and know how much money you can afford to pay for rent.
- Save money for your security deposit and first month's rent. A security deposit is a fee a landlord can charge to pay for damages to an apartment when you leave. If your apartment has no damages, you can get this money back when you move to a new home.

- Think what your apartment will need to have to work for you. For example, do you need wheelchair access or to be close to a bus stop or Metrorail station?
- Check newspaper ads and apartment guidebooks for available apartments.
- Dress neat and clean when you visit a rental office.
- Take your photo identification or driver's license with you.



ACTIVITY: HOUSEHOLD CHORES ACTIVITIES CHECKLIST

This checklist is designed to let you take a look at different daily activities. Be honest with yourself about your ability to complete each skill. Make an “X” or a checkmark in the box that matches your ability to complete each task. The checklist is for your information so that you can consider services and supports you may need as you become more independent.

	Skill	I Do It Well	I Can Do it But It's Hard	I Need Help To Do It
1.	Use common kitchen tools (knife, can opener, measuring cups & timer)			
2.	Wash dishes			
3.	Follow a simple recipe			
4.	Make a sandwich			
5.	Wash & dry laundry			
6.	Use stove and oven			
7.	Use microwave oven			
8.	Sweep floor			
9.	Mop floor			
10.	Vacuum carpet			
11.	Purchase food at the grocery store			
12.	Fix a simple meal			
13.	Shop for food			
14.	Clean the bathroom			
15.	Read food label			
16.	Use a ten dollar bill to buy an item and know what change should be given back to me			
17.	Lock the front door Shop for food			
18.	Take out the trash			
19.	Change a light bulb			
20.	Clean bedroom			

ACTIVITY: PERSONAL CARE ACTIVITIES CHECKLIST

	Skill	I Do It Well	I Can Do it But It's Hard	I Need Help To Do It
1.	Manage personal grooming (wash hair, take a shower)			
2.	Get a hair cut			
3.	Choose the right clothing to wear			
4.	Get in and out of bed			
5.	Getting dressed in the morning			
6.	Getting ready for bed			
7.	Fold and put clothing away			
8.	I can set and use an alarm clock			
9.	I wake up on my own			
10.	I am able to go to bed early enough so that I get proper sleep			

Housing Rights

The Fair Housing Act makes it illegal to discriminate or make housing unavailable because of the following:

- Disability
- Religion
- Gender
- National Origin
- Family status
- Race or color

If an apartment building has four or more units and it was built after March 13, 1991. The building has to meet the following construction requirements for all ground level construction and apartments that are accessible using an elevator:

1. An accessible building entrance on an accessible route
2. Accessible common and public use areas
3. Usable doors (usable by a person in a wheelchair)
4. Accessible route into and through the dwelling unit
5. Light switches, electrical outlets, thermostats and other environmental controls in accessible locations
6. Reinforced walls in bathrooms for later installation of grab bars
7. Usable kitchens and bathrooms

The Fair Housing Act also allows persons with disabilities to have reasonable accommodations or changes of rules, policies, and practices to be able to use and enjoy their homes in ways similar to those without disabilities. The Fair Housing Act applies to both private and public housing.

If you think your rights have been abused according to the Fair Housing Act, you have up to one year to make a complaint. To file a complaint, contact the local Housing and Urban Development Field Office:

District of Columbia Field Office

820 First Street, NE

Suite 300

Washington, DC 20002

(202) 275-9200 (voice)

(202) 275-6381 (fax)

(202) 275-6388 (TTY)

www.hud.gov

Office Hours: 8:00am to 4:30pm, Monday through Friday

What to Tell Housing and Urban Development (HUD)

- Your name and address
- The name and address of the person your complaint is against (the respondent)
- The address or other identification to the housing involved
- A short description to the alleged violation (the event that caused you to believe your rights were violated)
- The date(s) to the alleged violation

What Happens When You File A Complaint

- HUD will notify you when it receives your complaint. Normally, HUD also will:
- Notify the alleged violator of your complaint and permit that person to submit an answer
- Investigate your complaint and determine whether there is reasonable cause to believe the Fair Housing Act has been violated
- Notify you if it cannot complete an investigation within 100 days of receiving your complaint

Residential Resources

District of Columbia Housing Authority

1133 North Capitol Street, NE

(202) 535-1000 (voice)

Washington, DC 20002

www.dchousing.org

The District of Columbia Housing Authority (DCHA) manages subsidized housing programs, with a separate waiting list for each program. These housing programs are:

1. Public Housing
2. Housing Choice Voucher-Tenant based Vouchers
3. Housing Choice Voucher-Moderate Rehabilitation
4. Project Based Vouchers

Rental assistance is provided to low-income teens, young adults, and families through each housing program, and the assistance is based on household income. For complete details on these housing programs and renting assistance, contact the DCHA office.

