

**Cortland County  
Community Connector  
A Guide for Transitioning Youth  
and Their Families**



**Last Updated: November 2015**

## **THE POSTSECONDARY NAVIGATOR: ASKING ABOUT OPTIONS**

### **1. If I want to go to college, what are my options?**

A) Four year colleges or universities where you can earn a Bachelor of Arts (BA) or Bachelor of Science (BS) degree.

B) Two year colleges, (community colleges) where you can earn either an Associate of Arts (AA) or Associate of Science (AS) degrees. There are also continuing or adult education classes, available at most community colleges and some four-year colleges and universities).

- See **page 19 for Academic Supports, pages 20-21 for Career Supports, and page 22 for College Supports**

### **2. Do I have to attend college right after I graduate from high school?**

No. You can take time off before starting. Many jobs that pay well do require additional training beyond high school, but they do not necessarily require a bachelor's or associate's degree.

- See **pages 20-21 for Career Supports, and page 22 for College Supports**
- See **page 16 for Transition to Employment Checklist**

### **3. Do I need a high school diploma to attend college?**

Most 2 year associate degree and 4 year bachelor degree programs require a high school diploma or General Education Diploma (GED) for enrollment. However, there are many certificate or life skills programs located on college campuses that do not require a high school diploma or GED.

- See **page 19 for Academic Supports, pages 20-21 for Career Supports, and page 22 for College Supports**
- See **page 5 for Student Transition Checklist from High School to College**
- See **pages 6-8 for Proactive Planning for Students in High School**

### **4. Are there specific college programs for students with disabilities?**

Yes. The most common support is through the college's DSO (Disability Services Office) which offers numerous academic accommodations including tutoring. It is up to the student to approach the disability support services offices and work with counselors to obtain the needed accommodations.

- See **pages 20-21 for Career Supports, and page 22 for College Supports**

**5. If I don't want to go to college, what are my options?**

College is not the best choice for everyone. Besides college there are many other training programs available, as well as the opportunity to get a job. You can attend career vocational technical training programs (job training), enter the workforce or participate in community service programs.

- See **pages 20-21 for Career Supports**
- See **pages 23-30 for Personal and Social Supports (local, state, and national)**
- See **page 12 for Important Life Skills to Learn**
- See **page 16 for Transition to Employment Checklist**

**6. When do I have to decide what I want to do after high school?**

There is no mandatory time period, although it is never too early to start exploring. By understanding your disabilities and being able to self-advocate, you will be able to decide the best option. Talk to your school about a plan of action and you could start getting involved with school and community activities to determine your career interests. But don't worry if you still haven't decided what you want to do, most adults are still figuring that out.

- See **pages 6-8 for Proactive Planning for Students in High School**
- See **page 5 for Transition Checklist from High School to College**
- See **page 16 for Transition to Employment Checklist**

**7. What programs are available if I am not sure about my career interests?**

Volunteering is a great way to gain work experience within your career interests while doing meaningful work. There are many local services available to guide you with choosing a career and exploring options for a job.

- See **pages 20-21 for Career Supports**
- See **pages 23-30 for Personal and Support Services (local, state, and national)**
- See **page 16 for Transition to Employment Checklist**

**8. What are important skills that I need to learn in order to have a job and/or go to college?**

Self-advocacy is one of the most important skills you can learn when transitioning from high school to a job or college. Learning about your self involves identifying your learning style, strengths, areas to improve, interests, and preferences. Developing basic life skills will help you become successful with living independently.

- See **page 12 for Important Life Skills to Learn**
- See **pages 13-15 for Advocacy Tips**
- See **page 16 for Transition to Employment Checklist**

**9. What are the IDEA, ADA, and Section 504, and how are they different?**

Although there are some similarities between these three laws, there are also differences that are important to know, especially when planning for post-high school options. Being well-informed of your rights and responsibilities under each law (as well as the responsibilities postsecondary schools have toward you) will help ensure you have a full opportunity to enjoy the benefits of the postsecondary experience without confusion or hitting any obstacles.

- See **pages 9-11 for Comparison of the IDEA, ADA, and Section 504**

**10. How do I understand the different acronyms that are a part of secondary transition?**

Within the field of Special Education students and parents are faced with the overwhelming “alphabet soup” of laws, policies, and services for individuals with disabilities. Fortunately there are parent and student-friendly resources to help you decipher all of the acronyms.

- See **pages 17-18 for The Alphabet Soup of Acronyms**

(Source: “Awareness of Postsecondary Options. Knowing Your Options: What to do and Where to Go.” The George Washington University Health Resource Center. <http://www.heath.gwu.edu/modules/awareness-of-postsecondary-options>)

