

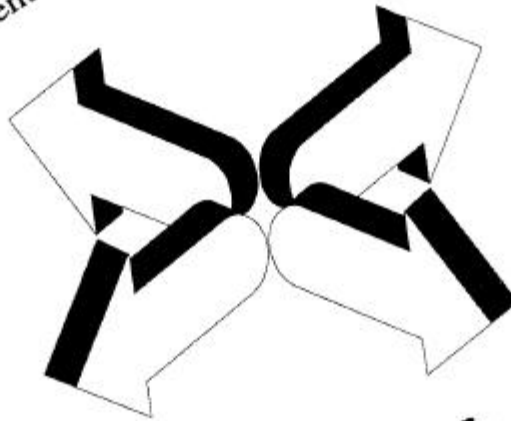
Rhode Island Transition Resource Directory



Independent Living



Post-Secondary/Training



Employment



Community Membership

Paul V. Sherlock Center on Disabilities

□ Rhode Island College □ 600 Mt. Pleasant Avenue

, RI 02908-1991

RI TRANSITION RESOURCE DIRECTORY

This Transition Resource Directory was compiled to aid students, parents and teachers as they explore options and resources for students who are in transition from school to adult life.

Exploring the details of programs and services listed here can be an important educational experience for students in transition. That exploration should include (but not be limited to) college guides, phone books, the internet, local libraries, guidance office materials, computer software...etc. People are also great sources of information! Encourage students to ask teachers, counselors and parents for information.

RITIE is funded by Grant #H158A600002-95, from the US Dept. of Education, through the RI Dept. of Education, and in partnership with the RI Dept. of Human Services/Office of Rehabilitation Services, the RI Parent Information Network and the RI Regional Transition Centers.

This material is copyrighted by Rhode Island College; it may be copied or otherwise reproduced without permission. Attribution to the Paul V. Sherlock Center on Disabilities at Rhode Island College (formerly: The University Affiliated Program) is appreciated. Call the Paul V. Sherlock Center on Disabilities (401) 456-8072 for information about this publication in alternate formats.

Special thanks to:

Paul V. Sherlock Center on Disabilities

Deborah Tosoni, Connie Susa, Beth DiPippo

RI Department of Education

J. David Sienko

RI Parent Information Network

*Jeanne Behie, Cathy Goldberger, Claire Rosenbaum,
Jane Sroka, Roberta Welfand*

RI Regional Transition Center Coordinators

*Carolyn Aspinwall, Lisa Beaulieu, Rosemary Lavigne,
Maura Silvia, Alice Woods*

TABLE OF CONTENTS

I.	OVERVIEW OF TRANSITION.....	3
	- What is Transition?	
	- Self-Determination	
	- School and Family Partnerships	
	- Student Involvement	
	- Self-Advocacy	
	- Transition and the Rhode Island IEP	
	- Vocational/Career Assessment	
	- Career and Vocational Technical Education	
	- Resources	
II.	POST-SECONDARY EDUCATION AND TRAINING.....	17
	- Preparing for Post Secondary Education and Training	
	- Post Secondary Education - Types and Requirements	
	- Resources	
	- Support Services for College Students with Disabilities	
	- Rhode Island Public and Private Colleges & Universities	
	- Other Post Secondary Options - Proprietary Schools, Volunteer Corps	
	- Adult Basic Education , High School Equivalency & Enrichment	
III.	EMPLOYMENT.....	31
	- School to Career Continuum of Experience	
	- School, District, Regional & State Employment Preparation Programs	
	- Supported Employment & Resources	
	- Apprenticeships	
	- Resources	
	- Social Security Information & Resources	
IV.	INDEPENDENT LIVING.....	43
	- Self Determination & Resources	
	- Community Living & Resources	
	- Residential Resources	
	- Money & Finance	
	- Legal & Civil Rights & Responsibilities	
	- Legal & Civil Rights Resources	
	- Health & Safety	
	- Assistive Technology	
	- Advocacy & Resources	
V.	COMMUNITY MEMBERSHIP.....	59
	- Recreation & Resources	
	- Voting & Citizenship	
	- Transportation & Resources	
	- Religious & Social Organizations	
	- Volunteering	
VI.	APPENDIX.....	69
	- Transition and Workforce Development Resources	
	- Regional Transition Centers/Vocational Evaluators	
	- RI Office of Rehabilitation Services/Counselors & Regional Supervisors	

Overview of Transition

I. OVERVIEW OF TRANSITION

WHAT IS TRANSITION?

Transitions occur throughout our lives. Here, the context of transition is assisting students who receive Special Education Services, ages 14 to 21, to plan for and achieve goals that will help them succeed in adult life. The public law that governs special education services, the Individuals with Disabilities Education Act (P.L. 105-17), states that the act is meant 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 employment and independent living."

The goals of transition are to:

- support students as they think about the future
- set goals
- access high school academics, services and programs to ensure that students have the skills and competencies to achieve their goals
- connect with post-school services, agencies or programs before students exit high school in order to sustain support toward their long-term goals.

Students, with the support of others, should be encouraged to think about their goals beyond high school in the following areas:

- **Employment**
- **Independent Living**
- **Further education or training**
- **Participation in their communities**

As students, and the people who support them, plan their goals, it is important to consider the implications of each goal. For example:

- Has the student had a variety of experiences to support strong conclusions about the future?
- Have assessments and information been made available to the student?
- Does the student understand his/her disability and how to accommodate needs beyond high school?
- Has the student's training and course work qualified him/her for the next step in reaching the goals?
- Has the student thoroughly researched options for services and supports beyond high school?

The transition years of secondary school are an opportunity for students to prepare for the next step. As a student sets goals for the future, they are documented in the Individual Education Program (IEP). With the student's long-term (transition) goals identified, the student and the IEP team can develop overall goals and objectives to support the long-term goals.

The IEP team should consider:

- instruction (courses and/or modified instruction)
- related services (for example, counseling, therapies, assistive technology, etc.)
- community experiences (work exploration, internships, community mobility and transportation training, community living skills, etc.)
- employment development (job readiness skills)
- daily living skills (personal maintenance and/or skills to direct one's own supports)
- functional vocational evaluation (test and assessments)
- and other post-school living objectives needed to achieve long-term goals.

With this level of planning, it is important to involve people who can work with a student to make long-term plans a reality. As transition planning begins (when the student is 14 years old), it is important that students actively and fully participate in this process and that their interests and preferences are considered. It is equally important to determine which program or course of study the student needs to achieve transition goals. IEP teams can begin to involve adult service agencies and others who can provide important information and services as the student approaches graduation.

Transition from school to adult life is also the process of moving from entitlement to eligibility services. A student who receives special education services is *entitled* to those services, as required by law. Once a student leaves the school system, he/she must meet *eligibility criteria* to receive services from adult service agencies. The difference between public education entitlements and adult services eligibility criteria can be confusing, and each agency has distinct eligibility criteria. Long **before** the student reaches the final year of school, the IEP team must determine which agencies to involve in transition planning to establish the necessary linkages. With effective, early planning, students will have more time to create opportunities for themselves and achieve their goals.

An illustration of the four principle transition areas and suggestions of relevant topics in each area is on the next page. Self-Determination's central role in each area is illustrated by its position in the middle of the page. This list of transition considerations is offered as a guide, not a definitive list. Each student's specific needs and interests will determine his or her definitive list.

SELF-DETERMINATION

Self-determination skills become increasingly important as students approach graduation. Self-determination is a life long process which includes:

- Understanding one's strengths, skills and needs (Self-Awareness)
- Setting goals based on one's strengths and preferences
- Acting on the goals
- Communicating one's goals to others
- Advocating on one's own behalf (Self-Advocacy)
- Evaluating one's actions and revising plans, as appropriate

These skills should be taught and modeled with students in transition.

Students, and adults who assist them, should consider the Four Transition Areas on the next page in transition and IEP planning, particularly focusing on helping students to develop strong self-determination skills for their adult lives. The Four Transition Areas list is a starting point for discussions with students as they plan for the future.

FOUR TRANSITION AREAS

EMPLOYMENT

Vocational/Career Assessment
Vocational exploration and experiences
Job development
Seeking, securing and maintaining employment
Community employment
On the job training
Job follow-up
Supported employment
Sheltered employment
Wages
Supplementary Security Income
Social Security Disability Insurance

POST-SECONDARY EDUCATION

Educational options
Financial planning
Support services available
Academic accommodations
Personal transition file
Pre-requisite high school courses
Entrance requirements
Vocational goals/personal interest
Time management
Study skills
Interpersonal communication skills
PSAT/SAT test schedules

SELF- DETERMINATION

INDEPENDENT LIVING

Assistive technology/adaptive equipment
Personal and legal advocacy
Managing personal finances
Selecting and managing a household
Daily living skills
Counseling/therapy
Family planning/sex education
Nutrition
Consumer skills
Personal Care Attendants
Family relationships
Trusts/Wills
Legal guardianship
Personal and health insurance
Banking
Living arrangements
Independent leisure activities
Managing health care

COMMUNITY PARTICIPATION

Transportation:
 independent, public, specialized
Driver's education
Vehicle adaptation
Transportation training
Group advocacy
Community supports
Community recreation
Friendships
Voting and citizenship
Social/religious groups
Volunteerism
Socially responsible behavior
Communicating with others

SCHOOLAND FAMILY PARTNERSHIPS

When families and schools work together as partners, research has shown that students become more successful in school and, afterwards, as adults. Therefore, it is to everyone's advantage for teachers and other school professionals to work closely with families.

Six recommendations for schools to involve families in education are:

- **Communicating** - communication between home and school is regular, two-way, and meaningful
- **Parenting** - parenting skills are promoted
- **Student Learning** - parents play in integral role in assisting student learning
- **Volunteering** - parents are welcome in the school and the school seeks their assistance and support
- **School decision-making and advocacy** - parents are full partners in decisions that affect children and families
- **Collaborating with Community** - community resources are used to strengthen schools, families and student learning.