Who Can Apply for Housing Assistance?

Housing assistance is available for low-income families. Income limits are determined by the Department of Housing and Urban Development each year and are available in the Client Placement Division's Client Services Center.

How Can I Apply for Housing Assistance?

DCHA is not accepting new applications at this time. Please call the number above for updates.

Providing Assistance for Persons with Disabilities

The District of Columbia Housing Authority also provides reasonable modifications. A reasonable modification is a change that can be made to a unit owned and operated by DCHA or procedure to allow persons with disabilities to have the same opportunity for housing as any other applicant. You may request a reasonable accommodation for assistance anytime during the application or housing process. All requests must be submitted in writing.

Independent Living Resources

DC Center for Independent Living, Inc. (DCCIL)

1400 Florida Avenue, NE, Suite 3A

Washington, DC 20002

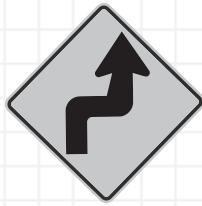
(202) 388-0033 (voice)

(202) 470-1534 (TTY)

www.dccil.org

The DCCIL is managed by and for persons with a variety of disabilities. The DCCIL is a community-based, private non-profit organization that promotes independent lifestyles for persons with significant disabilities in the District of Columbia. DCCIL has four core independent living services:

1. Independent living skills training
2. Peer counseling
3. Advocacy and legal services
4. Information and referral to community services



Transportation Resources

Transportation services are critical for you to get around the community. This Transportation and Community Life Activities Checklist is designed to let you take a look at different daily activities. Be honest with yourself about your ability to complete each skill. Make an “X” or a checkmark in the box that matches your ability to complete each task. The checklist is for your information so that you can consider services and supports you may need as you become more independent.

	Skill	I Do It Well	I Can Do It But It's Hard	I Need Help to Do It
1.	I know how to ride the bus & train by myself			
2.	I know how to cross the street safely			
3.	I know how to call metro to ask how to get to a location			
4.	I know how much money it costs to ride the bus & train			
5.	I can locate a bus stop			
6.	I can read a bus or train schedule			
7.	I know my address			
8.	I know my phone number			
9.	I know how to use an elevator or escalator safely			
10.	I know how to transfer on a bus or train			
11.	I know 3 people I can call if I need help			
12.	I know my way home from the bus or metro stop			
13.	I know how to call a cab			
14.	I can talk with a bus driver or train station manager			
15.	I know how to use the emergency intercoms in the train stations			

The following transportation services are available to you.

Washington Metropolitan Area Transit Authority (WMATA)

600 5th Street, NW

Washington, DC 20001

(202) 637-7000 (voice)

(202) 638-3780 (TTY)

Web page: www.wmata.com

The WMATA, also called Metro, is the major public transportation provider. Metro has two main transit systems:

- Metro Bus
- Metro Rail

The following telephone numbers are available to assist persons with disabilities to use WMATA's services:

Bus and Rail System Orientations

202-962-1558 (TTY 202-962-2033)

Transit Accessibility Center

202-962-2700 (TTY 202-962-2033)

ADA Programs

202-962-1100 (voice), (202) 962-2033 (TTY)

Customer Relations (Comments, suggestions, and commendations.

Open weekdays 8:00am-6:00pm)

202-637-1328 (voice), (202) 638-3780 (TTY)

Elevator status/Metrorail service disruptions

202-962-1212 (voice), (202) 638-3780 (TTY)

Elevator outages/Metrorail shuttle service
(202) 962-1825 (voice), (202) 638-3780 (TTY)

Fare distribution and sales
<https://www.wmata.com/fares/index.cfm>

Lost and found
(202) 962-1195 (voice)

Metrorail parking
(202) 962-1066 (voice)

Transit police (emergency)
(202) 962-2121 (voice)

Accessibility Contacts

Reduced fare program
(202) 962-2700 (voice), (202) 962-2033 (TTY)

Accessibility Advisory Committee
(202) 962-6060 (Voice)

Lift-equipped Metrobuses
(202) 962-1825 (voice), (202) 638-3780 (TTY)