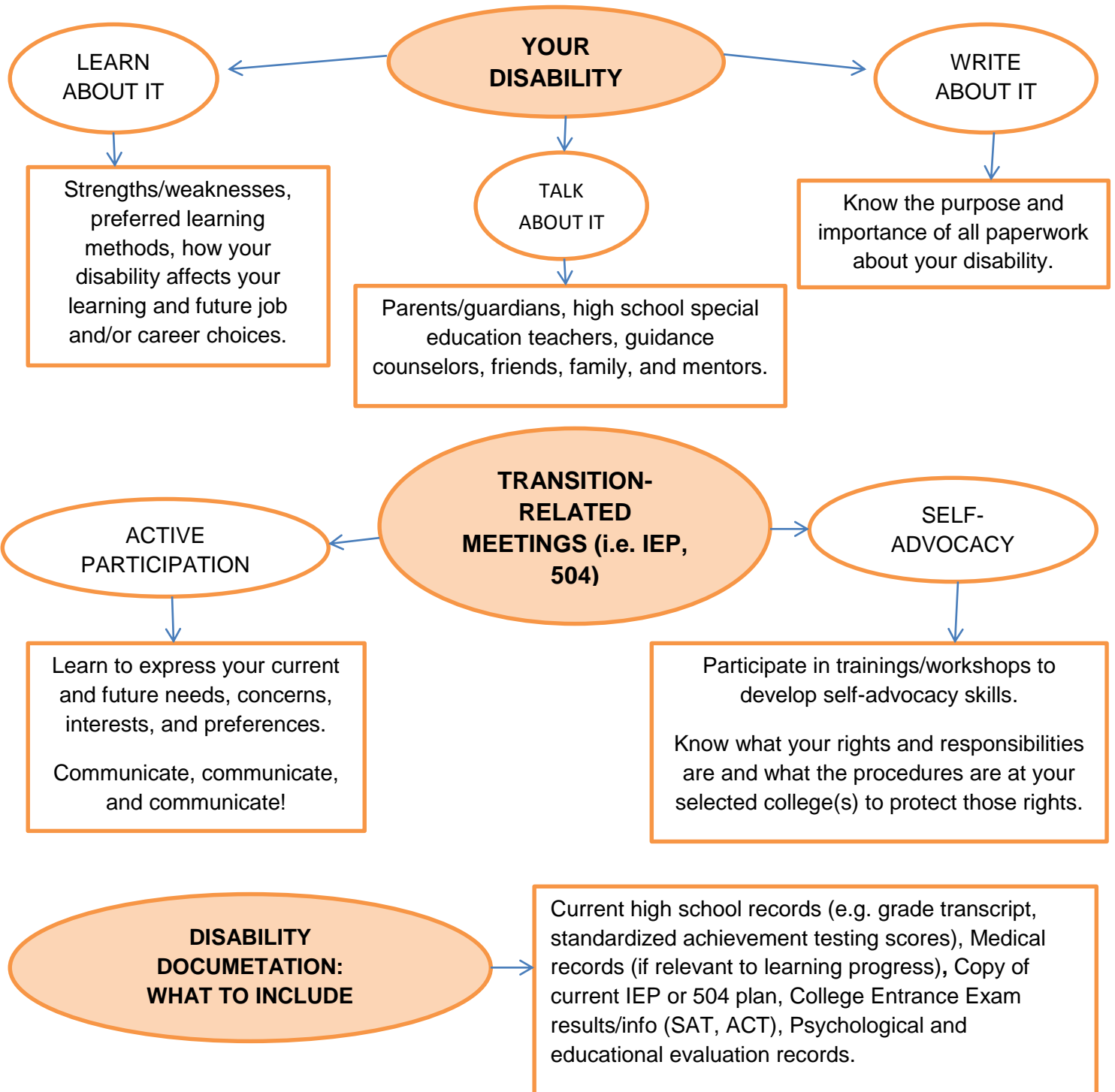
## MAKING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

### TRANSITION CHECKLIST

High School	College
<p><b>Special Education Model</b></p> <ul style="list-style-type: none"> <li>School staff (i.e. teachers, counselors) “find you” and decide what are acceptable services and supports.</li> </ul>	<p><b>Accommodations Model</b></p> <ul style="list-style-type: none"> <li>You must request help; no one will come to you.</li> </ul>
<p><b>Where you receive services</b></p> <ul style="list-style-type: none"> <li>Special Education classroom, Resource Room, related service provider room (e.g. speech).</li> </ul>	<p><b>Where you receive services</b></p> <ul style="list-style-type: none"> <li>Disability Service Office (name may differ at each school).</li> </ul>
<p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>Coordinated by school psychologist or a chosen staff member from the Committee on Special Education.</li> <li>School develops an Individualized Education Plan from student documentation and test results.</li> <li>Paid for by school.</li> </ul>	<p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>You must provide “proof” of your disability (e.g. HS records, independent reports, medical, mental health, educational).</li> <li>Colleges can set their own guidelines for documentation (e.g. no more than 3 years old, adult testing measures).</li> <li>High schools are not required to do a complete evaluation before graduation.</li> <li>After HS, ACCESS-VR or NYSCB may be responsible for paying for new evaluations.</li> </ul>
<p><b>Special Education Law</b></p> <ul style="list-style-type: none"> <li>The Individuals with Disabilities Education Act (IDEA):</li> <li>To ensure that all children with disabilities have available to them a “free appropriate public education” that emphasizes special education and related services designed to meet their unique needs and prepare them for further education.</li> <li>The school needs to fulfill a student’s IEP even if the parent does not sign it.</li> </ul>	<p><b>Civil Rights Law</b></p> <ul style="list-style-type: none"> <li>American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.</li> <li>Colleges are required only to offer accommodations &amp; support services; not services for personal needs.</li> <li>Most colleges offer tutoring through disability services and have tutoring centers for all students.</li> <li>Foreign Language waivers &amp; other course substitutions need to be personally submitted instead of being automatically put in.</li> </ul>

*(Developed by Colleen Lewis, Director, Office of Disability Services, Columbia University)*

## PROACTIVE PLANNING FOR STUDENTS IN HIGH SCHOOL



(CONTINUED ON NEXT PAGE)

**COLLEGE**

**RESEARCH**

Things to consider: A) What are the programs of study that interest you. B) What services/programs does each college provide through their disability support office or other office that handles disability accommodations. C) How often are services available (on-campus and on as as-needed basis); are there any restrictions (e.g. times per week) or additional costs for using these services?