Schools that include these six strategies in their activities are more likely to build partnerships with families that increase student success, regardless of family and community circumstances. Schools can engage families through transition related activities, such as:

- **Transition Fairs:** a gathering of representatives from community adult services (colleges, support groups, public and private agencies, etc.). Parents and students are given advance notice and suggested questions to help link them with appropriate resources.
- **Transition Coordinator or case manager:** a school professional who serves as one point of contact for the family, providing information, guidance, and referral to adult transition services.
- **Parent Advisory:** involving parents on the local Special Education Advisory Committee or School Improvement Teams for program development and improvement.
- **Parents as Teachers:** continuing the parent's role as the first teachers for students, including them in home assignments, career exploration, and transition goal/skill development.

Families can prepare to discuss transition and services that their children may need by the following:

- Familiarizing themselves with the terms, questions and procedures
- Working with the school to develop their children's self-determination skills
- Investigating programs and services available through the local school system and community adult service organizations
- Discussing the student's strengths, talents, career interests and preferences with school professionals and other significant adults in the student's life
- Fostering and supporting the student's dreams for the future
- Encouraging and assisting the student to express views at transition planning meetings
- Maintaining a transition home file to organize important information about the student. After students leave school, they and their families are responsible for disability-related documents. Just a few useful things to include in a transition home file are: the most recent IEP, basic identification information, medical and vocational/career assessment information, resumes and an employment history. For additional information and suggestions for the file, download P.R.O. Filer and other helpful tools from: <http://www.ici.coled.umn.edu/all/helptool.html#profiler>

TEN POINTERS FOR PARENTS

Adapted by RI Transition Resource Parents (RIPIN) from "Tips and Tools for Transition," Pacer Center, Inc., MN 1996

- 1. LISTEN TO YOUR SON OR DAUGHTER.** Ask your teen what s/he would like to do with his or her life. What are your son or daughter's dreams, goals, etc.? If s/he is non-verbal or has difficulty communicating these thoughts, use your knowledge of your teen to ensure transition plans consider his or her likes, dislikes, etc.
- 2. START EARLY.** Building a path to your son's or daughter's dreams will take a lot of planning and discussion. Start transition planning by age 14.
- 3. KNOW YOUR TEEN'S NEEDS, ABILITIES and SKILLS.** Be familiar with how much assistance s/he needs or does not need to accomplish his or her goals.
- 4. ENCOURAGE YOUR TEEN TO ATTEND IEP/TRANSITION PLANNING MEETINGS.** This is a plan for his or her future. Your son or daughter should be present. Together, prepare for the meeting. Encourage self-advocacy skills in your teen. Ask the staff to direct questions to your teen.
- 5. ACADEMIC, PRACTICAL, OR BOTH?** Decide whether or not educational and transition programs should emphasize practical or academic goals, or a combination of both. Make sure course selection will adequately prepare your child for long-term goals.
- 6. BECOME AWARE OF ALL THE OPPORTUNITIES IN YOUR COMMUNITY:** Extracurricular activities at school, as well as social, recreational, volunteer, and job opportunities. Encourage as much participation as possible. Then, decide with your teen how much s/he wants to participate.
- 7. ENCOURAGE YOUR TEEN TO LEARN AND PRACTICE** appropriate interpersonal, communication, and social skills for different settings (i.e., employment, school, recreation, peer relationships, etc.)
- 8. LEARN ABOUT THE PROGRAMS, SERVICES, ACCOMMODATIONS OR MODIFICATIONS** you and your teen need. Be sure you both know how to contact and access programs and services. Ask your school team how to get this information.
- 9. TAKE RESPONSIBILITY FOR BECOMING FAMILIAR WITH ADULT SERVICE SYSTEMS AND AGENCIES NOW.** This will help your teen to make decisions that will influence his or her future. Be sure that IEP/Transition Planning meetings include representatives from adult service agencies likely to serve your son or daughter.
- 10. DREAM!** Don't be limited by existing services. Focus on the supports your son or daughter will need to reach his or her personal goals. Working together with your teen, and your transition team of educators and service providers, you can build these supports.

STUDENT INVOLVEMENT

With the many options available, it can be difficult to help young adults focus on long term goals. Schools can help students to succeed beyond high school by instructing them in the skills they will need to reach their post-high school goals.

Some skills that students need to become contributing adult members of their communities are:

- Academic
- Social
- Physical & Health
- Problem Solving
- Planning & Executing Goals
- Accessing Resources

Many of these skills will be developed through the general school curriculum and school activities, but some students may need individually designed opportunities to develop these skills. That is one of the ways that special educators help students successfully transition to adult life.

Effective student involvement begins with self-determination strategies, as previously described. Teaching students about their rights, and how to responsibly exercise them, are important skills for their adult lives. To facilitate student involvement, self-advocacy skills are important. The following outlines some successful strategies for self-advocates.

SELF-ADVOCACY

Self-advocates know their own strengths and needs. They ask questions assertively and seek assistance appropriately, without being too demanding or helpless. Since the Individuals with Disabilities Education Act (IDEA) no longer protects students' rights when they leave high school, it is important that the transition process plan for students to learn about their rights and how to express their preferences, concerns and conclusions about school and adult options. Asking questions and expressing thoughts and ideas is an excellent way to develop and practice self-advocacy skills.

Students can exercise self-advocacy skills by:

- *Knowing their rights*
 - Bill of Rights
 - IDEA
 - Americans with Disabilities Act, etc.
- *Learning how to exercise their rights by:*
 - expressing their preferences and interests to the IEP team
 - expressing their needs and desires with colleges and service agencies
 - expressing their views through the political process
 - explaining their accommodation needs
 - serving as board members of community organizations
 - joining committees that plan school activities
- *Being responsible*
 - making their own decisions and learning from them
 - managing job searches and/or work
 - managing financial resources
 - following through on commitments

- *Appropriately asking for help or support*
 - understanding their disability and learning how to request assistance to achieve the desired help
 - learning where to get the help they need

Some processes used in the transition years can develop and improve students' self-advocacy skills.

- **Student Centered Planning**

There are several methods of student centered planning; most Rhode Island high schools have adopted MAPS, Making Action Plans.
- **Student Led IEPs**

Students are encouraged and prepared to lead part, or all, of their IEP planning meetings, including introducing participants, reviewing current progress, and discussing transition goals, annual goals and objectives, needs for additional assessments, and coordinating activities.
- **Career Portfolios or other techniques that build self-esteem and confidence**

Career Portfolios organize information about a student to reflect career interests and document student accomplishments.
- **Work Based Learning**

Off-campus job experiences can build confidence, aid with career decision-making and provide opportunities to practice self-advocacy skills.

Supporting students as they learn about themselves, determine the course of their lives, exercise their rights and responsibilities, and create opportunities to practice self-advocacy skills, prepares young adults to be contributing members of their communities.

Transition to Adult Life Tips for Teens

*Adapted by members of RITIE from "Transition Tips and Tools," a publication of
The PACER Center, 4826 Chicago Ave. S., Minneapolis MN 55417-1098*

Take part in your Individual Education Plan (IEP) meeting. You are an important part of the team that plans the best way for you to learn. Others who should be there include at least a special education teacher, another teacher, and your parent(s). You might also invite a school administrator (required for some meetings), testers, friends, an advocate, employer (boss) or other family members.

Learn about transition. Transition involves all the things that will help you reach your goals. The classes you take, and learning through jobs and experiences outside of school should all connect to prepare you for the future.

Know your rights. Learn to be your own advocate. Your special education department has a list of your rights. The more you know, the better you will be able to stand up for yourself and be a good advocate.

Take advantage of testing. Different kinds of tests may help you know what choices will be right for your future. Your school, the Office of Rehabilitation Services, and adult service agencies may offer one or more of the following kinds of tests: vocational tests, interest inventories, career exploration and others.

Know yourself - your likes, dislikes, interests, hobbies, strengths, and school subjects. Think about yourself and talk about yourself to others (teachers, parents, friends, coach, boss). The better you know yourself, the easier it will be to plan your future.

Explore future opportunities - work, housing, transportation, education, training and fun. Try work-study, volunteering and paid work. Get a driver's license and learn how to use public transportation. Check out different types of housing and how much they cost. Develop hobbies and interests.

Know and work with people who can help you. Different people who can help you may be named at your IEP, such as counselors, social workers or case managers from different agencies. Get their names, agencies and phone numbers on paper. Ask about the right time to talk with them. If they don't call you, then you should call them.

Learn from doing things in the community. The Transition Plan of your IEP may direct you to work. Vocational or technical training, job shadowing, school to career programs or part time work may all be worthwhile experiences. Ask about these options at your school.

Set goals and take action to achieve them. You know a lot about yourself and have people and agencies that may help. Choose what you want to do. Plan what the next steps might be. Think about when you might be able to do them. Then follow through.

Review your goals each year. The IEP team meets at least once each year to write new goals. This is a good habit. When things change in your life, think if you need to change your goals.

PARTICIPATE - IT'S YOUR LIFE

TRANSITION IN THE RHODE ISLAND IEP

In the Rhode Island IEP (Individualized Education Program) form, the Transition page immediately follows the Strengths and Needs page, and precedes the Annual Goals and Objectives page(s). The page is placed there to encourage IEP teams to include areas related to adult life in the strengths and needs discussion. This helps the team to focus on the student's long-range transition needs which are documented on the Transition page. The team can then set Annual Goals and Objectives, which include goals related to the student's transition goals. Program, or course of study design is critical to achieving a student's long term goals. From middle school on, students' programs can either qualify or disqualify them from the next level of coursework needed to achieve their goals. This is a key piece of the IEP team's transition planning.

The RI Department of Elementary and Secondary Education offers a guide to completing the RI IEP: *Individualized Education Program Guidebook: Directions for Completing the IEP Form*, available from RIDE or on their web site: www.ridoe.net (click on "Special Education," then IEP).