Metro Access Paratransit Service

MetroAccess

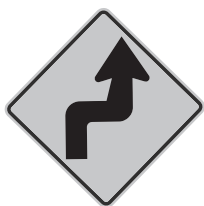
(301) 562-5360 (Voice) and (301) 588-7535 (TTY)
(800) 523-7009 (voice)

MetroAccess complaints

(202) 962-1100 (voice), (202) 962-2033 (TTY),
(202) 962-2722 (fax)

MetroAccess is the name of the ADA para transit service for the Washington, DC metropolitan area. MetroAccess is sponsored by the Washington Area Transit Authority (WMATA), local governments, and the other fixed-route transit systems in the metropolitan area. Only teen and young adult riders who meet the criteria specified by the ADA and who have been certified as eligible can use MetroAccess. Eligibility is based on your functional limitations.





Recreation, Social, & Arts Programs

Teens and young adults with disabilities can enjoy a wide variety of recreational and arts based activities in Washington, DC. The resources listed below specialize in offering social, recreational, and arts opportunities for you.

DC Center for Therapeutic Recreation

DC Parks and Recreation

3030 G Street, SE

Washington, DC 20019

(202) 698-1794 (voice)

(023) 345-6789 (TTY)

<http://dpr.dc.gov/service/therapeutic-recreation>

Therapeutic recreation programs and services are offered to both District residents and non-residents with or without disabilities. Classes include:

- Aromatherapy
- Spring break camp
- Weight training
- Water exercise and water sports

Health Services for Children with Special Needs

2124 Martin Luther King, Jr. Avenue, SE

Washington, DC 20020

(202) 467-2737

Kids in Action (KIA)

<https://www.facebook.com/HSCKidsInAction>

Kids in Action is an adaptive sports program for children with disabilities and their siblings.

Youth Athletic Program

<http://hscsn-net.org/node/34>

Youth Athletic Program (YAP) is an inclusive adapted sports program for at-risk youth, including those with disabilities and chronic illnesses.

This program is designed to engage the children in physical activity, promote the importance of making healthy choices, and gain an understanding and a love for various sports. YAP features T-Ball clinics, Soccer Clinics, Golf Clinics, Flag Football, Basketball, and Cheerleading. YAP is using a structured adapted sports program to cultivate life skills through exercises to promote self-esteem, team building, discipline, courtesy, and respect.

YAP activities are held at various Department of Parks and Recreation facilities throughout the Washington, DC area and are supported by HSCSN community partners.

Lifeline Partnerships, Inc.

309 E Street, NW

www.LifelinePartnership.org

Washington, DC 20001

(202) 628-4819 (voice)

Lifeline Partnership is a 501(c)(3) nonprofit organization for persons with developmental disabilities and their families, based at First Trinity Lutheran Church in Washington, DC. Its mission is to provide support to persons with developmental disabilities and their families, helping people with disabilities to thrive spiritually and socially.

Art Enables

2204 Rhode Island Avenue, NW
Washington, DC 20018
(202) 554-9455 (voice)
staff@art-enables.org
www.art-enables.org

Art Enables is an arts-and-enterprise program for teens and young adults with developmental and/or mental disabilities from throughout DC. If you become an Art Enables participant:

- You come to the studio on scheduled days to create and market your own art under the guidance of professional artist-instructors
- Your artwork is exhibited and sold in shows at the studio via retailers around the city and at galleries, markets, and special events throughout the region.

The Art and Drama Therapy Institute

327 S Street, NE
Washington, DC 20002
(202) 635-1576 (voice)
www.adtinet.com

The Art and Drama Therapy Institute's (ADTI) goal is to enable teens and young adults to discover and develop their unique talents, skills, and strengths. ADTI's day treatment program also includes activities that encourage teens and young adults to obtain skills, abilities, self-worth, dignity and independence.

ArtStream, Inc.

620 Pershing Drive
Silver Spring, MD 20910
(301) 565-4567 (voice)
www.art-stream.org

ArtStream teaches people with disabilities to communicate with confidence in fun, interactive sessions based in the arts. We believe

that improving communication and social skills is the first step towards successful relationships at work and at home and increased independence. ArtStream's Inclusive Theatre Companies are scripted performing companies specially designed for adults with intellectual disabilities or learning disabilities, or who are on the Autism Spectrum.

Artivate, Inc.

8455 Colesville Road, Suite 202
Silver Spring MD 20910
(301) 588-7525 (voice)

Artivate, Inc. is a non-profit arts outreach and presenting organization dedicated to bringing high quality and culturally diverse performances, workshops and artist residencies to schools and communities, at-risk youth, seniors, wounded warriors and special needs populations throughout Maryland, the District of Columbia, and northern Virginia.