**VISIT**

Assess the campus climate: Is it accessible and accepting both in atmosphere & buildings to students with disabilities?  
Seek out student support activities or groups: What are the specific activities designed to assist students with disabilities, student leadership and mentoring programs, etc.  
Make sure you meet the person(s) in charge of the Office of Disability Services to discuss specific services and accommodations offered.

**APPLY**

A) Know the application deadline for the colleges you are applying to. B) Get letters of recommendation from teachers, employers; develop your personal essay of why you want to apply and your future career goals. C) Make sure your documentation is current. D) Learn about financial aid opportunities and available scholarships. E) Work with your IEP team and other agencies (if appropriate to determine your support needs. F) Once accepted, consider going to a summer orientation program to help with your transition.

*You must be the change you wish to see in the world."*

*~ Mahatma Gandhi*

# Self-Determination

## Know Yourself

- Dream
- Know your strengths, weaknesses, needs, and preferences
- Know the options
- Decide what is important to you

## Value Yourself

- Accept and value yourself
- Admire strengths that come from uniqueness
- Recognize and respect rights and responsibilities
- Take care of yourself

## Plan

- Set goals
- Plan actions to meet goals
- Anticipate results
- Be creative
- Visually rehearse

## Act

- Take risks
- Communicate
- Access resources and support
- Negotiate
- Deal with conflict and criticism
- Be persistent

## Experience Outcomes & Learn

- Compare outcome to expected outcome
- Compare performance to expected performance
- Realize success
- Make adjustments



## COMPARISON OF ADA, IDEA, and SECTION 504

	<b>ADA</b>	<b>IDEA</b>	<b>504</b>
<b>Type and purpose</b>	A civil rights law that prohibits discrimination solely on the basis of disability in employment, public services, and accommodations.	An education act to provide federal financial assistance to State and local education agencies to guarantee special education and related services to eligible children with disabilities.	A civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance.
<b>Who is protected?</b>	Any individual with a disability who: (1) has a physical or mental impairment that substantially limits one or more life activities; or (2) has a record of such impairment; or (3) is regarded as having such impairment. Further, the person must be qualified for the program, service, or job.	Children ages 3-21 who are determined by a multidisciplinary team to be eligible within one or more of 13 specific disability categories and who need special education and related services. Categories include autism, deafness, deaf-blindness, hearing impairments, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments	Any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.
<b>Provides for a free, appropriate public education (FAPE)?</b>	Not directly. However, (1) ADA protections apply to nonsectarian private schools, but not to organization or private schools, or entities controlled by religious organizations; (2) ADA provides additional protection in combination with actions brought under Section 504. Reasonable accommodations are required for eligible students with a	Yes. A FAPE is defined to mean special education and related services. Special education means "specially designed instruction at no cost to the parents, to meet the unique needs of the child with a disability..." Related services are provided if students, require them in order to benefit from specially designed instruction. States are required to ensure the provision of	Yes. An "appropriate" education means an education comparable to that provided to students without disabilities. This may be defined as regular or special education services. Students can receive related services under Section 504 even if they are not provided any special education. Section 504 does require development of a plan, although this written document is not

	disability to perform essential functions of the job. This applies to any part of the special education program that may be community-based and involve job training/placement.	"full educational opportunity" to all children with disabilities. IDEA requires the development of an Individualized Education Program (IEP) document with specific content and a required number of participants at an IEP meeting.	mandated. The Individualized Education Program (IEP) of IDEA may be used for the Section 504 written plan. Many experts recommend that a group of persons knowledgeable about the students convene and specify the agreed-upon services.
<b>Funding to implement services?</b>	No, but limited tax credits may be available for removing architectural or transportation barriers. Also, many federal agencies provide grant funds to support training and to provide technical assistance to public and private institutions.	Yes. IDEA provides federal funds under Parts B and C to assist states and local education agencies in meeting IDEA requirements to serve infants, toddlers and youth with disabilities.	No. State and local jurisdictions have responsibility. IDEA funds may not be used to serve children found eligible under Section 504.
<b>Procedural safeguards?</b>	The ADA does not specify procedural safeguards related to special education; it does detail the administrative requirements complaint procedures, and consequences for noncompliance related to both services and employment.	IDEA requires written notice to parents regarding identification, evaluation, and/or placement. Further, written notice must be made prior to any change in placement. The Act delineates the required components of the written notices.	Section 504 requires notice to parents regarding identification, evaluation and/or placements. Written notice is recommended. Notice must be made only before a "significant change" in placement. Following IDEA procedural safeguards is one way to comply with Section 504 mandates.
<b>Evaluation and placement procedures</b>	The ADA does not specify evaluation and placement procedures: it does specify provision of reasonable accommodations for eligible activities and settings. Reasonable accommodations may include, but are not limited to, redesigning	A comprehensive evaluation is required. A multidisciplinary team evaluates the child, and parental consent is required before evaluation. IDEA requires that reevaluations be conducted at least every 3 years. For	Unlike IDEA, Section 504 requires only notice, not consent, for evaluation. It is recommended that district obtain parental consent. Like IDEA evaluation and placement procedures under Section 504 require that information