VOCATIONAL/CAREERASSESSMENT

The Rhode Island Special Education Regulations define Vocational and Career Assessment as follows:

Vocational/Career Assessment is a strength based, student centered process by which information is obtained to assist students in designing individualized education and vocational services to reach their career goals. This includes the use of formal and informal methods to collect information, including: interest inventories, student interviews, parent interviews, skills and aptitudes tests, on-campus and off-campus situational assessments, work samples, vocational evaluations, performance in career related courses and other methods. Vocational/Career Assessment is an ongoing process, not a single test or procedure. The results of Vocational/Career Assessment are shared at IEP meetings and the information obtained through the Vocational/Career Assessment should be infused into designing the student's educational services. When choosing specific vocational assessment instruments, the Team should refer to Section 533 of these regulations.

*Source: Regulations Governing the Education of Children with Disabilities,
RI Board of Governors for Elementary & Secondary Education, December 2000.*

Vocational Assessments are formal and informal tests and experiences that help students to choose occupational goals, which may include formal education or training beyond high school. Vocational assessments also give teachers and parents valuable information for designing individualized programs and supports to aid students in reaching their goals while they're still in school.

Career Assessments include vocational assessments, but also address adult roles beyond employment. Career assessments examine independent living and adaptive behavior skills, mobility and travel skills, health and safety skills, etc.

All of this information is gathered over time and reviewed annually as part of the student's IEP. Effective transitions for students will result from:

- good evaluative information from assessments
- clear, well-defined plans and goals, combined with
- consistent follow-through and coordination with adult service agencies.

Vocational Assessment & Its Role in Transition is a detailed examination of vocational assessment, including case studies, sample forms and resources. It is available on the following website: www.sherlockcenter.org and hard copy is available from the Regional Transition Centers. (See page 28 for additional information and a list of contacts.)

CAREER & VOCATIONAL TECHNICAL EDUCATION

As IEP teams plan to assist students in reaching their transition goals, the course of study (as described in *Transition in the RI IEP*), may entail enrollment at a Rhode Island Career & Technical Education Center.

Rhode Island's nine Career & Technical Education Centers are dedicated to developing quality programs to prepare students for lifelong learning and employment. Increasingly, as with all Rhode Island schools, the Centers are aligning their mission and programs with high student performance, and standards-based education reform, currently emerging throughout the state. Further, the Centers maintain strong connections with local business and industry, affording students opportunities for valuable work experiences.

The Rhode Island Career and Technical Education Centers provide ongoing public awareness programs to students and families in the districts they serve. Bulk mailings, assemblies at middle schools, and informational nights at career and technical facilities describe and demonstrate programs, and answer questions from prospective students and their families.

Students who need supplemental services are ensured "equal access, enrollment and participation in career and technical programs regardless of age, sex, race, limited English proficiency, disadvantage or disability." Based upon individual needs, they may receive a full range of support services to prepare them for direct placement into the workforce or for post-secondary education.

The Career and Technical Education Centers have enrollment criteria and specific admissions procedures. Contact your regional Career and Technical Education Center for specific information.

Program offerings of the nine area career and technical education centers in Rhode Island and the communities they serve:

Chariho Area Vocational-Technical Center

459 Switch Road

Chariho, RI 02894 Phone: 364-6869

Serving: Chariho, South Kingstown, Narragansett, Westerly and Block Island

Courses: Automotive Technology, Carpentry, Computer Information Systems, Cosmetology, Culinary Arts, Design & Drafting, Electronics, Graphic Communication, Health (?), Marine Technology, Small Engine Repair, Travel and Tourism

Cranston Career-Technical Center

100 Metropolitan Avenue

Cranston, RI 02920 Phone: 785-8070

Serving: Cranston, Scituate, Foster/Glocester, Johnston
Courses: Academy of Finance, Aquaculture, Automotive Technology, Building & Construction, Child Development, Computer Technology, Culinary Arts, Drafting, Electronics, Graphic Arts/Printing, Health Occupations, Marketing & Distributive Education, Office Technology, Robotics/Automated Systems

Wm. M. Davies, Jr. Career & Technology H. S.

50 Jenckes Hill Road

Lincoln, RI 02865 Phone: 728-1500

Serving: Central Falls, Pawtucket, Lincoln, Smithfield, North Providence

Courses: Auto Body, Automotive Technology, Carpentry and Cabinet Making, Cosmetology, Data Processing, Electricity, Electronics, Food Service, Graphic Arts/Printing, Health Careers, Machine Processes, Plumbing, Small Engine Repair, Vocational Agriculture

East Providence Career & Technical Center

1998 Pawtucket Avenue

E. Providence, RI 02914 Phone: 435-7815

Serving: Barrington, Bristol/Warren, East Providence

Courses: Architecture Design, Auto Body, Automotive Technology, Banking Finance & Investments, Bio-Medical Technology, Construction, Culinary Arts, Electronic Technology, Graphic Arts/Printing, Information Technology, Manufacturing Technology, Office Technology

James L. Hanley Area Vocational-Technical Center

91 Fricker Street

Providence, RI 02903 Phone: 456-9136

Serving: Providence

Courses: Automotive Technology, Carpentry, Computer Technology, Cosmetology, Graphic Arts/Printing, Electronic Technology, Food Service, Electricity, Information Production Technology, Communications (web page design & TV production)

Newport Area Career & Technical Center

15 Wickham Road

Newport, RI 02840 Phone: 849-3608

Serving: Newport, Little Compton, Portsmouth, Middletown, Tiverton

Courses: Academy of Information Technology, Advertising Design & Graphic Communications, Automotive Technology, Computer Technology, Cosmetology, Construction Technology, Culinary Arts, Engineering Drawing & Design, Health Careers, Hospitality/Travel & Tourism, Marine Occupations

Regional Career Center at Coventry High School

40 Reservoir Road

Coventry, RI 02816 Phone: 822-9499

Serving: Coventry, North Kingstown, Jamestown, Exeter, West Greenwich

Courses: Automotive Technology, Carpentry, Child Care, Electronics, Food Services, Health Occupations, Manufacturing Technology, Printing

Warwick Area Career and Technical Center

Toll Gate Complex

575 Centerville Road

Warwick, RI 02886 Phone: 739-9259

Serving: Warwick, West Warwick

Courses: Academy of Management & Finance, Aquaculture & Marine Occupations, Automotive Technology, Business Information Processing, Carpentry, Child/Geriatric Care, CISCO Academy, Computer Aided Drafting, Computer Technology, Electricity, Electronics, Engineering, Fashion Merchandising, Food Service, Graphic Design & Computer Production, Health Occupations, Travel and Tourism

Woonsocket Area Vocational-Technical Center

400 Aylsworth Avenue

Woonsocket, RI 02895 Phone: 767-4662

Serving: Burrillville, North Smithfield, Cumberland, Woonsocket

Courses: Auto Body Repair, Automotive Technology, Child Studies/Human Services, CISCO Networking, Computer Programs & Applications, Construction Technology, Graphics and Printing, Finance Academy, Health Occupations, Travel & Tourism

Labor Market Information Resources: for Teachers & Students

To review current and projected employment opportunities in different occupations, labor market information is at the RI Department of Labor and Training website address: www.dlt.state.ri.us/jobseeker

CHECK IT OUT!

Disability Resources, Inc., a nonprofit organization, disseminates information about print materials, videos, databases, government agencies, nonprofit organizations, telephone hotlines and on-line services for free, inexpensive or hard-to-find resources to help people with disabilities live independently.

Visit The Disability Resources website: www.disabilityresources.org

Click on “**RI**” for local information.

TRANSITION RESOURCES

RI REGIONAL TRANSITION CENTERS:

Southern Rhode Island Collaborative -
(401) 295-2888
Jamestown, Charlestown, Block Island, Narragansett,
Exeter/W.Greenwich, Westerly, N. Kingstown,
S. Kingstown, E.Greenwich

E. Bay Regional Collaborative - (401) 245-2045
Tiverton, Warren/Bristol, Middletown, Newport,
Little Compton, Barrington, Portsmouth, E.
Providence

Northern Rhode Island Collaborative -
(401) 658-5790
Central Falls, Cumberland, Lincoln, N. Smithfield,
Pawtucket, Smithfield, Woonsocket

W. Bay Regional Collaborative - (401) 941-8353
Coventry, Cranston, W. Warwick, Foster/
Glocester, Scituate, Warwick

Providence Transition Center - (401) 278-0520
Providence

From the **Rhode Island Parent Information Network (RIPIN)** - (401) 727-4144, (800) 464-3399
Website Address: www.ripin.org

- *Here's to Your Student's Future: A Parent's Guide to Transition Planning*
- *Tips for Teens - A Fact Sheet*
- *Pointers for Parents - A Fact Sheet*

These publications are available in English, Spanish and Portuguese

From **Rhode Island Transition, Independence, Employment (RITIE)**, at the Paul V. Sherlock Center on Disabilities, (formerly the University Affiliated Program of RI) RI College
(401) 456-8072 v, (401) 456-8773 tdd. Website address: www.sherlockcenter.org

- *Making Action Plans* - MAPS Training Manual - available in English and Spanish
- *RI Transitions* Newsletter
- *College Link* Newsletter
- *Getting the Most from Supported Employment Services* - A RI Resource Directory
- *Employment Resources & Planning* - A Rhode Island Guide for Youth in Transition
- *College Resources & Planning* - A Rhode Island Guide for Students with Disabilities

Recommended Transition Resources:

- *The Individuals with Disabilities Act of 1997 Transition Requirements, A Guide for States, Districts, Schools, Universities and Families*, Storms, Jane, O'Leary, et.al. May 2000.

