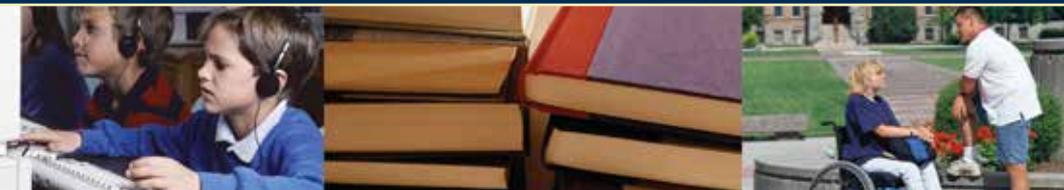


Transition Planning Handbook

A Checklist for Parents of
Children with Disabilities



THE PROTECTION AND ADVOCACY SYSTEM FOR INDIANA
MEMBER NATIONAL DISABILITY RIGHTS NETWORK

Indiana Protection and Advocacy Services Commission
4701 North Keystone Ave., Suite 222
Indianapolis, IN 46205

Voice: 317.722.5555 or 800.622.4845
TTY: 317.722.5563 or 800.838.1131
Fax: 317.722.5564
www.IPAS.IN.gov

Mission Statement

To protect and promote the rights of individuals with disabilities,
through empowerment and advocacy.

IPAS was created in 1977 by state law (IC. 12-28-I-6 as amended) to
protect and advocate the rights of people with disabilities and is
Indiana's federally designated protection and advocacy
(P&A) system and Client Assistance Program.

Member, National Disability Rights Network

*While this publication is intended to provide base information, it is
not legal advice. While attempts were made to ensure its accuracy,
the readers should direct their questions concerning their specific
situations to the legal aid society or private attorney of their choice.*

*A special thank you to Gwen Chesterfield and Steve Savage,
Transition Coordinators for Indianapolis Public Schools,
for contributing to the content of this handbook.*

*SSA has reviewed the following publication for technical accuracy only;
this should not be considered an official SSA document.*

October 2014

Index

Introduction	5
Definitions	6
Transition Planning Timeline	12
Key Differences for Students with Disabilities	22
Benefits Information Network	23
Transition Resource Directory	24

Dear Parent, Guardian or Student,

You are receiving this handbook because you or your son or daughter have been identified as nearing the completion of educational services. You may or may not have already begun the process of identifying those transition services that you will need after leaving the school setting. You will find information about several services that may be of benefit to you as you transition from high school to college or employment.

This transition planning handbook provides you with the contact information for the Indiana Office of Vocational Rehabilitation Services (VR). VR is a federal agency that serves individuals with disabilities who need vocational and rehabilitation assistance. VR may assist you in your transition planning as early as age 14 or in the 9th grade, whichever comes first. There are new federal and State initiatives for VR and the school to coordinate and improve transition services to students with disabilities. VR services can include on-the-job training, job coaching and assistive technology services or schooling and training beyond high school. Services through VR are free to those who are determined eligible.

The Indiana Protection and Advocacy Services Commission (IPAS) administers the Client Assistance Program (CAP) which can assist you or your son or daughter with attempting to receive and utilize VR or other employment services. CAP can assist you in understanding your rights as you go through the VR process, from application to receipt of services. CAP can also assist you in negotiating with VR to assure that your chosen vocational services are delivered to you in an appropriate and timely manner.

The handbook also lists the contact information for the Social Security Administration (SSA). In 1999, Congress passed The Ticket to Work and Work Incentives Improvement Act. The Ticket to Work Program can assist in the training and support for individuals with disabilities who receives Social Security benefits and who are aged 18-64 years. It can assist individuals with disabilities to find meaningful employment.

Services such as training, education and job placement can be provided to a beneficiary leading to full-time employment. You can contact your local Social Security office for additional information on the Ticket to Work program. You may also contact Indiana Protection and Advocacy Services to receive additional information on the Ticket to Work program and about the Protection and Advocacy Services for Beneficiaries of Social Security (PABSS) program which is a part of the Ticket to Work program. IPAS investigates complaints on behalf of beneficiaries who are attempting to use their Tickets to gain services from VR or other agencies called “employment networks”. Again, these services are at no cost to you.

You will also find important information in the handbook about “Indiana Works”, the work incentives planning and assistance agency for beneficiaries of Social Security. “Indiana Works” provides free services and information to individuals who currently receive Social Security benefits. They can help the beneficiary understand how working and earning income will affect their SSA benefits over time. Inside you will find the toll-

free phone numbers for Indiana Works plus important information about the Indiana Benefits Information Network (BIN) who can also assist beneficiaries who want to find employment.

One may obtain BIN services by asking his/her VR Counselor to refer him/her for a benefits analysis. IPAS hopes this information will be helpful to you as you transition your son, daughter, or yourself from school to work. Please contact our agency should you need further information on this or other disability-related issues.

Indiana Protection and Advocacy Services Commission
4701 North Keystone Ave., Suite 222
Indianapolis, IN 46205

Voice: 317.722.5555 or 800.622.4845

TTY: 317.722.5563 or 800.838.1131

Fax: 317.722.5564

www.IPAS.IN.gov

Introduction

This handbook is intended for parents and students. It has been prepared as a guide to assist you in identifying the options that are available for you or your student. It will be a valuable tool in developing your student's or your

Individualized Education Plan (IEP) and the Transition IEP throughout your child's or your school years. From early childhood until the age of 18 (or 22 if appropriate), you or your student may wish to pursue some of the options and planning that are listed in this booklet to help you prepare for your student's or your adult life.

Between the ages of 18-22 years, young adults with disabilities and their families must exchange the security of the school environment for a complex system of adult service programs. The federal, state and local agencies that support adults with disabilities each have very different sets of rules and requirements and, unlike the schools, are not mandated to serve all citizens. It is important to remember that while all students are entitled to a free, appropriate education, access to adult services is based on eligibility and availability of funds.

Please note that all contact information (phone numbers, addresses, and websites) for agencies and service providers are included at the end of this booklet. For more information, please feel free to contact IPAS at 1-800-622-4845 or at TTY 1-800-838-1131.