	equipment, assigning aides, providing written communication in alternative formats, modifying tests, redesigning services to accessibility locations, altering existing facilities, and building new facilities.	evaluation and placement decisions, IDEA requires that more than one single procedure or information source be used; that information from all sources be documented and carefully considered; that the eligibility decision be made by a group of persons who know about the student, the evaluation data, and placement options; and that the placement decision serves the student in the least restrictive environment. An IEP meeting is required before any change in placement.	be obtained from a variety of sources of the area of concern; that all data are documented and considered; and that decisions are made by a group of persons knowledgeable about the student, evaluation data, and placement options. Section 504 requires that students be educated with their non-disabled peers to the maximum extent appropriate. Section 504 does not require a meeting for any change in placement.
<b>Due process</b>	The ADA does not delineate specific due process procedures. People with disabilities have the same remedies that are available under the Title VII of the Civil Rights Act of 1964, as amended in 1991. Thus, individuals who are discriminated against may file a complaint with the relevant federal agency or sue in federal court. Enforcement agencies encourage informal mediation and voluntary compliance.	IDEA delineates specific requirements for local education agencies to provide impartial hearings for parents who disagree with the identification, evaluation, or placement of a child.	Section 504 requires local education agencies to provide impartial hearings for parents who disagree with the identification, evaluation, or placement of a student. It requires that parents have an opportunity to participate in the hearing process and to be represented by counsel. Beyond this, due process details are left to the discretion of the local education agency. It is recommended that districts develop policy guidelines and procedures.

(Source: Disability Rights Education & Defense Fund: DREDF, (12/2007) <http://www.dredf.org/advocacy/comparision.html>).

**PARENTS/GUARDIANS** - Visit Syracuse University's Parent Advocacy Center website for additional resources and assistance in advocating for your child at: [www.supac.org](http://www.supac.org)

***"You may not control all the events that happen to you, but you can decide not to be reduced by them."*** ~ Maya Angelou

## IMPORTANT LIFE SKILLS TO LEARN

<b>Academic Skills</b>	<ul style="list-style-type: none"> <li>• Reading and writing (e.g., sight-word vocabulary, spelling, handwriting, typing, etc.)</li> <li>• Math (e.g. basic computation, money, measurement)</li> <li>• Problem solving</li> <li>• Listening comprehension</li> <li>• Speaking</li> <li>• Computer</li> <li>• Art or music</li> <li>• Foreign language</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Following and giving directions accurately</li> <li>• Communicating information</li> <li>• Understanding and processing information</li> <li>• Requesting or offering assistance</li> </ul>
<b>Social and Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Answering the phone and taking a message</li> <li>• Making necessary phone calls to employers and other professionals as part of a job requirement</li> <li>• Displaying appropriate workplace behavior and etiquette</li> <li>• Knowing appropriate topics for discussion in the workplace</li> <li>• Knowing when and when not to socialize on the job</li> <li>• Learning how to protect themselves from victimization</li> <li>• Learning social problem-solving techniques</li> </ul>
<b>Occupational and Vocational (Job-related) Skills</b>	<ul style="list-style-type: none"> <li>• There are a number of skills and behaviors that most, if not all, jobs require. It is important to help students who do not already possess these skills acquire them. Some examples include:</li> <li>• Using a time card and punch clock</li> <li>• Arriving to work on time</li> <li>• Calling when sick</li> <li>• Requesting vacation time</li> <li>• Using the appropriate voice tone and volume</li> <li>• Accepting instructions and corrections</li> <li>• Knowing appropriate interaction with coworkers (i.e. getting along; social problem solving; making friends; and recognizing personal, professional, and sexual boundaries)</li> </ul>
<b>Additional skills to develop independence in future job searches</b>	<ul style="list-style-type: none"> <li>• Looking for jobs (advertisements in the newspaper and online, neighborhood help-wanted signs, and local resources)</li> <li>• Filling out job applications</li> <li>• Writing resumes and cover letters</li> <li>• Obtaining necessary identification (photo ID, birth certificate)</li> <li>• Filling out paperwork (W2 forms, 1-9 forms, employer paperwork)</li> <li>• Having interviewing skills</li> </ul>

(Source: "Preparing Students with Disabilities for School-to-Work: Transition and Post-school Life". <http://www.nasponline.org/resources/principals/transition%20Planning%20WEB.pdf>)

## ADVOCACY TIPS

**ADVOCACY** is **SPEAKING OUT** on an issue that concerns you. This can mean talking to a policymaker about a law, talking to your teachers about your IEP or talking with your parents about something you want to do.

### **HOW to Talk to Someone**

Have a very good idea **of what you want** and **why you want it**:

- Rehearse what you will say...maybe with a friend or parent.
- Speak clearly.
- Maintain eye contact (as much as possible).
- Take your time when talking, and ask for time to think if you need it.
- Rephrase (repeat) what you hear to be sure you really understand.
- Be respectful.
- Be careful of your body language (do you look or act angry, impatient, etc.?).
- Be flexible and ready to compromise.
- Make it very clear what will happen in return for getting what you need. For example, if in a class you need an accommodation, the accommodation will help you get assignments done on time, pay more attention in class, improve effort, etc.

### **Some Terms Used in Advocacy:**

- **Accommodation** - something to make learning, communicating or moving easier
- **Anticipate** - thinking about what might happen
- **Right** - what the law says you should get
- **Rehearse** - doing something over and over
- **Responsibility** - what you are supposed to do
- **Compromise** - "giving in" a little to make a "deal"
- **Support** - someone to help you

Source: [www.ldpride.net/chapter10.htm](http://www.ldpride.net/chapter10.htm)

## Supporting Your Issue

In order to advocate for yourself (**being a self-advocate**) or your community (**being a community advocate**), you will need information (facts, research) to show why your ideas are good and how they have worked for others.