From: **Publications Office - Institute on Community Integration - Univ. of Minnesota**
109 Pattee Hall, 150 Pillsbury Dr., SE, Minneapolis, MN 55455
Ph: (612) 624-4512 Fax: (612) 624-9344
Download in html and PDF formats from the Western Regional Resource Center's
web site: <http://interact.uoregon.edu/wrrc/wrrc.html>

Rhode Island Transition System Information

- *RI Transition Council*, Contact: J. David Sienko
Chaired by the RI Department of Elementary & Secondary Education, Office of Special Needs
255 Westminster St., Providence, RI 02903 Ph: (401) 222-4600, X. 2216 Fax: (401) 222-6030
- *Paul V. Sherlock Center on Disabilities at Rhode Island College*
600 Mt. Pleasant Ave., Providence, RI 02908 Ph: (401) 456-8072 Fax: (401) 456-8150

**Post-Secondary Education
&
Training**

II. POST SECONDARY EDUCATION AND TRAINING

Increasingly, students with disabilities are pursuing formal education and training beyond high school at colleges or universities, trade schools, or vocational centers.

To progress smoothly from high school to post-secondary settings, students with disabilities need clearly defined transition plans to prepare them educationally and personally for the post-secondary arena. All students who seek post-secondary placements face the sometimes overwhelming task of choosing an appropriate field of study and selecting the institution that best suits their individual needs.

Students with disabilities must not only resolve these issues, but also must understand their own needs for accommodations. It is important for them to be confident self-advocates, able to match their needs and wants with the offerings of particular institutions. As with all students, their primary concern should be to identify the best programs in their chosen fields of study.

Disclosing a disability is another concern for students with disabilities who apply for post-secondary education or training. In order to request an accommodation, a student must be prepared to disclose a disability. In turn, that disclosure will require documentation of the disability. It is critical that students have the opportunity to discuss their options with knowledgeable people and have complete documentation of their disability.

Students with disabilities' right to reasonable accommodations in accessing post-secondary education and training is guaranteed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students should be familiar with these laws and the implications of the laws on their post-secondary options.

PREPARING FOR POST-SECONDARY EDUCATION AND TRAINING

As with all effective transitions, students, parents, teachers and others must plan early for transition to post-secondary education and training - middle or junior high school is a key time for high school preparation. Helping students to plan for post-secondary options will help them to choose high school programs that will meet college admissions criteria. It is important for students who are considering post-secondary education to clearly understand the connection between high school programs and post-secondary admissions criteria. Programs are available to assist qualified students by providing additional education and guidance supports. Learn about these programs and other information at: **The College Access Alliance of Rhode Island:** www.collegeaccessri.org Click on "There's help in RI".

Tech Prep, a combined high school (grades 9 -12) and community college (grades 13 - 14) course of study, is an alternative that may appeal to some students. Funded under the Perkins Act of 1998, it provides students with a plan that begins in high school and ends in an associate's degree. Tech Prep's work based, hands on learning components develop students' capacities in skilled and professional technical careers.

For more information, contact: Terri Kless, CCRI, (401) 333-7306

The College Planning Center of Rhode Island, at the Warwick Mall, Warwick, RI is open for visitors, offering information about colleges and financial aid, with experienced financial aid and admissions professionals on site.

Check their web site at: www.collegeplanningcenter.org

Different Types of Post-Secondary Education

	Trade/Proprietary School	Technical School	Community College	College	University
Focus of Program	Career training with certificate at graduation	Specialized training for particular occupation, resulting in a two year degree	Two year degree in career area or required academic courses for transfer	Four year degree, general academics, plus a major	Four year degree, plus graduate programs
Length of Program	Three to fifteen months	Two years	Two years	Four years	Four years or more
Admission Requirements	Open enrollment	Open enrollment	Open enrollment	GPA, High School transcript, SAT or ACT scores. Some schools also require an essay, teacher recommendations, and/or an interview.	
Recommended High School Coursework*	Basic skills in math and English	Basic skills in math, science, English and computer literacy. Higher levels in some programs.	English Math Science Social Sciences Arts Foreign Language (or approved alternative) Computer Science	Four years Three years or more Two years (lab) Three years or more One year Two years	One year, minimally

Adapted from: "Tools for Transition," American Guidance Service, Inc., Circle Pines, Minnesota 55014, 1991

***Don't forget! Always check with the institution you wish to attend for specific requirements.**

POST SECONDARY EDUCATION & TRAINING RESOURCES

There are several local and national resources available for students with disabilities who are exploring their options for education and training after high school.

Preparing for College Guide is an on-line publication of the RI Office of Higher Education
Check their web site at: www.ribghe.org/col-prep.htm

College Resources & Planning: A Rhode Island Guide for Students with Disabilities, a recently updated guide to preparing for college, with information specific to Rhode Island. Available from: the Sherlock Center on Disabilities (formerly: *The University Affiliated Program of RI*).
For more information, contact: Deb Tosoni, (401) 456-8072
Also available on the website at: www.sherlockcenter.org

The College Link, a newsletter for Rhode Island high school students with disabilities, who are thinking about going to college, and their guidance counselors. Individual issues focus on aspects of college preparation, application and admission processes. Back issues are available from: The Sherlock Center on Disabilities (formerly: *The University Affiliated Program of RI*).
For more information, contact: Deb Tosoni, (401) 456-8072
Also available on the website at: www.sherlockcenter.org

HEATH Resource Center is a national clearinghouse on post-secondary education for individuals with disabilities, available on the American Council of Education's website: www.acenet.edu
Some useful publications include:

- *The Americans with Disabilities Act, The Law and its Impact on Post-Secondary Education*
- *Section 504, The Law and its Impact on Post-Secondary Education*
- *College Students with Learning Disabilities* (published by AHEAD)
- *How to Choose a College: Guide for the Student with a Disability*
- Also, information on financial aid, getting ready for college and working with vocational rehabilitation agencies

The Association on Higher Education and Disability - AHEAD - is an organization that has information for students and professionals. Web site address: www.ahead.org

Gaining Early Awareness and Readiness for Undergraduate Programs - GEARUP - is a program specifically designed for low-income, high-risk students, including those with disabilities. A one credit graduate course is also offered to educators, through Rhode Island College. For more information, call: the RI Officer of Higher Education, at (401) 222-6560, Ext. 100. Web site address: www.ed.gov/gearup

College guides specifically for students with disabilities: (available at bookstores & public libraries)

- *Colleges that Change Lives: 40 Schools You Should Know About Even If You Are Not A Straight A Student*, Loren Pope, Penguin Books (paper), Penguin Books Inc., 375 Hudson Street, New York, NY 10014.
- *Colleges with Programs for Students with Learning Disabilities*, Peterson's Guides Inc., Princeton, NJ 08540
- *Colleges with Programs or Services for Students with Learning Disabilities*, Marge Lipkin, School Search, 127 March Street, Belmont, MA 02178
- *The K & W Guide to Colleges for the Learning Disabled*, Kravets, Wax & Associates, Inc., PO Box 187, Deerfield, IL 60015-0187
- *Lovejoy's College Guide for the Learning Disabled*, Charles T. Straughn II

SUPPORT SERVICES FOR COLLEGE STUDENTS WITH DISABILITIES

Students who received special education services, and/or accommodations under a 504 Plan in high school, may qualify for similar accommodations in higher education institutions. Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, institutions must provide reasonable accommodations for students with documented disabilities. These rules apply to the admissions process, including testing (accommodations while taking the SAT or ACT, for example), application completion, essays and/or student admission interviews.

Teachers and parents can prepare students by:

- helping students clearly understand their disabilities
- helping students learn and practice requesting accommodations to improve academic performance
- guiding students' practice of self-advocacy skills in requesting accommodations in high school classes and in community experiences
- researching colleges that meet the student's career goals and provide effective disability support services
- encouraging students to visit Disability Services Offices on campuses to learn about available supports
- helping students develop support from other young adults at the college with similar disabilities
- staying connected with students in college to be sure all necessary supports are used to help them succeed.

RHODE ISLAND PUBLIC COLLEGES & UNIVERSITIES - STUDENT SUPPORT SERVICES

Community College of Rhode Island

Flanagan Campus
1762 Louisquisset Pike
Lincoln, RI 02865
333-7000 / TDD 825-2307
Access to Opportunities
333-7280
Disability Support Services
333-7329

Knight Campus
400 East Avenue
Warwick, RI 02886
825-1000 / TDD 825-2313
Access to Opportunities
825-2305 / TDD 825-2037
Disability Support Services
825-2164

Liston Campus
1 Hilton Street
Providence, RI 02905
455-6000 / TDD 455-6064
Access to Opportunities
455-6084 / TDD
Disability Support Services
825-2164

Rhode Island College

600 Mount Pleasant Avenue
Providence, RI 02908
456-8000 / TDD 456-8061
Services for Students with Disabilities
456-8061

University of Rhode Island

Administration Building
Kingston, RI 02881
874-1000 / TDD 874-2416
Providence Academic Skills Center
277-5221, TDD 277-5020
Kingston Student Life
874-2101 / TDD 874-228

RHODE ISLAND PRIVATE COLLEGES & UNIVERSITIES - STUDENT SUPPORT SERVICES

Brown University

Prospect Street
Providence, RI 02912
863-1000
Elyse Chaplin
Student Life Office
863-9588, Voice/TDD

Providence College

River Avenue
Providence, RI 02918
865-1000
Rose A. Boyle
Disability Support Services
865-1121/TDD: 865-2494

Zion Bible Institute

27 Middle Highway
Barrington, RI 02860
246-0900
Ms. Jo Scruggs
Student Life Office
246-0900, Ext. 29

Bryant College

1150 Douglas Pike
Smithfield, RI 02917
232-6000
Judy Farrell, RN
Health Services
232-6220

RI School of Design

2 College Street
Providence, RI 02903
454-6100
Roberta McMann
Student Development
454-6100, Ext. 6639/TDD:
454-6100, Ext. 6637

Bristol Community College

777 Elsbree Street
Bristol, MA 02720-7399
508-678-2811
Susan Boissoneault
Center for Developmental
Education
508-678-2811, Ext. 2318
TDD: 508-730-3297

Johnson & Wales University

8 Abbott Park Place
Providence, RI 02903
598-1000
Meryl Bernstein
Learning Center
598-4689

Roger Williams University

Old Ferry Road
Bristol, RI 02809
253-1040
Laura Choiniere
Center for Academic Development
254-3038/ TTY: 254-3398

New England Institute of Technology

2500 Post Road
Warwick, RI 02886
739-5000
Lee Peebles
Student Services
739-5000, Ext. 3441

Salve Regina University

100 Ochre Point Avenue
Newport, RI 02840
847-6650
Kathryn Rok
Academic Development
341-3150

OTHER POST SECONDARY OPTIONS

Proprietary Schools are privately owned business, trade and technical schools that train and prepare individuals for entry-level employment, or to upgrade existing skills. The schools listed on the next page have *Certificates of Approval*, in accord with the General Laws of RI, 1956, as amended, with the Regulations Governing Proprietary Schools in Rhode Island, as adopted by the RI Board of Governors for Higher Education, and *Renewal Certificates* from the RI Office of Higher Education.