You may contact the following people for information and assistance with transition:

- Your student's or your Teacher of Record (TOR) or Employment Training Specialist/Job Coach (ETS)
• Name; email or phone # _____
- Name; email or phone # _____

Definitions

Adequate Yearly Progress (AYP)

Since 2002, the federal No Child Left Behind Act of 2001 (NCLB) has required public schools to make Adequate Yearly Progress (AYP) for both the overall student population and any demographic group within the school that includes 30 or more students (Indiana's minimum group size). The goal of NCLB is for all students to achieve proficiency in English/language arts and math by 2014. To demonstrate Adequate Yearly Progress, schools, school corporations, and the state either must meet the annual target that ensures that 100% of students will pass state tests in both English and math by 2014 or reduce the percentage of students not passing these tests by at least 10% annually (commonly known as "safe harbor"). Additionally, schools must assess at least 95% of students and meet annual goals in attendance (elementary and middle schools) or graduation rate (high schools).

BDDS – Bureau of Developmental Disabilities Services

The Division of Disability and Rehabilitative Services (DDRS) Bureau of Developmental Disabilities Services (BDDS) provides services for individuals with developmental disabilities that enable them to live as independently as possible in their communities. BDDS assists individuals in receiving community supports and residential services using a person-centered plan to help determine which services are needed and who can best provide them. BDDS offers two Waivers: Community Integration and Habilitation Waiver (formerly Developmental Disabilities Waiver and Autism Waiver) and Family Supports Waiver (formerly Support Services Waiver). BDDS also monitors the quality of care and the facilities of those who are approved to provide these services in Indiana. An Intake Specialist from the local BDDS office will contact you to complete the assessment for a preliminary Level of Care (LOC), using the information and documents you provide. This part of the process determines Developmental Disability (DD) eligibility and preliminary Level of Care (LOC). After the application process is complete and LOC is determined, you will be placed on the waiting list for Family Supports Waiver services and you will also be referred to Vocational Rehabilitation Services (VR). An individual can receive services during school years as well as in adulthood. This is the primary source of funding for adult services. Contact your local BDDS office for eligibility requirements.

Case Conference Committee (CCC)

The group of persons, including the student, parents, and school personnel, who determine students' eligibility for special education services. The CCC develops and reviews the IEP/Transition IEP goals and objectives and the special education services needed by the student. The CCC determines educational placement of the student and ensures that services are provided in accordance

Definitions (Cont.)

to the IEP as well as state and federal laws. The committee works together with students and parents to determine whether the student should pursue a high school diploma or certificate of completion.

Certificate of Completion

- Certificate of Completion is not a credential or a diploma.
- Proves that the student met all IEP goals that were set by CCC throughout high school years.
- Students receiving Certificates of Completion are eligible to participate in graduation ceremonies.

Charter Schools

Charter schools are public schools and as such are required to comply with all Indiana laws, except those that expressly do not apply to charter schools. For example, charter schools must comply with laws pertaining to open enrollment, special education, the unified accounting system established by the State Board of Accounts, student health and safety, compulsory school attendance, and standardized testing.

ECA – End of Course Assessment

Students must pass an assessment after completing Algebra 1, Biology and English 10. Students must pass the End of Course Assessments in order to receive a diploma. If your student cannot pass these exams, you should ask the Case Conference Committee or Teacher of Record (TOR) about a ECA waiver. Graduation options should be discussed annually at the Case Conference Committee meeting.

Educational Representative

Under Indiana’s Special Education Law (Article 7), any student eligible for special education and related services who has become 18 years of age and has not had a guardian appointed under Indiana Code (IC) 29-3 may have an Educational Representative (sometimes called an Educational Surrogate) appointed to make educational decisions on the student’s behalf. There must be a written request for appointment of an Educational Representative. The student must be certified as unable to provide informed consent.

Employment Outcome

An employment outcome is defined as entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment in an integrated setting. This may include self-employment, telecommuting, or business ownership, that is consistent with an individual’s strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Definitions (Cont.)

FAFSA – Free Application for Federal Student Aid

This application is for federal financial aid for students who are pursuing college or other post-secondary education. The FAFSA may be obtained from high schools, postsecondary institutions' financial aid offices, or online at: www.fafsa.ed.gov. The student must complete and submit the form to a designated federal processing agent contracted by the U.S. Department of Education, who analyzes the information and determines the student's eligibility for federal financial aid. This is done in the student's senior (final) year of high school; the application is typically due in March. The student must complete a FAFSA to be eligible to receive VR financial services for postsecondary education.

Guardianship

At the age of 18, a student becomes his/her own legal guardian as an emancipated adult, unless the parent makes a legal petition through a court of law. There are different levels of guardianship, depending on the student's needs. Please seek expert or legal advice about the advantages and disadvantages of guardianship.

Homeless Children with Disabilities

Homeless children with disabilities are protected under the McKinney-Vento Homeless Assistance Act of 2001 and new provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). All children who are homeless have the same right to a free public education as is provided to other children and youth. School districts and schools may not separate students from based on their homelessness. Homeless students must have access to the education and services they need to have the opportunity to meet the same state academic achievement standards as all other students.

IEP – Individualized Education Plan

Developed each year in a Case Conference Committee (CCC) meeting with the student, parents, and teachers, this plan outlines your student's or your goals and objectives and related services for the upcoming school year.

Long-Term or Estate Planning

This is planning that takes place to provide for the needs of your child in the future, when you are no longer able to care for him/her. Such planning may include setting up Special Needs Trusts, residential services, employment, health care and financial arrangements.

Definitions (Cont.)

Medicaid

Medicaid is the health insurance program for persons with limited income and resources jointly funded by the state and federal government and managed by the state.

Medicaid Waivers

Medicaid Waivers makes Medicaid funds and services available to allow members to live in a community setting and avoid institutional placement. To be eligible for any waiver program, you must meet Medicaid guidelines and waiver eligibility guidelines.

Intellectual Disability (ICF-ID) level of care waivers: Community Integration and Habilitation Waiver (formerly Developmental Disabilities Waiver and Autism Waiver) and Family Supports Waiver (formerly Support Services Waiver)

These waivers are for children and adults with an intellectual disability and assist a person to: become involved in the community where he/she lives and works, develop social relationships in the person's home and work communities, develop skills to make decisions about how and where the person wants to live, and be as independent as possible. It is helpful to apply as soon as you identify a need for waiver services. To apply, go to your local Bureau of Developmental Disabilities Services (BDDS) District Office. There are eight BDDS District Offices throughout the state. Contact information can be found by contacting the Division of Disability and Rehabilitative Services, 1-800-545-7763, or at the following site: <http://www.in.gov/fssa/files/BDDS.pdf>.