Some places to find good information are:

**Other people** – Friends, teachers or family members might have experience with what you are trying to find out. Ask them questions. Ask them for ideas about where to find more information. Sometimes stories from other youth with disabilities or youth who share your experience or concern can be really powerful in helping others understand.

**Phone Book** – This is a good place to find the government programs and agencies that might have good information or people to help answer questions.

**Library** – You can ask a librarian to help you find local disability organizations or national organizations that might have information or people to help answer questions. You can find helpful books and magazines for facts you might need. Libraries also have computers that have access to the internet.

**Internet** – This can be a good way to find organizations and information by typing in keywords in a search engine (try [www.google.com](http://www.google.com)).

**Hospitals, health providers, or assistive equipment providers** – These organizations and people can be good at helping you find local groups working on what you need to learn more about.

**Schools** – School counselors, staff and teachers can help you find information about laws that deal with school and education, like Individuals with Disabilities Act (IDEA), Section 504, etc.

**Independent Living Centers (ILC)** – There are ILCs in most major cities. They are run by people with disabilities and work on disability community issues. They know about good information and good local disability advocate groups.

## Keep Track of Information

It's important as an advocate to keep track of what steps you take (Step 1: talk to person. Step 2: do research and talk to those with knowledge, find out facts and ideas for what you want. Step 3: write a letter explaining the issue and what you need).

### Some things to track:

- Dates you talk to people
- The names of people you talk to
- What you both decided or what could not be agreed upon
- The steps you take to advocate

## Follow Up

Now that you have identified (chosen) your issue, done your research, made your contacts and have tracked what happened, you may feel like you have done all you can do. NOT YET! Following up is critical. Many times, the people you are trying to reach are very busy. They need to be reminded to act upon your request and to be reminded about how much you care about this subject. Some ways you can follow up:

**Phone call**—leaving a quick message or having a brief conversation on the phone can remind the person you are reaching of your passion and commitment about the issue. It usually won't be a long conversation – just long enough to make a positive impression.

**Email or note**—a note of thanks following your meeting, with another reminder of your desired action, is a great way to follow up with your advocacy efforts.

**Thank you**—if the person(s) have already done what you asked them to do, a personal, handwritten (if possible) note of thanks will keep the road open for future requests.

*“Never doubt that a small group of thoughtful  
committed citizens can change the world. Indeed, it's  
the only thing that ever has.”*

*~ Margaret Mead*

## **TRANSITION TO EMPLOYMENT CHECKLIST**

### **EXPLORE EMPLOYMENT OPTIONS**

- Volunteer for school jobs (e.g. office monitor, guidance assistant, mail attendant).
- Volunteer in the community (e.g. neighborhood groups, faith-based groups, non-profit organizations, service organizations).
- Job shadow (observe employment environments and tasks) with family, friends, and/or community agencies.
- Learn about a variety of careers through Career Centers, libraries, and / or Internet sources to find job / career options.
- Tour businesses to see what kind of work they do and what jobs they offer.
- Identify what interests and skills you have, and build on your academic skills (include writing and other communication skills).
- Consider creating a career portfolio (include updated resume, job applications, letters of reference, career research findings, mock or practice interview results).

### **PLANNING AND PREPARING FOR EMPLOYMENT**

- Continue taking courses in your area of need (e.g. if you are not good in math, continue taking math).
- Practice completing job applications (online and on paper).
- Find out about jobs and learn more about specific career paths.
- Research further education and training for specific careers.
- Identify people/classes that will help you with your career goal.
- Make copies of work-related documents (social security card, birth certificate, work permit).
- Contact the Division of Vocational Rehabilitation (DVR) at least two years prior to leaving high school.
- Participate in any career exploration/preparation classes offered by your high school.
- Learn about education and/or training requirements in your career area of interest.
- Participate in a work-based learning program with your high school (e.g. internships, work experience programs, skill standard certificate programs, service learning apprenticeship programs).
- Participate in paid work experiences in the community (ask each employer for a letter of reference describing your skills and attitude on the job).

***(See pages 20-21 for local Career Supports, and pages 23-30 for additional relevant resources mentioned above)***



## **THE ALPHABET SOUP OF ACRONYMS**

- ACCES-VR: Adult Career and Continuing Education Services-Vocational Rehabilitation
- ADA: Americans with Disabilities Act
- ADL: Activities of Daily Living
- AIR: The American Institute of Research
- AT: Assistive Technology
- BOCES: Board of Cooperative Educational Services
- C.I.T.E.: Center for Innovative Teaching Experiences
- CAP: Client Assistance Program
- CAS: Coordinated Assessment Systems
- CCSI: Coordinated Children's Services Initiative
- CD: Consumer Directed
- CDOS: Career development & Occupational Standards
- CI: Community Inclusion
- CPA: Child Protective Agency
- CR: Community Residence
- CSA: Coordinated Set of Activities
- CSE: Committee on Special Education
- CSP: Community Service Plan
- CSS: Coordinated Support & Services
- CTE: Career and Technical Education
- DCDT: Division on Career Development and Transition
- DISCO: Disability Individual Support and Care Coordination Organization
- DOH: Department of Health
- DOPC: Developmental Disabilities Planning Council
- DQA: Division of Quality Assurance
- EAP: Employee Assistance Program
- EEOC: Equal Employment Opportunity Commission
- FA: Family Assistance
- FAPE: Free and Appropriate Public Education
- FSS: Family Support Services
- FVE: Functional Vocational Evaluation
- HCBSW: Home and Community Based Service Waiver
- ICF: Intermediate Care Facility
- IDEA: Individuals with Disabilities Education Act
- IEP: Individualized Education Program
- ILC: Independent Living Center
- IPE: Individual Plan for Employment
- ISP: Individualized Service Plan
- ISS: Individual Support Services
- IWRP: Individual's Written Rehabilitation Plan
- LDANYS: Learning Disabilities Association of New York State
- LRE: Least Restrictive Environment
- MSPG: Measurable Post-Secondary Goals
- NOD: Notice of Determination
- NSTTAC: National Secondary Transition Technical Assistance Center