Call individual schools to determine the school's ability to provide reasonable accommodations. Some questions to ask:

- Who coordinates disability services for students?
- What must I do to identify myself as a student with a disability, entitled to reasonable accommodations?
- What kind of auxiliary aids and devices are available? (tape recorders, taped texts, etc.)
- Is tutoring service available? What does it cost?
- How many students with disabilities attend this school? Do any have disabilities similar to mine?

Rhode Island Proprietary Schools

Arthur Angelo School of Cosmetology & Hair Design

Elynore Trait, Director
151 Broadway
Providence, RI 02903-3052
(401) 272-4300
www.arthurangelo.com

Programs: Hairdressing, Manicuring,
Instructor Training, Esthetics
Master Esthetics

Computer-Ed Institute

Vivianne Baillargeon, Director
622 George Washington Highway
Lincoln, RI 02865
(401) 334-2430
www.computered.com
Programs: Office Specialist, Web Graphics Design
& Development, Network Administrator, PC
Repair/Support Specialist,
Specialized Management System, Secretarial-Clerk,
Computerized Bookkeeping/Acct.,
Medical Office Specialist, Business Software
Specialist, CADD, Website/Network Administrator

International Yacht Restoration School

Ruth Taylor, Director
449 Thames Street
Newport, RI 02840
(401) 848-1420
www.iyrs.org
Programs: Yacht Restoration

Katharine Gibbs School

David Waldron, Director
178 Butler Avenue
Providence, RI 02906-5399
(401) 861-1420
www.kgibbsprovidence.com
Programs: Visual Communications, Medical
Executive Assistant, Executive Assistant,
Legal Executive Assistant, PC Network Operations
& Support, Interactive Media and Web Design

Loretta's School of Cosmetology

Loretta Colacone, Director
800 Clinton Place
Woonsocket, RI 02895
(401) 769-1777
Programs: Hairdressing, Instructor Training,
Manicuring, Esthetician

MotoRing Technical Training Institute

Sharon Ring, Director
54 Water Street
East Providence, RI 02914-5022
(401) 435-6884
www.mtti.tec.ri.us
Programs: Motorsport/Power Equipment Tech.,
Automotive Service Technician, Marine Service
Technician, Building/Property Trades Technician,
Computer Applications/Office Assist., Computer Service
Tech/Network Installer, Telecommunications Technician

Nationwide Tractor Trailer Driving School

Darleen Crawford, Director
P. O. Box 174
125 Washington Highway
Lincoln, RI 02865-4217
(401) 231-3410
Programs: Tractor Trailer Driving

New England Tractor Trailer Training School of Massachusetts, Inc.

Frederick Hazard, Director
600 Moshassuck Valley Industrial Highway
Pawtucket, RI 02860
(401) 725-1220
www.nettts.com
Programs: Diesel Technician, Diesel Mechanics,
Commercial Driver License Prep., Commercial Heavy
Straight Truck Training, Heavy Duty Truck Mechanic,
Commercial Driver License

Newport School of Hairdressing

Michael Berger, Director
222-226 Main Street
Pawtucket, RI 02860-5829
(401) 725-6882
Cranston Branch:
50 Rolfe Square
Cranston, RI 02910-3412
(401) 461-7990
Programs: Hairdressing, Instructor Training, Manicuring

Rhode Island Beauty Academy

William DeFusco, Director
 1395 Atwood Avenue
 Johnston, RI 02919-4929
 (401) 946-8816

www.ribeautyacademy.com

Programs: Hairdressing, Manicuring, Instructor Training, Esthetician, Barber Styling

Sawyer School

Pamela Moorby, Director
 101 Main Street
 Pawtucket, RI 02860-4117
 (401) 272-8400

Warwick Branch:

Pamela Moorby, Director
 1222 Warwick Avenue
 Warwick, RI 02888-3545
 (401) 463-3555

Providence Extension:

Betty Monihan, Site Administrator
 550 Hartford Avenue
 Providence, RI 02909-5837
 (401) 272-3280

Programs: Medical Assistant/Secretary, Travel/Tourism and Hospitality, Medical Office Assistant, Office Information Systems, Computer Administration & Tech., Business Information Processing

Trinity Rep Conservatory

Brian McEleney, Director
 201 Washington Street
 Providence, RI 02903-3226
 (401) 521-1100

www.info.trinityrep.com/05education/index.shtml

Programs: Professional Theatre

Warwick Academy of Beauty Culture

Costin E. Grimes, Director
 1800 Post Road
 Warwick, RI 02886-1501
 (401) 737-4946

Programs: Hairdressing, Manicuring, Esthetician

**More information
 about Rhode Island
 proprietary schools is
 available on the
 website for the RI
 Board of Governors
 for Higher Education:**

www.ribghe.org

Job Corps, AmeriCorps and Peace Corps

Job Corps is a residential education and job training program, of the US Department of Labor's Employment and Training Administration. Its mission is to improve job opportunities for economically disadvantaged youth through academic, vocational and life-skills training. Most Job Corps participants live full time, for 1 year, at one of more than 100 Job Corps centers throughout the country, where students spend between 6 months and 2 years, depending on the training.

Job Corps is open to people aged 16 to 24, who must be US citizens or nationals, legal permanent residents, or legally admitted aliens. They must be economically disadvantaged high school drop-outs, or high school graduates in need of employment-related education, training, or counseling. Applicants must also commit to being nonviolent and drug free. Training is available in occupation areas such as computers, business and clerical, nursing, automotive mechanics and repair, and construction trades. A Job Corps graduate's success is meaningful employment in a satisfying occupation. Job Corps participants receive a biweekly stipend during training, a one-time payment for getting a job within 6 months of completing a Job Corps program, and other incentives. Participants also receive room and board, health care, transportation to and from job centers, and job placement assistance and counseling.

National Office of the Job Corps, US Dept. of Labor, ETA
200 Constitution Ave., NW, Rm. N4507, Washington, DC 20210
1-800-733-5627, <http://www.jobcorps/doleta.gov/>

Rhode Island Office of the Job Corps, Job Corps Administration
60 Broad Street, Providence, RI 02903
1-800-215-1506

AmeriCorps

AmeriCorps is a national community service program of full or part time volunteer participation. Full time volunteers must perform at least 1,700 hours of community service each year; part time volunteers must work 900 hours over two years. After completing their term of service, AmeriCorps volunteers receive education awards to help finance vocational school or college, or repay student loans.

City Year, a local AmeriCorps program, is available in Rhode Island. City Year volunteers receive stipends and education awards upon completion of service. Rhode Island information is available at: (401) 553-2500, Ext. 244, or on the website: www.cityyear.org

AmeriCorps is divided into three parts:

- State and national programs
- National Civilian Conservation Corps (AmeriCorps*NCCC)
- Volunteers in Service to America (AmeriCorps*VISTA)

AmeriCorps applicants must be at least 17 years old; AmeriCorps*NCCC volunteers may not be over age 24, but there are no upper age limits for other AmeriCorps projects. All applicants must be US citizens or legal permanent residents. AmeriCorps volunteers receive training in first aid and other basic skills needed to carry out their duties. Training varies according to the project. Most AmeriCorps volunteers serve with local and national organizations, such as Habitat for Humanity, the American Red Cross, Big Brothers/Big Sisters, and the Boys and Girls Clubs.

These projects target community needs in four areas: education, public safety, human services, and the environment. Volunteers receive some monetary benefits, including living allowances. AmeriCorps*NCCC volunteers receive money for transportation and are provided with housing and, on three of the campuses, meals in dormitory-style accommodations. On the other campuses, they receive weekly stipends for groceries and prepare their own meals. Full time AmeriCorps volunteers also receive health insurance. After 10 to 12 months of full time service, another benefit for AmeriCorps participants is an education voucher which may be applied toward future costs of college or vocational school or to repay student loans. AmeriCorps volunteers may serve more than 2 years, but are limited to two education awards. AmeriCorps volunteers with at least one year of service may apply for the leadership development program, AmeriCorps Leaders Program.

AmeriCorps, 1201 New York Ave., NW
Washington, DC 20525, 1-800-942-2677
<http://www.americorps.org>

Peace Corps

Founded in 1961, the Peace Corps trains and sends volunteers to developing countries, to work with local people on grassroots improvement projects. Volunteers serve for two years and return as “cultural ambassadors,” educating the US public about other countries and their customs. During their assignments, Peace Corps volunteers are immersed in host countries’ culture, living among the people with whom they work.

Peace Corps applicants must be US citizens, over age 18; there is no upper age limit. Almost all volunteers have at least a bachelor’s degree, but some applicants without college degrees qualify with three or more years of work experience. Proficiency in a foreign language is not required; the Peace Corps provides intensive language training. Previous volunteer work and community involvement are a plus. Recruiters interview and nominate applicants for projects, considering applicants’ skills, education and life experiences. Volunteers are usually placed within 3 to 12 months after submitting an application. After placement, volunteers who accept an invitation to service receive three months of preservice training in the country where they will live and work. Volunteers work primarily in broadly defined sectors, including education, health, and business. On a day-to-day basis, they share useful skills to help people improve their own futures.