Nursing Facility level of care waivers: Aged and Disabled Waiver and Traumatic Brain Injury Waiver

These waivers are for children and adults whose needs are primarily medical and assist a person to be as independent as possible and live in the least restrictive environment possible while maintaining safety in the home. To apply for these "medical model" waivers, go to your local Indiana Association of Area Agencies on Aging (IAAAA). There are 16 Area Agencies on Aging throughout the state. Call toll-free 1-800-986-3505.

SSDI – Social Security Disability Insurance

This is a payroll tax-funded, federal insurance program of the United States government that provides income to people who are unable to work because of a disability. It is a monthly benefit for people who have worked in the past and paid Social Security taxes. A child or adult with disabilities may be entitled to the SSDI "child" benefit when one of his/her parents is receiving Social Security retirement or disability benefits or has died and worked long enough under Social Security.

Definitions (Cont.)

SSI – Supplemental Security Income

This is a monthly benefit paid by the United States government to individuals who are disabled, blind, or 65 and older based upon financial need (i.e., low income and limited resources). A child under age 18 can qualify if s/he meets Social Security’s definition of disability for children and if his/her income and resources fall within the eligibility limits.

Summary of Performance

This is written by the school personnel at the IEP Conference. It must include an over-all review of the student’s performance. It includes functional skills, academic performance, living and social skills and how to plan for activities after school. It can be used by diploma track or certificate track students in special education to plan for employment, community living, and post-secondary education.

TOR – Teacher of Record

TOR is the teacher to whom the student with a disability is assigned, responsible for completing the student’s IEP/Transition IEP document and monitoring its implementation.

Transition IEP

The IEP that is developed annually beginning when the student turns age 14 or enters the ninth grade, whichever comes first. It defines the student’s post-secondary goals in the areas of employment, training, and independent living skills, which then guides the development of the annual educational goals and objectives, transition services/activities, special education, and related services and states whether the student will pursue a high school diploma or certificate of completion.

Transition

Transition Services are a coordinated set of activities for a student, designed within an outcome-oriented process. This process enables a student to move from school to post-school activities. These activities may include post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests. The services must include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

Definitions (Cont.)

VR – Vocational Rehabilitation Services

VR is a short-term service that works with eligible individuals with disabilities to achieve their employment goals. Applicants must have a mental or physical impairment that substantially interferes with their ability to work. The applicant must also require VR services to become employed. All students with disabilities are presumed to be able to work. VR and the State Educational Agencies (SEA's) are required to have formal interagency agreements that explain how they will collaboratively plan and coordinate transition services for students with disabilities who need transition services. This formal interagency agreement ensures that these students experience a smooth transition from school to post-school activities. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the VR program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.

Transition Planning Timeline

Items of extra importance may be listed several times throughout these timelines.

Early Childhood:

- Determine if child is eligible for First Steps program (0-3 years).
- Where appropriate, contact BDDS to apply for a Medicaid waiver.
- Help develop your child's first IEP (3 years +).
- Investigate and apply as appropriate for SSDI, SSI, Medicaid, and Respite programs.
- Consider estate planning options.
- Develop behavior management strategies if needed.
- Create a file for educational and medical information to provide ready access to important records.
- Attend informational workshops or seminars on IEP development and parent-school collaboration.

Elementary School Years:

- Continue above list as appropriate.
- Attend, plan for, and participate in every IEP meeting. This is where you will plan for your student's future.
- Make sure your student takes ISTEP or alternative assessments, with appropriate accommodations, as recommended by the CCC.
- Explore residential options for now or your student's future.
- Introduce the concept of work and responsibility into everyday activities at home. Make your child a productive part of the household by introducing chores.
- Use routines at home for self-care and daily living skills. Increase expectations for your student as s/he gets older.
- Help student develop friendships and social skills at home and in the community.
- Work on age-appropriate social and communication skills.
- Provide child with many opportunities and experiences to learn and practice new skills.
- Where appropriate, contact BDDS to apply for a Medicaid waiver. If your student is already on waiver wait lists, call BDDS to confirm that your student's information is accurate.
- The CCC, student, and parent need to explore what educational options are available, including general education classes (with or without support), special education classes, or a combination of both.

Transition Planning Timeline (Cont.)

Elementary School Years (Cont.):

- Explore and access assistive technology for your student.
- Support the introduction of in-class jobs at school.
- Get involved in after-school leisure and recreational activities within the community (such as scouts, sports, etc.).
- Attend informational meetings regarding services available to your child.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed Medicaid waiver applications.

Middle School Years:

- Continue above list as appropriate.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Make sure your student takes ISTEP or alternative assessments, with appropriate accommodations, as recommended by CCC.
- Where appropriate, contact BDDS to apply for a Medicaid waiver. If your student is already on waiver wait lists, call BDDS to confirm that your student's information is accurate.
- Parent and student should begin to think about and create a vision for the student's life after high school. Consider and explore options regarding jobs or careers, continuing education, recreation, and independent living.
- Begin career exploration in school and in the community: job shadow, volunteer, and participate in community service projects.
- Support teachers' efforts to provide vocational exploration and training as part of the school program, including jobs at school.
- The CCC, student, and parent need to explore what educational options are available, including general education classes (with or without support), special education classes, or a combination of both.
- Attend transition fairs and information meetings regarding services after your child exits school to begin to learn about them.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents, and completed Medicaid waiver applications.
- Transition planning begins at age 14 or at the beginning of 9th grade, whichever comes first.. The student's IEP should now be referred to as the Transition IEP.

Transition Planning Timeline (Cont.)

Middle School Years (Cont.):

- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

First Year of High School:

- Continue above list as appropriate.
- Transition planning begins at age 14 or upon entering 9th grade, whichever comes first. The student's IEP should now be referred to as the Transition IEP.
- * Student may apply for VR services at age 14 or 9th grade. VR may assist with planning activities related to employment and/or post-secondary training. You or the student may also invite the VR Counselor to attend the CCC meeting.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Explore and discuss with CCC graduation requirements and possible date of exit. Students may remain in school until the end of the school year during which they turn 22 years of age.
- Discuss and determine whether diploma track vs. certificate of completion is appropriate for your student. Ensure that CCC evaluates and documents the track selected.
- Request and participate in Person-Centered Plan (PCP) for transition planning purposes.
- Make sure your student takes ISTEP or alternative assessments, with appropriate accommodations, as recommended by CCC.
- Where appropriate, contact BDDS to apply for a Medicaid waiver. If your student is already on waiver wait lists, call BDDS to confirm that your student's information is accurate.
- Investigate and apply to funding sources that benefit your student (SSI, Medicaid, etc.).
- Expand career exploration. Begin job shadowing and learn about types of jobs people have in the community. Seek volunteer and community work that allows student to gain valuable work experience and good references.
- Working students ages 14-17 must have a work permit.