## **ALPHABET SOUP OF ACRONYMS CONTINUED**

- NYSAA: New York State Alternate Assessment
- NYSCB: New York State Commission for the Blind
- OCFS: Office of Children and Family Services
- OHCD: Organized Health Care Delivery Systems
- OMH: Office of Mental Health
- OPWODL: Office for People with Developmental Disabilities
- PASS: Plan for Achieving Self Support
- PCP: Person Centered Planning
- PCS: Personal Care Services
- PCSS: Plan of Care Support Services
- PLP: Present Levels of Performance
- PSA: Protective Services for Adults
- PT: Physical Therapy/ Therapist
- QA: Quality Assurance
- RSETADC: Regional Special Education Technical Assistance Support Center
- SACC: Skills and Achievement Commencement Credential
- SD: Self Determination
- SED: State Education Department
- SES: Student Exit Summary
- SLP: Speech and Language Pathologist
- SPOA: Single Point of Access
- SSA: Social Security Administration
- SSDI: Social Security Disability Insurance
- SSI: Supplemental Security income
- SUPAC: Syracuse University Parent Advocacy Center
- WBL: Work Based Learning

## **ACADEMIC SUPPORTS:**

- **Cortland City Youth Bureau**  
35 Port Watson Street  
Cortland, NY 13045  
Phone: 607-753-3021  
**Services offered:** “Homework Helps,” Volunteer Incentive Program, Youth Internship, Youth Center Opportunities
  
- **Tompkins Cortland County (TC3) Baker Center for Learning**  
170 North Street, P.O. Box 139  
Dryden, NY 13053  
Phone: (607) 844-8211  
Website: <http://www.tc3.edu/bcl>  
**Services offered:** Tutoring (free drop-in tutoring in numerous subject areas), Online tutoring, Group tutoring, Desktop and laptop computers, Tutorial software, Voice output software, Adaptive technology, Appointments for study skills, time management, and test-taking skills, resources on their website for transitioning from high school to college.
  
- **Cortland County Community Action Program (CAPCO)**  
32 N Main St  
Cortland, NY 13045  
Phone: (607) 753-6781  
Website: [www.Capco.org](http://www.Capco.org)  
**Services Offered:** Head start, consumer directed care, women’s infants children, energy services, consumer directed care and family development.

## **CAREER SUPPORTS:**

- **Cortland Works Career Center**  
Robert Sandwick, Director of Employment and Training  
99 Main Street  
Cortland, NY 13045  
Phone: 607-756-7585  
Email: [employed@cortland-co.org](mailto:employed@cortland-co.org)  
**Services offered:** Programs for resume writing, job retention, job searching, interview preparation, summer job searching, career exploration, “One-Stop” program (Cortland County Youth Employment and Training Program), Medicaid Service Coordinator.
  
- **Employment Connection**  
**JM Murray Center’s Employment Services Department**  
4059 West Road  
Cortland, NY 13045  
Phone: 607-756-0246  
**Services offered:** A variety of state- and federally-funded programs which provide Employment Services to individuals with disabilities and other barriers to independence including, Supported Employment, Unified Contract Services, Pre-Employment, and services for individuals receiving TANF (Temporary Assistance to Needy Families), and Ticket to Work.
  
- **SUNY Cortland Career Services**  
Van Hoesen Hall, Room B-5  
P.O. Box 2000  
Cortland, NY 13045  
Phone: 607-753-4715  
**Services offered:** Career library with print resources related to careers, internships, and graduate study; career counseling appointments to address career planning concerns; assessment to help determine career paths and majors; in-office and in-class workshops related to resumes, cover letters, and interviewing; drop-in resume and cover letter critiques; mock interviews.

- **Onondaga-Cortland-Madison (OCM)-BOCES**  
**Charles H. McEvoy Education Center**  
1710 NYS Route 13  
Cortland, NY 13045  
Phone: 607-758-5100  
**Services offered:** Council of Occupational Education courses, Community and Continuing Education courses, Full-Time Adult Education Certification programs, Career Exploration programs (including Career and Financial Management, Technology, and Home and Careers), Career & Technical Education program (designed for students who are on a college track or planning an immediate entry into the workforce).
  
- **New York State Department of Labor CareerZone®**  
Website: <https://www.careerzone.ny.gov/views/careerzone/index.jsf>  
**Services offered:** Explore careers related to your strengths, skills, and talents. There are tools (including forms to create a resume, reference list, cover/thank you/follow-up letters), assessment quizzes for career interests, and additional resources for career exploration.
  
- **Career One-Stop: Pathways to Career Success**  
Website:  
<http://www.careeronestop.org/ExploreCareers/ExploreCareers.aspx>  
**Services offered:** Self-Assessments for Career Exploration (including a skill, ability, and interest profiler), information on current employment trends, and other resources on career preparation.