The Peace Corps provides volunteers with many quantifiable benefits while they are abroad, such as transportation to and from the country of service, a monthly living allowance, and health care. Some volunteers also receive deferments or partial cancellation of student loans. After serving, volunteers receive a readjustment allowance. Peace Corps service is also an academic and career booster. Volunteers who complete a full term of service have access to educational and career assistance through the Returned Volunteer Services Office in Washington, DC, and regional recruiting offices.

Peace Corps, 1111 20th St., NW
Washington, DC 20526
1-800-424-8580, <http://www.peacecorps.gov>

ADULT BASIC EDUCATION

Learning does not end with graduation or departure from high school. Many students can benefit from an adult education program's structured learning experience after their school years.

Adult Basic Education consists of learning experiences and supportive services that enable people to acquire the basic skills and knowledge necessary to function as responsible and productive citizens. Adults are helped to achieve many objectives: personal, social, job and career development, preparation for family responsibilities, becoming a wiser consumer, and coping with an increasingly complex, crowded and rapidly changing world. Students in Adult Basic Education improve reading and math skills, complete studies to prepare for high school equivalency examinations or improve their ability to speak English.

Adult Area Learning Centers

The following is a list of Adult Area Learning Centers in Rhode Island, with the names of their directors and the communities they serve. All of these centers have GED preparation classes and administer the GED examination, unless otherwise indicated.

Aquidneck Island Adult Learning Center

Lenthal School

Spring Street
Newport, RI 02840
Director: Gail Lawson
Serves: Portsmouth, Newport,
Middletown, Tiverton, Little Compton
Phone: 847-7171

RI Regional Adult Learning Center

51 Division Street
Manville, RI 02838
Director: Arthur Mossberg
Serves: Burrillville, Foster, Glocester, Lincoln,
Smithfield, Cumberland, Central Falls
Phone: 762-3841

Bristol County Adult Learning Center

Mary V. Quirk School
790 Main Street
Warren, RI 02885
Director: Michael Rucci, Jr.
Serves: Bristol, Warren
Phone: 245-3392

Warwick Adult Learning Center

575 Centerville Rd.
Warwick, RI 02886
Director: Daniel Crowley
Serves: Warwick, W. Warwick,
East Greenwich, N. Kingstown
Phone: 739-2772

Cranston Adult Learning Center

41 Heath Avenue
Cranston, RI 02910
Director: Ronald DiOrio
Serves: Cranston, Coventry, Scituate
Phone: 785-8166

Washington County Adult Learning Center

Stedman Government Center
Tower Hill Rd.
Wakefield, RI 02879
Director: Rhomas Brillat
Serves: South Kingstown, Narragansett, Westerly,
Exeter-W.Greenwich, Charletown, Hopkinton,
Richmond
Phone: 783-0293

Providence Adult Learning Center

170 Broad Street
Providence, RI 02903
Director: Arthur Mossberg
Serves: Providence
Phone: 331-0766

GED Preparation Classes and GED Examinations

The agencies listed below provide these services, unless otherwise indicated.

East Providence

Martin Junior High School
111 Brown Street
E. Providence, RI 02914
Director: George Burke
Phone: 437-7865

Providence

RI Dept. of Elementary & Secondary Education
255 Westminster St., Shepard Building
Providence, RI 02903
Director: Robert W. Mason
Phone: 222-4600, Ext. 2180
(GED TEST CENTER ONLY)

Lincoln

Community College of RI
Flanagan Campus
Lincoln, RI 02865
Director: Emilio Colantonio
Phone: 333-7070

Community College of Rhode Island

Liston Campus
1 Hilton St.
Providence, RI 02907
Director: Richard Tessier
Phone: 455-6019

Pawtucket

Tolman Senior High School
Exchange Street
Pawtucket, RI 02860
Phone: 729-6300
(GED PREPARATION CLASS ONLY)

Woonsocket

Woonsocket High School
777 Cass Avenue
Woonsocket, RI 02895
Director: Maurice Aubin
Phone: 767-4887

ENRICHMENT

Lifelong learning is an echoing theme in education today. Important learning opportunities are available in classes that do not result in credits, certificates or degrees, but can be fun and teach valuable skills. Several local colleges and universities offer non-credit courses.

- *Brown Learning Community*: look up their web site at: www.brown.edu/Administration/BLC/
- *Community College of RI's Community Services Program* web site at: www.ccri.cc.ri.us/test.ccri.cc.ri.us/lifelong/

Other non-credit courses are offered by:

- *The Learning Connection* at: www.learnconnect.com
- *All That Matters* at: www.allthatmatters.com

Registration requirements may be determined by individual instructors.

Employment

III. EMPLOYMENT

In the past ten years, transitioning students with disabilities into employment has grown significantly, both in emphasis and available services. Even though some students may postpone full time employment to pursue further education or training after high school, preparation for employment should begin very early in life.

School to Career is specifically designed to meaningfully connect learning to work for all students, at all grade levels. Although they are particularly important for students in transition, activities in elementary school may help students learn about the value of work and adult contributions to society through work. Additionally, students may begin to develop a work ethic through school work, chores at home, and odd jobs in the community. As students move to middle school, their work values are more clearly defined and they may explore different occupations, while beginning to express interest in course and elective selections. This is important because students' choices in high school courses of study will affect their options after graduation. A School to Career Continuum of Experience guide is on the next page.

In high school, students pursue programs that prepare them for transitioning to employment and/or additional training to reach their occupational goals. Students may also work part time, volunteer, work in summer jobs, or participate in work-study, apprenticeships, or other work experiences.

For students with disabilities, early career opportunities are important in developing economic self-sufficiency. Exploring and participating in the various programs or occupational learning options available to students in Rhode Island high schools can be a great beginning to rewarding careers for students with disabilities.

New Publication!

Employment Resources & Planning, A Rhode Island Guide for Youth in Transition, published by the Sherlock Center on Disabilities (formerly, the University Affiliated Program of Rhode Island), is a student guide with extensive employment information.

Website: www.sherlockcenter.org

For more information, call: 456-8072

CONTINUUM OF EXPERIENCE: GUIDE TO ENGAGEMENT

Helping all Rhode Island students to achieve high academic standards.

- High recommendation
 - Medium recommendation
 - Low recommendation

School to Career Activities	ELEMENTARY							MIDDLE			HIGH SCHOOL				POST-SECONDARY			
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In-School Real World Connections																		
Tours																		
Tutoring																		
Mentoring																		
Service Learning																		
Job Shadowing																		
Internships																		
Youth Work Study and Co-op																		
Work-Based Learning																		
Youth Apprenticeship																		
College and Specialized Training																		
Tech Prep																		

(adapted from: RI School to Career Office)

Several people in high schools can help students connect with employers.

- | | |
|---|--|
| <ul style="list-style-type: none"> - Transition Coordinators - Guidance Counselors - Office of Rehabilitation Services - Counselors - Work Based Learning Coordinators | <ul style="list-style-type: none"> - School to Career Coordinators - Special Education Teachers - Special Education Directors - Jobs for Ocean State Graduates Representatives |
|---|--|

Programs to connect students to the world of work may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> - Regional Career & Technical Education Centers - Future Business Leaders of America - Ground Hog Job Shadow Day - Vocational Industrial Clubs of America (VICA) - National FFA Organization - Trade Apprenticeship Programs - Health Occupations Students of America (HOSA) - Nat'l. Post-Secondary Agriculture Student Organization - Industry Field Coordinators | <ul style="list-style-type: none"> - Jobs for Ocean State Graduates - Tech Prep - Volunteer/Service Learning - Technology Student Association - Nat'l. Young Farmer's Educ. Assoc. - School Based Enterprises - Job Fairs - Service Learning Programs |
|---|---|

This is a partial list. All programs are not available at all schools.

SCHOOL, DISTRICT AND REGIONAL EMPLOYMENT PREPARATION PROGRAMS

Jobs for Ocean State Graduates

Affiliated with Jobs for America's Graduates, Jobs for Ocean State Graduates offers young people opportunities to overcome barriers to completing school and transitioning into quality employment through competency testing, assistance with academic and/or social barriers, job development activities, and follow up and support from consistent job specialists.

Jobs for Ocean State Graduates representatives are available (at this time) at the following schools:

- Central Falls High School
- No. Kingstown High School
- RI Training School/Bridge Schools
- Smithfield High School
- Tollgate High School
- Woonsocket High School
- East Providence Career & Tech. Center
- Pilgrim High School
- Shea High School
- Tiverton High School
- Tolman High School

For information about programs in local schools, call (401) 462-8880, or 462-8858.

Regional Transition Resource Centers - Career Discovery & Vocational Assessment Centers

In partnership with the Department of Human Services, Office of Rehabilitation Services, and the RI Department of Education, five Career Discovery and Vocational Assessment Centers provide occupational information, and vocational assessment services to students with disabilities who are in transition. Each Center serves students from local school districts.

So. Rhode Island Collaborative - (401) 295-2888
Serving: Jamestown, Charlestown, Block Island, Narragansett, Exeter/W.Greenwich, Westerly, N. Kingstown, S. Kingstown, E. Greenwich

No. Rhode Island Collaborative - (401) 658-5790
Serving: N. Providence, Central Falls, Burrillville, N. Smithfield, Johnston, Cumberland, Lincoln, Smithfield, Pawtucket, Woonsocket,

E. Bay Regional Collaborative - (401) 245-2045
Serving: Tiverton, Warren/Bristol, Middletown, Newport, Little Compton, Barrington, Portsmouth, E. Providence

W. Bay Regional Collaborative - (401) 941-8353
Serving: Coventry, Cranston, W. Warwick, Foster/Glocester, Scituate, Warwick

Providence Transition Center - (401) 278-0520 - Serving: Providence

STATE PROGRAMS AND SERVICES

Department of Human Services

Office of Rehabilitation Services (ORS) - (401) 421-7005

Services for the Blind and Visually Impaired (SBVI) - (401) 222-2300

ORS is the state agency that provides comprehensive vocational rehabilitation services for individuals with disabilities, who are in transition, planning or seeking employment.