John F. Kennedy Center for the Performing Arts

2700 F Street, NW
Washington, DC 20566
(800) 444-1324
(202) 467-4600
<http://www.kennedy-center.org/education/vsa/>

VSA, the international organization on arts and disability, was founded more than 35 years ago by Ambassador Jean Kennedy Smith to provide arts and education opportunities for people with disabilities and increase access to the arts for all.

VSA's signature programs offer multi-faceted, unparalleled opportunities for youth, with disabilities, who have aspirations in the performing and visual arts. Explore the program links on their website to find out more about how you can engage in the arts or to apply.

Additional Recreation Resources

Best Buddies Program Washington, D.C.

1875 Connecticut Ave., 10th Floor
Washington, DC 20009
(703) 533-9420
1-(800) 892-8339
www.ebuddies.org

Imagination Stage

4908 Auburn Avenue
Bethesda, MD 20814
www.imaginationstage.org
(301) 961-6060 (voice)

Keen Greater DC

PO Box 341590
Bethesda, MD 20827
(301) 770-3200
www.keengreaterdc.org

Serve DC

Frank D Reeves Municipal Center
2000 14th Street, NW, Suite 101
Washington, DC 20009
(202) 727-7925 (voice)
(202) 727-8421 (TTY)
www.serve.dc.gov



Technology Resources

Adaptive technology enhances the quality of life for people with disabilities at home, work, school or as part of a recreational activity. Computers with screen reading and voice recognition software, numerous hearing aid devices and electronic wheelchairs are just a few examples of adaptive technology that have become essential in the lives of people with disabilities. The following is a list of organizations and places where you may be able to acquire and use adaptive technology.

Assistive Technology Program

220 I Street, NE
Suite 130
Washington, DC 20002
(202) 547-0198
www.atpdc.org

DC Assistive Technology Resource Center

220 I Street, NE
Suite 130
Washington, DC 20002
(202) 589-0288 x 137 (voice)
www.atpdc.org

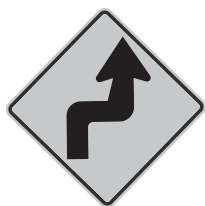
DC Shares

1301 Belmont Street, NW
Suite 1D
Washington, DC 20009-4817
(202) 332-2595

DC Public Library

DC Regional Library for the Blind and Physically Handicapped

Center for Accessibility
901 G Street, NW
Room 215
Washington, DC 20001
(202) 727-2142 (phone)
(202) 559-5368 (videophone)
<http://www.dclibrary.org/services/accessibility>



Advocacy Resources

The following organizations provide information about the laws protecting the civil rights of teens and young adults with disabilities.

University Legal Services

Protection and Advocacy Program

220 I Street, NE

Suite 130

Washington, DC 20002

(202) 547-0198 (voice)

(202) 547-2662 (fax)

www.uls-dc.org

University Legal Services (ULS) is a private, non-profit organization that provides legal advocacy for the human, legal and service rights of people with disabilities in the District of Columbia. All services are offered free of charge to eligible individuals in accordance with ULS's available resources and policies. Services provided include:

- Information and referral to community resources
- Education and training about legal rights
- Investigation of reported or suspected instances of abuse or neglect
- Legal counsel, technical assistance, and litigation services
- Technical assistance regarding legislative and policy concerns

Mid-Atlantic ADA Center

401 North Washington Street

Suite 450

Rockville, MD 20850

(800) 949-4232 (voice and TTY)

www.adainfo.org

The ADA and Information Technology Information Center of the Mid-Atlantic Region provides training and information on the Americans with Disabilities Act (ADA) and accessible information technology (IT) to businesses, individuals with disabilities, schools, and government agencies within the Mid-Atlantic Region (PA, DE, MD, VA, WV, and DC).

The ARC of the District of Columbia

1825 K Street NW
Suite 1200
Washington, D.C. 20006
(800) 433-5255

The ARC of the District of Columbia provides advocacy for a variety of issues that are important to teens and young adults with developmental disabilities.

Quality Trust for Individuals with Disabilities

4301 Connecticut Avenue, NW, Suite 310
Washington, DC 20008
(202) 448-1450 (voice)
(202) 448-1451 (fax)
www.dcqualitytrust.org

Quality Trust provides advocacy, monitoring, family supports and outreach activities designed to assist persons with developmental disabilities and their families.

Advocates for Justice and Education, Inc. We Educate. We Advocate. We Empower.