Transition Planning Timeline (Cont.)

First Year of High School (Cont.):

- Gather or obtain the following pieces of personal identification:
 - Birth certificate (county health dept.)
 - State ID (local Bureau of Motor Vehicles (BMV) branch)
 - Social Security card (local Social Security office)
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed waiver applications.
- Attend transition fairs with student.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

Second and Third Year of High School:

- Continue above lists.
- Obtain Indiana state ID card or driver's license (age 16) at local Bureau of Motor Vehicles (BMV) branch.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Be sure class choices and annual goals support the post-secondary goals that are stated under the outcomes section of the Transition IEP.
- Review high school transcript with CCC to monitor progress toward earning high school diploma and determine whether earning a diploma is a realistic goal. Note progress in IEP. Establish graduation or completion date.
- Take End of Course Assessments and/or access remediation for ECA/GQE if not passed. CCC needs to explore requirements and procedures for GQE/ECA waiver and begin to prepare if necessary.
- * Student may apply for VR services at age 14 or 9th grade. VR may assist with planning activities related to employment and/or post-secondary training. You or the student may also invite the VR Counselor to attend the CCC meeting.
- Participate in Person-Centered Plan (PCP) for transition planning purposes.
- Where appropriate, contact BDDS to apply for a Medicaid waiver. If your student is already on waiver wait lists, call BDDS to confirm that your student's information is accurate.

Transition Planning Timeline (Cont.)

Second and Third Year of High School (Cont.):

- Obtain information on adult services such as residential planning, guardianship, financial/estate planning, supported employment, and day programming.
- If considering college, begin to investigate which colleges will provide the support and services the student may need.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Explore and participate in vocational training programs and transition services offered by your school, including

Vocational Rehabilitation Services (VRS).

- Expand career exploration by job shadowing, volunteering, and/or working in a paid job to gain valuable work experience and good references. A work permit is required for workers aged 14-17.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed waiver applications.
- Take driver's education. If needed, access assessments to determine ability to drive and accommodations needed.
- Explore student's community recreation interests. Get involved.
- Investigate guardianship or power of attorney options and procedures. Determine student's best interest.
- Support your student's use of public transportation to access community activities. Apply for discount fares, if available.
- Attend transition fairs, college fairs, and/or career fairs with student to gather needed information and contacts.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

The Year Before High School Graduation/Completion:

- Continue above list as appropriate.
- Obtain Indiana state ID card or driver's license at local Bureau of Motor Vehicles (BMV) branch.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.

Transition Planning Timeline (Cont.)

The Year Before High School Graduation/Completion (Cont.):

- Be sure class choices and/or annual goals support the post-secondary goals that are stated under the outcomes section of the Transition IEP.
- Review the student's high school transcript with CCC to monitor progress toward earning a high school diploma and determine whether earning a diploma is a realistic goal. Note progress in IEP.
- Confirm high school graduation or completion date.
- Take End of Course Assessments and/or access remediation for ECA if not passed. CCC needs to prepare portfolio for ECA waiver, if necessary for the student to earn a diploma.
- Discuss age of majority and transfer of rights to the student at age 18. Determine if some type of guardianship option is in the student's best interest, and plan a course of action.
- Continue to participate in Person-Centered Plan (PCP) for transition planning purposes.
- Find and maintain a part-time paid or volunteer job in the community.
- Participate in vocational training programs offered by your school.
- Explore and apply for off-high school campus transition services offered by your school. Ask the student's TOR about available options.
- Define and explore adult services the student will need, such as residential planning, guardianship, financial/estate planning, supported employment, and day programming.
- Where appropriate, contact BDDS to apply for a Medicaid waiver. If your student is already on waiver wait lists, call BDDS to confirm that your student's information is accurate.
- Complete VR application. These services must be coordinated between the student, family, school staff and the VR counselor through the process of VR application, eligibility, development and implementation of services to support the transition from youth to adult services. You or the student may also invite the VR Counselor to attend the CCC meeting.
- Access the Benefits Information Network (BIN) to learn how working and wages actually affect the student's benefits. VR can provide this service for VR clients.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Take college entrance tests (ACT or SAT tests).

Transition Planning Timeline (Cont.)

The Year Before High School Graduation/Completion (Cont.):

- Apply for financial aid for college or post-secondary education (i.e., submit FAFSA), if applicable.
- Make necessary applications to colleges and other post-secondary institutions.
- Student should use public transportation to access the community (e.g., work and recreation). Apply for discounted fares, if available.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed waiver applications.
- Attend transition fairs, college fairs, and/or career fairs with student.
- Review health insurance coverage; inform insurance carrier of student's disability and investigate rider of continued eligibility.
- Consider estate planning options, such as Special Needs Trusts and other life planning.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

At Age 18:

- Re-apply for SSI and Medicaid when student turns 18 for the continuation of benefits.
- Register to vote (at Bureau of Motor Vehicles or other government locations).
- Men register for selective service (online or at the local post office).
- Automatic transfer of rights to the student takes place. Upon the 18th birthday, the student is an emancipated adult, unless legal guardianship/parental rights have been established through a court of law.

Final Year of High School – Ages 18-22:

- Continue above list as appropriate.
- Complete VR application, determination of eligibility and development of the Individualized Plan for Employment, as appropriate. You or the student may also invite the VR Counselor to attend the CCC meeting.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.

Transition Planning Timeline (Cont.)

Final Year of High School – Ages 18-22 (Cont.):

- Continue to participate in Person-Centered Plan (PCP) for transition planning purposes.
- Retake college entrance exams (ACT, SAT) if needed or desired.
- Make necessary applications to colleges and other post-secondary institutions.
- Where appropriate, contact BDDS to apply for a Medicaid waiver. If your student is already on waiver wait lists, call BDDS to confirm that your student's information is accurate.
- Contact BDDS in the fall to begin the process for your student to access (“be targeted for”) the priority Family Supports waiver upon school completion. All eligible individuals ages 18-24 are to receive Family Supports waiver services once they complete high school, regardless of waiting lists.
- Student should use public transportation to access community (e.g., work and recreation). Apply for discount fares, if available.
- Facilitate and participate in communication between school personnel and all adult service providers for the purpose of a smooth, seamless transition.
- Complete student exit questionnaire with high school staff.
- Ensure all necessary support services are ready to be provided immediately after graduation.
- Request a copy of the most recent educational evaluation completed by your school for your records. (The schools are not required by law to provide testing for post-secondary needs. If the student is a VR consumer, VR may obtain additional testing as needed.)
- Apply for financial aid for college or post-secondary education (e.g., submit FAFSA), if applicable.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Meet with post-secondary educational representatives, and confirm their support services for the student. Students attending college or vocational school are responsible for disclosing their disability and requesting services, if needed. Apply for and confirm access to educational and housing supports.