Before graduation, ORS can:

- provide information and take applications for ORS services;
- determine a student's eligibility for ORS services;
- provide career information and other resources to students;
- help students to develop educational, employment and other goals beyond graduation;
- develop Individualized Employment Plans, in which students can identify employment goals and the services and training needed to reach them.

After graduation, ORS can:

- coordinate training, in conjunction with an Individualized Employment plan, job development, job-seeking skills, resume writing and job placement services;
- offer assistive technology information.

To help students get the most from ORS services, teachers, parents and others can:

- assist students in applying early for ORS services, insuring a good transition plan by applying at least two years before graduation, or earlier;
- encourage students to share information, ideas, questions and preferences about their future with ORS Counselors;
- guide students in career paths with their ORS Counselors;
- communicate often with ORS.

For more information, contact: ORS at (401) 421-7005, and ask for the Transition counselor covering your city or town. Website: www.ors.ri.state.us/

School to Career

School to Career is a national movement to help schools form closer ties with the workplace by focusing on:

- School Based learning
- Work Based learning
- Connecting activities

The role and emphasis placed on School to Career has varied in schools throughout Rhode Island. However, the common theme is helping students achieve high standards and master world class skills by connecting them to the world of work. The RI School to Career state office coordinates the RI School to Career System, its activities are facilitated through two regional partnerships.

Region I Partnership: *Contact:* Ken Cahill,
West Bay Educational Collaborative
144 Bignall St.
Warwick, RI 02888 Phone: (401) 941-8353
Serving: Providence, Cranston, Pawtucket, N.
Providence, Johnston, Scituate, Foster, Gloucester,
Smithfield, Central Falls, Lincoln, Burrillville,
Cumberland, Woonsocket, N. Smithfield

For more information:

- Call RI School to Career, at (401) 462-8880,
or find the website at: www.ristc.org

Region II Partnership: *Contact:* Lizann
Gibson, Southern RI Educational Collaborative
646 Camp St.
N.Kingstown, RI 02852 Phone: (401) 295-2888
Serving: E. Providence, Barrington, Warren,
Bristol, Portsmouth, Tiverton, Middletown,
Jamestown, Little Compton, Newport, Block
Island, Narragansett, S. Kingstown, Charlestown,
Richmond, Westerly, Chariho, Hopkinton,
Exeter, W. Greenwich, E. Greenwich, N.
Kingstown, Warwick, W. Warwick, Coventry

Teacher Externships

School to Career's Teacher Externship Initiative is an opportunity for educators to explore the world of work and enhance linkages between academic learning and career preparation. Teachers who participate will be able to directly integrate first-hand, work experience into their curricula.

Externships are facilitated by Industry Field Coordinators who connect teachers and businesses.

For more information, contact: Sharon Petrarca at RI School to Career at (401) 462-8856

Website Addresses for information on structuring job shadows and other school to career activities:

National School to Work Learning & Information Center at: www.stw.ed.gov

Northwest Regional Educational Laboratory - Education & Work Program at: www.nwrel.org

Jobs for the Future at: www.jff.org

netWORKri

All Rhode Islanders are eligible for free services from the RI Department of Labor & Training (DLT) and the netWORKri Centers (also known as One Stop Centers). The DLT is responsible for workforce development in the state, focusing on customer service for employers and job candidates, primarily through the netWORKri Centers.

Job Candidate Services at netWORKri Centers:

- Job & Career Resource Room (internet computers, faxes, telephones, copy machines, books, newspapers, etc.)
- Assistance filing Unemployment Insurance claims
- Initial screening for training eligibility
- Job search workshops
- Information on education and training program quality
- Local, state, and national job market information
- Resume preparation
- Interviewing techniques
- Job listings
- Job referral and placement
- Skill testing and assessment
- Introductory computer classes
- Hiring requirements

For more information, contact: Local netWORKri Centers:

Pawtucket	175 Main Street	Phone: 722-3100	TDD: 222-3450
Providence	220 Elmwood Ave.	Phone: 222-3606	TDD: 222-4334
Wakefield	4808 Tower Hill Rd.	Phone: 789-9721	TDD: 789-0582
Warren	470 Metacom Ave.	Phone: 245-9300	TDD: 245-0415
W. Warwick	1330 Main Street	Phone: 822-8382	TTY: 828-8927
Woonsocket	219 Pond Street.	Phone: 762-9010	TDD: 762-0956

Website addresses: RIDLT: www.dlt.state.ri.us netWORK RI: www.netWORKri.org

SUPPORTED EMPLOYMENT

Under the IDEA, transition plans for employment should include supported employment planning for students who need more intensive supports to enter the workforce after graduation. Supported employment is a process that provides individualized services and supports for people with disabilities, enabling them to seek, secure and maintain employment.

To be eligible for supported employment services, people with disabilities must be at least 18 years old, and have a disability that is a significant obstacle to gainful employment. Services are paid for by state and federal public funds, through state agencies, such as: Office of Rehabilitation Services, Dept. of Mental Health, Retardation & Hospitals - Divisions of Developmental Disabilities and Behavioral Health Care, and others. State agencies purchase services from supported employment provider agencies, on behalf of individuals with disabilities.

Job coaches, or employment specialists, typically provide services that may include help with:

- career planning
- training on the job
- working with employers
- negotiating with employers
- job development
- learning transportation
- interviewing skills
- job accommodations
- benefits planning
- long-term supports
- resume preparation
- applications

Resources

- *Getting the Most from Supported Employment Services, A Rhode Island Directory*
- *How Supported Employment Can Help You Find a Job - and Succeed in It!*

Published by the Sherlock Center on Disabilities (formerly, the University Affiliated Program of Rhode Island), these guides offer information about supported employment, how to contract for services, agencies that offer services, and checklists of questions to ask about agencies and their services. They are available on the Sherlock Center's website at: www.sherlockcenter.org.

APPRENTICESHIPS

Apprenticeship combines on-the-job training and related classroom instruction to teach workers the practical and theoretical aspects of highly skilled occupations. Apprenticeship programs are sponsored by joint employer and labor groups, individual employers and/or employer associations. Sponsors for placement in apprenticeships may be companies, groups of companies, public agencies and unions.

To apply for apprenticeship programs, individuals must be at least 16 years old and meet the program sponsor's qualifications regarding ability, aptitude and education to master occupational rudiments and complete related, required programs. Students in transition, who are considering apprenticeship after graduation, must be sure to complete academic requirements for the apprenticeship that interests them.

School to Apprenticeship Programs

Registered School-to-Apprenticeships assist 11th and 12th graders who plan to enter the workforce directly after high school. The program provides apprentices with the flexibility to continue both school-based related instruction and part-time, structured, on-the-job training. Apprentices and sponsors sign agreements in which the apprentice agrees to work and complete the related study, and the sponsor agrees to try to keep the apprentice employed and to comply with established program standards. After graduating from high school, the apprentice is employed full time and continues the occupational on-the-job training and related instruction.

If agreements meet all the standards for registered apprenticeships, they are registered with the State Apprenticeship Council/Agency. Depending on the occupation, apprenticeships are from one to five years, during which time apprentices work and learn under experienced journey workers' direction.

Over time, the diverse and complex apprentice training develops highly skilled workers and, as apprentices gain skills, they are compensated with increased wages. The State Apprenticeship Council awards a "Certificate of Completion" after apprentices finish all on-the-job and classroom-related training and hours.

Apprenticeship Occupations may include:

- Aircraft Technicians
- Asbestos Workers
- Automotive Technicians
- Butchers
- Cable Installer-Repairers
- Camera Operators
- Commercial Designers
- Computer Programmers
- Decorators
- Electricians
- Engineer Designers
- Furniture Designers
- Glaziers
- Industrial Electricians
- Locksmiths
- Meteorologists
- Opticians
- Paramedics
- Pharmacy Assistants
- Plumbers
- Roofers
- Sheet Metal Workers
- Tool and Die Makers
- Veterinary Assistants ...and more.

How to apply:

Visit, write, or call the local netWORKri Office, the nearest Bureau of Apprenticeship and Training, or State Apprenticeship Council (401 462-8536), or employer or union in the trade the student is considering.

ADDITIONAL EMPLOYMENT RESOURCES

Workforce Investment Act (WIA) - (formerly JTPA, Job Training Partnership Act)

The federal law, The Workforce Investment Act of 1998 (WIA), enacts broad-based reform of employment and training practices, giving considerable flexibility to state governments to implement and deliver employment services. WIA funds, in programs administered by local employment agencies or commissions, are allocated to local training programs for pre-employment training, job counseling, vocational education, basic skills training, and/or remedial education. Recipients of public assistance and low income clients are given priority where WIA funding is limited.

For more information, contact:

The Workforce Partnership of Greater RI - (401) 222-2090 (for Greater RI) or

The Providence/Cranston Workforce Investment Board - (401) 861-0800 (for Providence/Cranston area)

**WORKFORCE PARTNERSHIP OF GREATER RHODE ISLAND
GREATER RI WORKFORCE INVESTMENT BOARD**

877 Broadway, E. Providence, RI 02914

Website: www.griworkforce.com

As part of the Workforce Investment Act, a federally funded, local initiative created Workforce Investment Boards to provide students with job training, skill development and academic support. Workforce Investment Boards oversee both In-School and Out-of-School Programs to improve students' employment opportunities.