25 E Street, NW
3rd Floor
Washington DC 20001
202-678-8060
information@aje-dc.org
www.aje-dc.org

As the federally designated Parent Training and Information Center for Washington DC, AJE's mission is to empower families, youth, and the community to be effective advocates to ensure that children and youth, particularly those who have special needs, receive access to appropriate education and health services.

AJE provides:

- FREE monthly trainings and workshops for parents and professionals in navigating special education systems and

supports (including assisting families to prepare for IEP meeting and understanding educational services and parent and student rights); and youth leadership and self-advocacy trainings.

- individual assistance and legal representation to address educational issues; assistance with accessing health services for children and youth with special health care needs; referral support for families to obtain housing, child care and other social services;
- legal services for school discipline issues;
- a resource library with information on various disabilities and treatment options;

Children's Law Center

616 H Street, NW
Suite 300
Washington, DC 20001
(202) 467-4900
www.childrenslawcenter.org

UDC-DCSL

David A. Clarke School of Law
4200 Connecticut Avenue, NW
Building 52
Washington, DC 20008
(202) 274-7400
www.law.udc.edu

SchoolTalk, Inc.

1875 Connecticut Ave, NW, Ste.
660
Washington, DC 20009
(202) 907-6887
www.schooltalkdc.org

TASH

2013 H Street, NW
Washington, D.C. 20006
(202) 540-9020
www.tash.org

Youth Advocates Program

2007 North 3rd Street
PO Box 950
Harrisburg, PA 17102
(717) 232-7580
www.yapinc.org





National Resources

Many resources are available through the Internet, and some organizations provide great information using toll free numbers. The following is a list of resources that provide advice and information on a national basis.

National Collaborative on Workforce and Disability (NCWD/Youth)

(877) 871-0744 (Toll Free) (voice)

(877) 871-0665 (Toll Free) (TTY)

www.nwcd-youth.info

NCWD/Youth is a national workforce organization that has various resources and ideas about employment for youth with disabilities and their families.

Job Accommodation Network (JAN)

(800) 526-7234 (voice)

(877) 781-9403 (TTY)

<http://askjan.org/>

JAN is a free consulting service designed to increase employment options for people with disabilities. JAN provides recommendations to persons with disabilities and employers on how best to work with employees that have disabilities.

National Dissemination Center for Children with Disabilities (NICHCY) c/o Center for Parent Information and Resources

(973) 642-8100 (voice)

www.parentcenterhub.org/resources

NICHCY is a national information and referral center for children and youth with disabilities and the laws that impact their lives. NICHCY also includes a helpful database with state resources and information; see “State Resources.”

Mental Health America

800 Montgomery Street, Suite 820
Alexandria, VA 22314
(703) 684-7722

Institute for Community Inclusion (ICI)

University of Massachusetts, Boston
100 Morrissey Boulevard
Boston, MA 02125
(617) 287-4300 (voice)
(617) 287-4352 (fax)
(617) 287-4350 (TTY)
www.communityinclusion.org

ICI offers training and consultation on planning that focuses on the person with a disability, and job development activities for employment staff and job seekers. Visit their website for a wide range of job development resources, including “More Than Just a Job: Person-Centered Career Planning.”

National Center on Secondary Education and Transition (NCSET)

(612) 624-2097
www.ncset.org

NCSET coordinates national resources, offers advice, and shares information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

Think College

www.thinkcollege.net

Young adults with intellectual and/or learning disabilities have not had many chances to go to college. This website provides information and links to anyone interested in finding out more about college programs for persons with intellectual and/or learning disabilities.

United Cerebral Palsy of Washington, DC and Northern Virginia

3135 8th Street, NE

Washington, DC 20017

(202) 269-1500 (voice)

Web page: www.ucpdc.org

United Cerebral Palsy of Washington, DC and Northern Virginia operates a prevocational day treatment program for young adults with developmental disabilities.

AmeriCorps VISTA

1201 New York Avenue, NW

Washington, DC 20525

(202) 606-5000 (voice)

(800) 833-3722 (TTY)

www.americorps.gov

National Youth Leadership Network

PO Box 5908

Bethesda, MD 20824

(301) 915-0353 (voice)

www.nyln.org

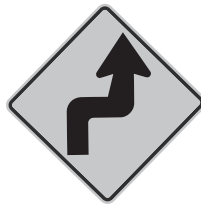
The Arc

1825 K Street, NW, Suite 1200

Washington, DC 20036

(800) 433-5255 (voice)

www.thearc.org



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