## **COLLEGE SUPPORTS:**

- **Pathways Program Scholarship**

Offered by Tompkins Cortland Community College (TC3)

Office Phone: (607) 844-8222, Extension 4422

To see eligibility requirements, cost of scholarship, and how to apply, go to the Application link:

[https://www.tc3.edu/docs/foundation/pathways\\_application.pdf](https://www.tc3.edu/docs/foundation/pathways_application.pdf)

**Additional Support Offered (with scholarship):** A program advocate to help support your success; a supportive and caring learning environment throughout the College; tutoring, advising, and help in identifying and developing your strengths.

- **SUNY Cortland Access to College Education (ACE)**

Cornish Hall, Room 1312B

SUNY Cortland

Cortland, NY 13045

Phone: 607-753-5662

**Services offered:** Provides resources and services to expand and support the educational aspirations of high school students who may be limited by social and/or economic circumstances. It offers approximately 30 educational and cultural programs per year for both students and their parents, including: college preparation workshops, college visits, financial management programs, academic skill development programs, and more. Participating districts include: Cincinnatus, Cortland, DeRuyter, Homer, Lansing, Marathon, McGraw, Newfield, and South Seneca.

## **PERSONAL AND SOCIAL SUPPORTS:**

### ○ **LOCAL**

#### ○ **Access to Independence of Cortland County, Inc.**

26 N Main Street

Cortland, NY 13045

Phone: 607-753-7363

Website: [www.aticortland.org](http://www.aticortland.org)

**Services offered:** Advocacy, Independent Living Skills Training, Information & Referral, Peer Counseling, Youth Transition Services, Architectural Barrier Services/ADA Consulting, Community Outreach & Education, Computer Lab & Training, and Equipment Loan/Resource Library.

#### ○ **Cortland 2-1-1**

Phone: Dial 211 or 877-211-8667 (toll-free)

Website: <http://www.sevenvalleyshealth.org/211/>

- A free and confidential information and referral service that connects individuals with resources in their community.
- Call 211 to speak directly to information and referral specialists and gain access to comprehensive information and referral services 24 hours/day, 7 days/week.
- Chat online with an information and referral specialist 8:30 am – 5 pm, Monday through Friday.
- Use the icons on the website to go directly to searches for Housing, Food, Health, Transportation, Employment, and Recreation.

#### ○ **J.M. Murray Center**

P.O. Box 589

Cortland, NY 13045

Phone: 607-756-9913

Website: [www.jmmurray.com](http://www.jmmurray.com)

**Services offered:** The Murray Center offers financial reimbursement service to assist with costs of maintaining the home environment, including medical care, utilities, food, clothing, and crisis intervention.

- **Cortland YMCA**  
 22 Tompkins Street  
 Cortland, NY 13045  
 Phone: 607-756-2893  
 Website: [www.cortlandymca.org](http://www.cortlandymca.org)  
**Services offered:** Family-oriented programs (Drop-in daycare, family fun nights), afterschool programs, open recreation.
  
- **Cortland YWCA**  
 14 Clayton Avenue  
 Cortland, NY 13045  
 Phone: 607-753-9651  
 Website: [www.cortlandywca.org](http://www.cortlandywca.org)  
**Services offered:** Aid to Victims of Violence, Bridges for Kids (mentoring program for at-risk youth), Model Moms (mentoring program for young mothers), Child Care (the largest school age care program in Cortland County), Health and Fitness (facility which includes a women's only weight room with cardiovascular machines, a four lane heated indoor pool, fitness room, and gymnasium).
  
- **New York State Inclusive Recreation Resource Center**  
 SUNY Cortland  
 P.O. Box 2000  
 Cortland, NY 13045  
 Phone: 607-753-4833  
 E-mail: [InclusiveRec@cortland.edu](mailto:InclusiveRec@cortland.edu)  
 Website: [www.nysirrc.org](http://www.nysirrc.org)  
**Services offered:** online database for inclusive recreation: comprehensive survey of recreation resources to help people with disabilities plan activities; recreation referral service: help participants with disabilities identify recreation interests and goals, explore and choose community recreation resources for inclusion.
  
- **Cortland County Community Action Program, Inc. (CAPCO)**  
 Gail Bundy  
 32 N Main Street  
 Cortland, NY 13045  
 Phone: 607-753-6781  
 E-mail: [info@capco.org](mailto:info@capco.org)  
 Website: [www.capco.org](http://www.capco.org)



- **Project Getting Ahead**

Project Getting Ahead targets low income young men and women, ages 17-30, who live in Cortland County, who seek to compete successfully in technical careers. The project includes:

- “Life Skills for Getting Ahead” workshops to explore hidden rules of success, learn basic communication and problem-solving skills, develop investigation and research skills, work in teams on a community project, and develop personal resource plans. Participants earn a stipend for attendance.
- Partial financial assistance for nationally certified technical training at OCM BOCES Center for New Careers.
- Tutoring to achieve GED or other academic goals, if needed.
- Developing relationships with people in their target career.

- **The Wishing Wellness Center**

**Catholic Charities of Cortland County**

24 Church Street

Cortland, NY 13045

Phone: (607) 423-7472

E-mail: [mjohnson@ccocc.org](mailto:mjohnson@ccocc.org) or [lmartin@ccocc.org](mailto:lmartin@ccocc.org)

**Services offered:** A peer/consumer driven program providing support to people with mental health challenges. Peer staff members facilitate access to services, supports, and opportunities and help other consumers navigate the community in group and individual settings. It also offers educational and group support for the community, and support groups available for: traumatic brain injury, eating disorders, grief support, and employment connection.