Transition Planning Timeline (Cont.)

Education law that affects you:

There are several federal and state laws that define the rights of students with disabilities, as well as the obligations of school systems in providing educational services to those students. Those laws include the IDEIA, No Child Left Behind, Section 504 of the Federal Rehabilitation Act, and Indiana's special education law, often called Article 7. The information provided below is not intended to be legal advice, nor does it begin to disclose or address all of the laws, rights, and protections that can be afforded to students with disabilities.

While you are in high school, you may be entitled to many accommodations due to your disability/diagnosis. These accommodations can help you succeed if you choose to take advantage of them, including resource teachers who assist in areas in which you need help and provide other tools to ensure you receive the best education possible. The accommodations are designed to even the playing field, making students equal in academic opportunities. After graduation from high school, you leave entitlement to services behind. As an adult, if you continue to need assistance or accommodations, you must apply for and be found eligible (meet a certain set of requirements) to receive similar services that were automatic before you graduated.

A “highly qualified” teacher must have:

- Full state licensure as a special education teacher and a current special education teacher's license and licensure cannot be waived on any basis.
- At least a Bachelor's degree.

A paraprofessional must:

- Complete two years of study at a college or university or obtain an Associate's (or higher) degree.
- Pass a formal state/local academic assessment to demonstrate knowledge or ability to assist in teaching reading, writing, and mathematics.

Transition Plan:

- Must include appropriate measurable post-secondary goals based on age-appropriate transition assessment related to training, education, employment, and independent living skills.
- Identifies the transition services needed to assist the student in meeting the student's post-secondary goals.
- Begins at the age of 14 or upon entry into the ninth grade, whichever occurs first.
- * Identifies the collaboration between VR and the school to ensure the student has the skills and supports needed to accomplish his/her employment and life goals.

Transition Planning Timeline (Cont.)

Federal Law: Individuals with Disabilities Education Improvement Act (IDEIA)

- The Individuals with Disabilities Education Improvement Act (IDEIA) is the nation's special education law. IDEIA provides billions of dollars in federal funding to help states and local communities provide special education.
- IDEIA requires states to provide a free, appropriate public education (FAPE) in the least restrictive environment (LRE). The statute also outlines a detailed due process procedure to ensure that all students receive FAPE.

Federal Law: No Child Left Behind

- This law is based on stronger accountability for educational results.
- Allows more freedom for states/communities, uses proven educational methods, and allows more choices for parents.
- Requires schools to meet Adequate Yearly Progress in academic achievement of the overall student populations.

Federal Law: Workforce Innovation and Opportunity Act (2014)

- Youth with disabilities will be able to receive extensive pre-employment transition services to obtain and retain competitive integrated employment. The WOIA creates an Advisory Committee on strategies to increase competitive integrated employment for individuals with disabilities. The Act allows VR to dedicate a portion of its funding to transition services for youth with disabilities.

http://wdr.doleta.gov/directives/attach/TEN/WIOA_Factsheet_Acc.pdf

*Sources: Teachers qualifications (511 IAC 7-36-3)
Paraprofessionals (511 IAC 7-36-2)
Transition planning (511 IAC 7-43-4)*

Key Differences for Students with Disabilities

HIGH SCHOOL	COLLEGE
Strong federal law (IDEIA) and state law (Article 7) govern special education services for K-12, protect the rights of the student and parent, and emphasize SUCCESS in school.	IDEIA and Article 7 do not apply to post-secondary education. A.D.A (Americans with Disabilities Act of 1990, Title II) and Section 504 of the Rehab Act of 1973 are the applicable laws and emphasize ACCESS to programs and facilities.
School provides an educational evaluation and determines eligibility for special education support services at no cost to the student.	Students must initiate and get an educational evaluation, often at their own expense.
School staff identifies the student as having a disability and has responsibility for arranging accommodations needed by the student.	Students must identify themselves to the appropriate college staff (for example, Disability Support Services staff). Students have responsibility for self-advocacy and arranging needed accommodations. Professors and instructors may be helpful, but they expect students to initiate contact for help they need.
Parent has access to student records, has the role of advocate for the student, and possesses many rights per federal and state law.	Parent does not have access to student records and cannot represent student unless student provides his/her written consent. Student is expected to advocate for self.
Teachers modify curriculum and assignments as outlined in the IEP.	There is no IEP in post-secondary. There can be a written 504 plan or educational accommodation plan in college. There may also be a written description of the ADA accommodations, through the college's special services department. Instructors are not required to modify curriculum or assignments; however, they may make accommodations, through the institution's special services office. Students are assigned substantial amounts of reading and writing work.
The IEP or 504 Plan may include modifications to grading, homework, and testing.	Grading and test format changes are generally not available. Accommodations in HOW tests are given (like extended time, test proctors) are available when supported by disability documentation. Testing generally covers large amounts of material. Make-up tests are seldom an option; if they are, students are responsible for requesting them.
Students may study outside class for as little as zero to two hours per week, mostly last-minute test preparation.	Students usually need to study at least two to three hours for each hour spent in class.

Source: National Transition Technical Assistance Center (<http://www.nsttac.org/>)

Benefits Information Network (BIN)

Individual Benefits Planning [BIN] for SSI and SSDI Recipients Entering or Re-Entering Employment

The Benefits Information Network (BIN) is improving the ability of people with disabilities to use and access federal and state work incentives by providing an informed, efficient network of Indiana benefits information counselors and organizations that provide disability support services. The BIN is funded by Indiana's Medicaid Infrastructure Grant (MIG) and Indiana Vocational Rehabilitation Services and administered through the Center on Community Living and Careers. You may find more information about the BIN at <http://www.iidc.indiana.edu/index.php?pageId=70>

For more information about Indiana's **BIN**, please contact the Center on Community Living and Careers, 812-855-6508. *A Vocational Rehabilitation Counselor can request and purchase a BIN analysis for individuals eligible for VR services.*

Where to Get More Information About Managing Your Benefits

"Indiana Works" Incentive Planning and Assistance (WIPA) is a service organization funded in part by the Social Security Administration that provides assistance with benefits planning for individuals as they enter or re-enter employment. These benefits planning, assistance and outreach agencies can be reached at:

IN NORTHERN AND CENTRAL INDIANA:

ASPIRE INDIANA, INC.