- **Cortland County Mental Health – Single Point of Access (SPOA)**

7 Clayton Avenue.

Cortland, NY 13045

Phone: (607) 758-6100

Mark Thayer, Director of Community Services

E-mail: [mthayer@cortland-co.org](mailto:mthayer@cortland-co.org)

Website: [www.cortland-co.org/mhealth](http://www.cortland-co.org/mhealth)

**Services offered:** SPOA helps children and youth maintain in our community by assisting in identifying high-need, at risk children and youth. Their services include: assessing strengths and needs of referred children, developing strategies for services, individualized care planning, parental assistance, and addressing the child's past and present services and supports.

## **NON-LOCAL – NEW YORK STATE**

- **Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)**

New York State Education Department – ACCESS-VR  
89 Washington Avenue, Room 580 EBA  
Albany, NY 12234

Phone: 1-800-222-JOBS (5627)

E-mail: [accessdm@mail.nysed.gov](mailto:accessdm@mail.nysed.gov)

Website: <http://www.acces.nysed.gov/vr/>

**For the Vocational Rehabilitation District Office in Your County, go to:** <http://www.acces.nysed.gov/vr/do/locations.htm>

**Services Offered:** Through its administration of vocational rehabilitation and independent living programs, VR coordinates policy and services relating to: transition services (for students with disabilities from school to adult services), vocational rehabilitation services (for working age individuals with disabilities), and business services (for hiring a qualified diverse workforce).

- **ACCES-VR Independent Living Services**

89 Washington Avenue, Room 580 EBA  
Albany, NY 12234

Phone: (518) 474-2925

Robert Gumson, Unit Manager

E-mail: [rgumson@mail.nysed.gov](mailto:rgumson@mail.nysed.gov)

Website: <http://www.acces.nysed.gov/vr/lsn/ilc/about.htm>

**Services offered:** All Independent Living Centers provide a set of core services geared toward promoting self-help, equal access, peer role modeling, personal growth, and empowerment. They include: Peer Counseling, Independent Living Skills Training, Independent and Referral Services, and Individual and Systems Advocacy. The scope of services is directed by individual and community needs. Additional services will often be provided (i.e. housing assistance, architectural and communication barrier consultation, in-service training, workshops/seminars on disability issues, disability laws and Independent Living philosophy).

- **New York State Commission for the Blind**

518 James Street – Suite 100

Syracuse, NY 13203-2019

Phone: 1-866-871-3000

Website: [www.visionloss.ny.gov](http://www.visionloss.ny.gov)

**Services Offered:** Through its administration of vocational rehabilitation, independent living programs and children’s services, NYSCB coordinates policy and services relating to: transition services (for students with disabilities from school to adult services), vocational rehabilitation services (for working age individuals with disabilities), and business services (for hiring a qualified diverse workforce)

Rehabilitation Services, Service Coordination for children, Advocacy, Independent Living Services, Counseling and guidance, Educational consultation, Transition services starting at age 14, Children’s services starting at age 3, Assistive Technology assessment / training / equipment, Adaptive Equipment, Vocational and Placement Services, Vocational Assessment / Diagnostic Evaluation, Academic Instruction Assessment, Academic Instruction, Vocational Skills Training, Pre-Vocational Skills Assessment, Work Experience Training, Placement Assessment

- **YOUTH POWER! Inc.**

737 Madison Avenue

Albany, NY 12208

Phone: 518-432-6478

E-mail: [info@youthpowerny.org](mailto:info@youthpowerny.org)

Website: [www.youthpowerny.org](http://www.youthpowerny.org)

**Services offered:** Training and Support to Youth, Youth Groups, and Organizations, Youth Leadership & Advocacy Activities and Opportunities, Networking and Promotion.

- **Office for People with Developmental Disability (OPWDD)**

**The Front Door**

44 Holland Avenue

Albany, NY 12208

Phone: 1-866-946-9733

E-mail: [web.master@opwdd.ny.gov](mailto:web.master@opwdd.ny.gov)

Website: [www.opwdd.ny.gov](http://www.opwdd.ny.gov)

**Services offered:** Through their philosophy of self-determination, The Front Door offers a person-centered approach for people with developmental disabilities. Their services include: Connecting individual needs to available services, offering people with opportunities for self-direction, helping individuals prioritize choices, needs, and desires in making their own decisions. They strive to improve the way people learn about OPWDD and available services to help people with developmental disabilities pursue their dreams and live the life they want.

## **NON-LOCAL – NATIONAL**

- **National Youth Leadership Network (NYLN)**

PO Box 5908

Bethesda, MD 20824

Phone: 1-301-915-0353

Website: [www.nyln.org](http://www.nyln.org)

**Services/Resources offered:** Curriculum trainings for leadership development, Youth Power involvement opportunities, E-Resource center, youth information documents.

- **Kids As Self-Advocates (KASA)**

E-mail: [lcarroll@familyvoices.org](mailto:lcarroll@familyvoices.org)

Phone: (514) 708-5404

Website: [www.fvkasa.org](http://www.fvkasa.org)

**Services/resources offered:** Membership information, web links and other sources of information about civil rights, education, prevention & recovery, health, staying safe, work, sports, leisure & recreation, dating & relationships, technology, transportation & getting around, and disability history & culture.

# NOTES