TOI FREE: 877.574.1254

765.641.8382

Serving: Adams, Allen, Bartholomew, Benton, Blackford, Boone, Brown, Carroll, Cass, Clinton, decaatur, deKalb, delaware, Elkhart, Fayette, Fountain, Franklin, Fulton, Grant, Hamilton, Hancock, Hendricks, Henry, Howard, Huntington, Jasper, Jay, Johnson, Kosciusko, lake, laGrange, laPorte, Madison, Marion, Marshall, Miami, Montgomery, Morgan, Newton, Noble, Porter, Pulaski, Putnam, Randolph, Rush, Shelby, Starke, Steuben, St. Joseph, Tippecanoe, Tipton, Union, Wabash, Warren, Wayne, Wells, White, Whitley

IN SOUTHERN INDIANA:

SOUTHERN INDIANA RESOURCES SOLUTIONS, INC. (SIRS)

TOI FREE: 800.206.6610

812.634.2617

Serving: Clark, Clay, Crawford, Daviess, Dearborn, Dubois, Floyd, Gibson, Greene, Harrison, Jackson, Jefferson, Jennings, Knox, lawrence, Martin, Monroe, Ohio, Orange, Owen, Parke, Perry, Pike, Posey, Ripley, Scott, Spencer, Sullivan, Switzerland, Vanderburgh, Vermillion, Vigo, Warrick, Washington

Transition Resource Directory

Resources for Life After High School:

From the Center on Community Living and Careers, Indiana Institute on Disability and Community, Indiana University

Indiana Secondary Transition Resource Center

An online resource for teachers, administrators, families and students with information about the process of moving from high school to adult life.
<http://www.iidc.indiana.edu/index.php?pageId=3283>

Indiana Disability Benefits and Work

A website with information and details on federal, state, and local benefits, programs, and work incentives.
<http://www.iidc.indiana.edu/index.php?pageId=70>

Is College Right for You? Setting Goals and Taking Action

A FREE booklet available online or to order. Information on career goals, timelines, financial aid, types of colleges and universities, accommodations, and advocacy.
<http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/College4U-5.pdf>

A Roadmap to Choosing an Employment Agency

A FREE workbook to help individuals and families choose an employment agency.
<http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/ChooseEAgency.pdf>

Think College Indiana, Indiana Postsecondary Education Coalition

<http://www.thinkcollegeindiana.org>
Email: jeupdike@indiana.edu

Going to College: A Resource for Teens with Disabilities
<http://www.going-to-college.org/>

Indiana IEP Resource Center
7916 Zionsville Road
Indianapolis, IN 46268
317.757.8297
<http://www.indianaieprc.org/>

Post-Secondary Education, Colleges, Universities *(Not Inclusive List)*

Ball State University
Office of Disabled Student Development
2000 W. University Ave.
Muncie, IN 47306
765.285.5293
<http://www.bsu.edu/dsd/>

Butler University
Student Disability Services
4600 Sunset Ave.
Indianapolis, IN 46208
317.940.9308
800.368.6825
<http://www.butler.edu/>

Harrison College
550 E. Washington St.
Indianapolis, IN 46204
317.264.5656
<http://www.harrison.edu>

Indiana Institute of Technology
3500 DePauw Blvd.
Pyramid 3010
Indianapolis, IN 46268
317.466.2121
<http://www.indianatech.edu>

Transition Resource Directory (Cont.)

Post-Secondary Education, Colleges, Universities (Cont.)

Indiana State University
Disabled Student Services
200 N. Seventh St.
Terre Haute, IN 47809
812.237.2301
[http://www.indstate.edu/cfss/
programs/dss/eligibility.htm](http://www.indstate.edu/cfss/programs/dss/eligibility.htm)

Indiana University
Disability Services for Students
601 E. Kirkwood Ave.
Bloomington, IN 47405
812.855.7650
<http://www.studentaffairs.iub.edu/dss/>

Indiana University Northwest
Student Support Services
3400 Broadway
Gary, IN 46408
219.980.6798
<http://www.iun.edu/student-support/>

**Indiana University
Purdue University Fort Wayne**
Services for Students with Disabilities
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805
260.481.6657
<http://www.ipfw.edu/ssd/>

Indiana University South Bend
Office of Disability Support Services
1700 W. Mishawaka Ave.
South Bend, IN 46615
574.520.4832
<http://www.iusb.edu/~sbdss/>

Indiana University Southeast
Disability Services
4201 Grant Line Rd.
New Albany, IN 47150
812.941.2243
<http://www.ius.edu/disabilityservices/>

Indiana Wesleyan University
6325 Digital Way, Suite 222
Indianapolis, IN 46278
866.468.6499
[http://www.indwes.edu/css/
disability-services/](http://www.indwes.edu/css/disability-services/)

IUPUI
Adaptive Educational Services
University College/Joseph Taylor Hall
Room 137
Indianapolis, IN 46202
317.274.3241
<http://aes.iupui.edu/services.html>

Ivy Tech State College
Disability Support Services
50 W. Fall Creek Parkway,
North Drive
Indianapolis, IN 46208
866.499.5463
<http://www.ivytech.edu/dss/index.html>

Lincoln College of Technology
7225 Winton Dr.
Building 128
Indianapolis, IN 46268
317.632.5553
<http://www.lincolnedu.com/>

Martin University
2171 Avondale Pl.
Indianapolis, IN 46218
317.543.3243
[http://www.martin.edu/
department-of-student-services](http://www.martin.edu/department-of-student-services)

Purdue University
Disability Resource Center
Earnest C. Young Hall Building
Eighth Floor, Room 830
155 S. Grant St.
West Lafayette, IN 47907
765.494.1247
[http://www.purdue.edu/odos/drc/
requestingservices.php](http://www.purdue.edu/odos/drc/requestingservices.php)

Transition Resource Directory (Cont.)

Post-Secondary Education, Colleges, Universities (Cont.)

Purdue University Calumet
Student Support Services
Student Union & Library Building
Room 343
2200 169th St.
Hammond, IN 46323
219.989.2455
<http://www.purduecal.edu/>

Purdue University North Central
Disability Services
1401 South U.S. 421
Westville, IN 46391
219.785.5374
[http://www.pnc.edu/sa/
disability-services/](http://www.pnc.edu/sa/disability-services/)

University of Indianapolis
Services for Students with Disabilities
Schwitzer Student Center, Room 206
1400 E. Hanna Ave.
Indianapolis, IN 46227
317.788.6153
<http://www.uindy.edu/ssd/index.php>

University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712
812.464.8600
<http://www.usi.edu/>

Vincennes University
Office of Disability Services
1002 N. First St.
Vincennes, IN 47591
812.888.4501
<http://www.vinu.edu/disability-services>

Post-Secondary Online Resources

**Office of Special Education and
Rehabilitative Services (OSERS)**
[www.ed.gov/about/offices/list/osers/
index.html](http://www.ed.gov/about/offices/list/osers/index.html)

**National Secondary Transition
Technical Assistance Center**
<http://www.nsttac.org>

**Association on Higher Education
and Disability**
www.ahead.org/

**The Heath Resource Center, at
the National Youth Transitions
Center, Online Clearinghouse on
Postsecondary Education for
Individuals with Disabilities**
<http://www.heath.gwu.edu/>

**Going to College: A Resource
for Teens with Disabilities**
<http://www.going-to-college.org/>

**Financial Aid for Students
through the U.S. Department of
Education Office**
<http://www.ed.gov/index.jsp>

The Financial Aid Information Page
<http://www.finaid.org>

Advocacy/Disability Resources

About Special Kids (ASK)
A “parent-to-parent” organization
that answers questions and provides
support, information, and resources
to Indiana families with children with
special needs.
317.257.8683
800.964.4746
www.aboutspecialkids.org

Transition Resource Directory (Cont.)

Advocacy/Disability Resources (Cont.)

ADA Center (Great Lakes)

The Great Lakes ADA Center answers questions regarding the Americans with Disabilities Act and provides technical assistance and training to people with disabilities and businesses.

800.949-4232

<http://www.adagreatlakes.org>

The Arc of Indiana

Advocates for people with intellectual and related developmental disabilities and their families. TheArcLink provides resources and advice on home- and community-based services with detailed information on service providers via the Web site.

317.977.2375

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

Breaking New Ground (BNG)

Provides information and resources for people with disabilities working in agriculture and rural families in Indiana who have been impacted by disabilities.

765.494-5088

800.825-4264

www.breakingnewground.info

Bureau of Developmental Disabilities Services

Provides services to individuals with developmental disabilities, enabling them to live as independently as possible. Assists individuals in receiving community support and residential services.

800.545.7763

<http://www.in.gov/fssa/ddrs/2639.htm>

Center for Disability Information & Referral

Statewide referral services on disability, including providers, support groups, education, and residential facilities. Lends books and videos (part of the Indiana Institute on Disability and Community).

812.855.9396

800.437.7924

www.iidc.indiana.edu/cedir

Children's Special Health Care Services

Helps eligible families with children's medical expenses related to a disability or chronic health condition.

800.475.1355

www.in.gov/isdh/19613.htm

Disability Determination Bureau

The Division of Disabilities and Rehabilitative Services (DDRS) has two overarching responsibilities: to facilitate partnerships that enhance the quality of life for children and adults with physical and cognitive disabilities; and to provide them with continuous, life-long support.

800.622.4968, ext. 2007

<http://www.in.gov/fssa/ddrs/2634.htm>

Division of Disability and Rehabilitative Services (DDRS)

The part of state government that assists eligible people with disabilities with a broad range of services, including residential and in-home services, vocational rehabilitation, employment, deaf and hard of hearing, blind and visually impaired, independent living, developmental disability programs, and more.

800.545.7763

www.in.gov/fssa/ddrs

Transition Resource Directory (Cont.)

Advocacy/Disability Resources (Cont.)

Indiana Department of Education—Individualized Learning

Provides information on special education services and issues for individuals from ages 3 to 22.

317.232.0570

877.851.4106

<http://www.doe.in.gov/specialed>

Family Helpline

Telephone hotline through the Indiana State Department of Health. Responds to all categories of calls for assistance.

800.433.0746

First Steps Early Intervention System

Refers families to community early intervention programs for children from birth through age 3 who are developmentally delayed or are at risk.

317.232.1144

800.441.7837

<http://www.in.gov/fssa/4655.htm>

Healthy Indiana Plan (HIP)

The Healthy Indiana Plan (HIP) is an affordable health insurance program for uninsured adult Hoosiers, created by Governor Daniels and the Indiana General Assembly in 2007. The program is sponsored by the state and only requires minimal monthly contributions from the participant. HIP is for uninsured Hoosiers between the ages of 19 and 64. It offers full health benefits including hospital services, mental health care, physician services, prescriptions, and diagnostic exams.

www.in.gov/fssa/hip/index.htm

Hoosier Healthwise

Assists lower-income residents of Indiana by providing insurance coverage for health care services, including Hoosier Healthwise for Children.

800.889.9949

www.in.gov/fssa/ompp/2544.htm

Indiana Assistive Technology Act (INDATA) Project

Promotes access to technology-related services through information and referral, training, advocacy on funding issues, and device loan and demonstration.

317.466.2013

800.466.1314

<http://www.eastersealcrossroads.org/assistive-technology>

Indiana Association of Area Agencies on Aging

Provides a broad range of in-home and community-based services to eligible older adults and persons of all ages with disabilities. This toll-free number will connect you to your local office.

800.986.3505

www.iaaaa.org

Indiana Civil Rights Commission (ICRC)

Enforces Indiana civil rights laws, prohibiting discrimination in employment, housing, education, public accommodation, and credit. This includes Fair Housing and many ADA provisions.

317.232.2600

800.628.2909

<http://www.in.gov/icrc/>

Transition Resource Directory (Cont.)

Advocacy/Disability Resources (Cont.)

Indiana Department of Workforce Development – WorkOne

WorkOne Centers provide a local resource for posting jobs, recruiting candidates, securing training, finding jobs, and other workforce needs. Please contact the Indiana Department of Workforce Development for more information on its programs and services.

800.891.6499

www.in.gov/dwd

Indiana Governor’s Council for People with Disabilities

Promotes public policy that leads to the independence, productivity, and inclusion of people with disabilities in all aspects of society through planning, evaluation, collaboration, education, research, and advocacy.

317.232.7770

www.in.gov/gpcpd

Indiana Helpline 211

Connects people in need with human services.

317.926.4357 or 211

www.in211.org

Indiana Institute on Disability and Community

Provides training, advocacy, and research to support inclusive education, community living/membership, integrated employment, and choice for people with disabilities and families.

812.855.6508

www.iidc.indiana.edu

Indiana Protection and Advocacy Services Commission (IPAS)

Assists people with disabilities to resolve disability-related issues, including problems with services and access discrimination.

800.622.4845

www.in.gov/ipas/

INSOURCE (Resource Center for Families with Special Needs)

Provides families with information/training to help assure effective educational programs and appropriate services for children and young adults with disabilities. Links families with parents in their community who have been trained to help resolve special education issues and concerns.

800.332.4433

www.insource.org

NAMI Indiana (National Alliance for the Mentally Ill)

Provides family and consumer support and public education about people with psychiatric disabilities.

317.925.9399

800.677.6442

www.namiindiana.org

Partners for Assistive Technology within Indiana Schools (PATINS)

The PATINS Project is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials.

317.243.5737, ext. 138

<http://www.patinsproject.com>

Transition Resource Directory (Cont.)

Advocacy/Disability Resources (Cont.)

Self-Advocates of Indiana

Provides education for all people about the abilities of people with developmental disabilities.

800.825.4377

[http://www.arcind.org/
self-advocates-of-indiana/](http://www.arcind.org/self-advocates-of-indiana/)

Social Security Administration

Provides information on retirement, disability, and survivors' benefits for qualifying individuals. Also provides Supplemental Security Income to blind and disabled persons.

800.772.1213

800.325.0778

www.ssa.gov/
<http://secure.ssa.gov/ICON/main.jsp>

State Information Center

Provides general information and referral for all state government services, permits, licenses, etc. The Web site provides common links and an online listing of state agency telephone numbers.

317.233.0800

800.457.8283

www.help.in.gov

Supported Employment Consultation & Training (SECT) Center with Aspire Indiana

The Supported Employment Consultation & Training (SECT) Center within Aspire Indiana provides training, consultation, and technical assistance on a state, national, and international level to promote employment opportunities for individuals with serious mental illness.

[http://www.aspireindiana.org/
employment_SECT.html](http://www.aspireindiana.org/employment_SECT.html)

United Cerebral Palsy Association of Greater Indiana

Provides information, referral, advocacy, diagnostic and treatment clinics, equipment funding, and support services to people with cerebral palsy and their families throughout Indiana.

317.632.3561

800.723.7620

www.ucpaindy.org

Vocational Rehabilitation (VR)

Provides education, training, assistive technology, placement, and other services to help people with disabilities find employment. Will refer individuals to their local VR office.

317.232.1319

800.545.7763, ext. 1319

<http://www.in.gov/fssa/ddrs/2636.htm>

Transition Resource Directory (Cont.)

Centers for Independent Living

Provide services to help people with disabilities to live independently.

Access Ability (formerly IRCIL)

Melissa Madill, Executive Director
5302 E. Washington St.
Indianapolis, IN 46219
Office: 317.926.1660
Fax: 317.926.1687
Toll Free: 866.794.7245
mmadill@abilityindiana.org
www.abilityindiana.org

ATTIC

Patricia Stewart, Executive Director
1721 Washington Ave.
Vincennes, IN 47591
Office: 812.886.0575
Fax: 812.886.1128
inatticl@aol.com
www.atticindiana.org

Future Choices, Inc.

Beth Quarles, Executive Director
309 N. High St.
Muncie, IN 47305
Office: 765.741.8332
Fax: 765.741.8333
bquarles@futurechoices.org
www.futurechoices.org

Everybody Counts

Teresa Torres, Executive Director
9111 Broadway, Suite A
Broadfield Center
Merrillville, IN 46410
Office: 219.769.5055
Fax: 219.769.7695
teresa@everybodycounts.org
www.everybodycounts.org

The Independent Living Center of Eastern Indiana

Jim McCormick, Executive Director
1818 W. Main St.
Richmond, IN 47374
Office: 765.939.9226
Fax: 765.935.2215
TTY 765.939.1309
jimm@ilcein.org
www.ilcein.org

League for the Blind & Disabled

David Nelson, Executive Director
5821 S. Anthony Blvd.
Fort Wayne, IN 46816
Office: 260.441.0551
Fax: 260.441.7760
davidnelsonceo@yahoo.com
www.the-league.org

Transition Resource Directory (Cont.)

Centers for Independent Living (Cont.)

Indiana F.A.C.E.S

Emma Sullivan, Executive Director
9111 Broadway, Suite A
Broadfield Center
Merrillville, IN 46410
Office: 219.769.5055
Fax: 219.769-5325
eccil2@aol.com

Southern Indiana Center for Independent Living

Albert Tolbert, Executive Director
1494 West Main Street
Mitchell, IN 47446
Office, V/TTY: 812.277.9626
Fax: 812.277.9628
Toll Free: 800.845.6914
al@sicilindiana.org
www.sicilindiana.org

The Wabash Independent Living & Learning Center

Peter Ciancone, Executive Director
One Dreiser Square
Terre Haute, IN 47807
Office: 812.298.9455
Fax: 812.299.9061
petecinc@thewillcenter.org
www.thewillcenter.org

An Equal Opportunity Employer

Indiana Protection and Advocacy Services provides services to all individuals with disabilities within the guidelines set forth by federal legislation, regardless of race, religion, color, national origin, age, sex, ancestry, or disability.

This publication was made possible by funding support from the Administration on Intellectual and Developmental Disabilities, Administration for Community Living within the U.S. Department of Health & Human Services (33 percent); and the U.S. Department of Education, Office of Special Education and Rehabilitation Services within the Rehabilitation Services Administration (34 percent) and the Social Security Administration (33%).

These contents are solely the responsibility of the grantee and do not necessarily represent the official views of any federal or state agency.

Federal grants in the amount of \$2,179,041.00 make IPAS' services possible.

Requests for this publication in an alternative format should be directed to Indiana Protection and Advocacy Services Commission at 800.622.4845, TTY 800.838.1131.

INDIANA PROTECTION AND ADVOCACY SERVICES

4701 N KEYSTONE AVE #222 INDIANAPOLIS IN 46205