**Youth Workforce Services Providers -
Year Round, Out of School**

Blackstone Valley Community Action Program
32 Goff Avenue
Pawtucket, RI 02860
Contact: Cindy Paliotto, 723-4520, x 248

Family Resources Community Action
245 Main Street
Woonsocket, RI 02895
Contact: Michael Skeldon, 766-0900

SER-Jobs for Progress
101 Main Street, Suite 302
Pawtucket, RI 02860
Contact: Lissa Dreyer, 724-1820

South County Community Action Program
1080 Kingstown Rd.
Peacedale, RI 02883
Contact: Stephanie Additon, 789-3016, x. 331

Tri-Town Community Action Program
1126 Hartford Avenue
Johnston, RI 02919
Contact: David Banno, 351-2750, x. 1102

**Youth Workforce Services Providers -
Year Round, In School**

Blackstone Valley Community Action Program
32 Goff Avenue
Pawtucket, RI 02860
Contact: Cindy Paliotto, 723-4520, x 248

Family Resources Community Action
245 Main Street
Woonsocket, RI 02895
Contact: Michael Skeldon, 766-0900

West Warwick School Department
Deering Middle School
Webster Knight Dr.
W. Warwick, RI 02893
Contact: William Izzi, 821-6596

**These programs are funded through
yearly, competitive grants. For current in-
formation, contact the Workforce Partner-
ship of Greater RI or the Providence/
Cranston Workforce Development Office.**

PROVIDENCE/CRANSTON WORKFORCE INVESTMENT BOARD

180 Westminster St., Providence, RI 02903

Website: www.pcwdb.org

Coordinates all federal and state funded employment and training and related education programs in the Providence/Cranston Workforce Investment Area, emphasizing public/private partnerships to train the present workforce, better prepare the workforce of the future and bring a full range of quality resources to employers and residents. The Workforce Investment Board works to build a coordinated workforce delivery system within the region.

Youth Vendors - Out-of-School Programs

Urban League of Rhode Island
246 Prairie Avenue
Providence, RI 02905
Contact: Louie King, 351-5000, x. 144

RI Central Directory for Nurses, Inc.
807 Broad St.
Providence, RI 02907
Contact: Claire Tierney, 781-1990

SER - Jobs for Progress, Inc.
101 Main Street, Suite 302
Pawtucket, RI 02860
Contact: Lissa Dreyer, 724-1820

John Hope Settlement House
7 Burgess Street
Providence, RI 02903
Contact: Kisha Whitfield, 421-6993, x. 334

Youth Vendors - In-School Programs

Whitmarsh Corporation
1055 N. Main St., PO Box 7832
Providence, RI 02907
Contact: Timothy Patterson, 351-7230, x. 104

Urban Field Center
University of RI
80 Washington St., Rm. 302
Providence, RI 02903
Contacts: Marcia Feld, Maram Hallak
277-5235

Providence School Dept.
Central High School
70 Fricker St.
Providence, RI 02903
Contacts: Michael Marino
456-9111, x. 37

Silver Lake Community Center
529 Plainfield St.
Providence, RI 02909
Contact: Theresa Merolli, 944-8300

Providence School Dept.
Hanley Construction
797 Westminster St.
Providence, RI 02903
Contact: Bernard Lough, 456-9101

Community Counseling Center
160 Beechwood Avenue
Pawtucket, RI 02860
Contact: Paul Hughett, 722-3513, x. 242
Cell: 221-5467

Cranston Public School
Office of Extended Education
41 Heath Avenue
Cranston, RI 02910
Contact: Ron DiOrio, 785-8166

DaVinci Center for Community Progress
470 Charles Street
Providence, RI 02904
Contact: John DeLuca, 272-7474

SOCIAL SECURITY AND EMPLOYMENT

Some students and adults may be eligible for Social Security benefits which, in the past, were sometimes reduced or eliminated with increased income from employment. The Social Security Administration now provides many incentives for Americans with disabilities to join the workforce and maintain important benefits. To contact benefit specialists to evaluate the possible impact of work on Social Security and other benefits, call: **Ocean State Center for Independent Living: 738-1013**, or **Office of Rehabilitation Services: 421-7005, X 421**. Check out the website: www.ssa.gov/work for more information.

Supplemental Security Income (SSI) is targeted to individuals who are blind, or otherwise disabled, and who are in financial need. To be eligible, individuals must: have little or no income or financial resources (such as savings accounts), be considered medically disabled or blind, earn less than a certain amount yearly, or not work. Parental income and resources are considered in determining eligibility for applicants under the age of 18.

SSI Program Work Incentives

Under the Employment Opportunities for Disabled Americans Act, the SSI program includes several work incentives.

- **Section 1619A** provides that people may continue to receive special SSI monthly cash payments, even after their income (or Substantial Gainful Activity - SGA) level exceeds the current \$700 per month. Under the Social Security Administration's formula, most recipients remain eligible for Medicaid and state-funded attendant care benefits.

- **Section 1619B** provides that most people whose earning are under the SSA threshold may keep Medicaid benefits after they no longer receive monthly SSI checks. Legally, a review is required within 12 months of entering 1619 status to ensure the person still has a disability; however, a person must apply for these benefits *before* regular SSI benefits actually end.
- **Impairment Related Work Expenses (IRWEs)** are deductible from the Substantial Gainful Activity level (used to determine how much money a person should receive monthly) for expenses for services or materials necessary for the person to work. Only personally paid and non-reimbursed expenses may be deducted as IRWEs, and the services or materials must be necessary as a result of the person’s disability. They may not be costs that would be incurred by a non-disabled worker.
- **Plan for Achieving Self Support (PASS)** is a work incentive program to encourage and empower people to become financially self-supporting. It enables a person to set aside some or all earned and unearned income, for up to 48 months, to obtain resources for a specific work goal, such as: education, vocational training, starting a business, or purchasing work-related equipment. Set aside income and resources are excluded from the SSI income and resource tests, but SSI payments themselves cannot be set aside. PASS programs must be: written, include a realistic work goal, a date to achieve the goal, a clear savings/spending plan, and a method to track set aside funds. Social Security must approve PASS programs.

Social Security Disability Income (SSDI) differs from SSI in considering the employment status of applicants’ parents. To be eligible for SSDI, youth must: have been disabled before the age of 22, have at least one parent who paid into the Social Security system under previous employment and who is now disabled, retired, or deceased.

SSDI Program Work Incentives

Under the SSDI program, impairment-related work expenses may also be deducted from the Substantial Gainful Activity level. Additional work incentives include:

- **The Trial Work Period** allows individuals with disabilities to continue receiving SSDI benefits while testing their ability to work. The nine months of Trial Work Period need not be consecutive and accumulate over a rolling, 60 month period. If, during or after this time, an individual demonstrates the ability to earn above the SGA limit, despite disability, the Social Security Administration may no longer consider the individual to have a disability. Benefits would be discontinued three months later.
- **The extended period of eligibility** is an additional work incentive to the nine-month trial period to insure that the person with a disability has sufficient time to develop the financial and occupational stability to maintain independence. Individuals’ SSDI benefits are paid when earnings fall below the SGA level for any month during the extended period, normally 36 months.

For more information, contact: The Social Security Administration at:

380 Westminster Mall	55 Broad Street	30 Quaker Lane
Providence, RI 02903	Pawtucket, Ri 02860	Warwick, RI 02886
(401) 528-4501	(401) 724-9611	(401) 822-1463
(800) 722-1213	(800) 722-1213	(800) 722-1213

For Social Security and other benefits specialists, call:
Ocean State Center for Independent Living: 738-1013,
or Office of Rehabilitation Services: 421-7005, X 421.

Independent Living

IV. INDEPENDENT LIVING

Living independently means much more than just moving out of one's childhood home into an apartment or dormitory. It is a major milestone in the transition to adult life, demonstrating a young adult's increasing control over his or her life. A key element in taking that control is learning self-determination skills.

SELF-DETERMINATION

Self-determination includes learning to balance freedom, empowerment, self-assurance and responsibility. Self-determination skills such as goal setting, problem solving, and coping with change and disappointment are required for all the components of independent living:

- housing
- financial management
- daily living skills
- health and safety
- assistive technology, and other supports

To move relatively seamlessly, and with less risk, into their first independent home, students need varied practice in the component skills. We have categorized these into four sets of personal skills.

Freedom Making authentic choices Reasoning to make decisions Solving problems Exploring options safely	Empowerment Being responsible for self Speaking up about needs Aspiring to better outcomes Influencing others
Self-Assurance Understanding own needs Knowing personal strengths Achieving satisfaction from efforts Maintaining healthy relationships	Responsibility Learning from experiences Setting/working toward goals Coping with change Maintaining motivation

For example, a family might help their teen develop self-determination skills by providing brief visits away from home. This promotes understanding of differences, coping skills, and helps to determine readiness for a more permanent move. Formal, classroom teaching may also focus on these skills, but they can be more understandable when combined with real-life experiences.

SELF-DETERMINATION RESOURCES

Advocates in Action & PAL

(Parents & Friends for
Alternate Living)
96 Rolfe Street (Mailing: PO Box 8885)
Cranston, RI 02910
Phone: (401) 785-2100
Fax: (401) 785-2186

RI Developmental Disabilities Council

400 Bald Hill Road, Suite 515
Warwick, RI 02886
Phone: (401) 727-1238
Fax: (401)
e-mail: riddc@riddc.org
web: www.riddc.org

Rhode Island Youth Leadership Forum

DHS/ORS
40 Fountain Street
Providence, RI 02903-1898
Phone: (401) 421-7005, Ext. 421, or 323
A four day, intensive training program for
juniors and seniors with disabilities, encourag-
ing citizenship and community participation as
personal leadership plans develop. For RI Youth
Leadership Forum applications, see ORS'
website at: www.ors.state.ri.us

The Paul V. Sherlock Center on Disabilities

(formerly University Affiliated Program of RI)
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
Phone: (401) 456-8072
Fax: (401) 456-8150
web: www.sherlockcenter.org
Various print, electronic and audio/video materi-
als may be borrowed from the Sherlock Center
Resource Library.

Institute for Continued Family Leadership Development

The Paul V. Sherlock Center on Disabilities
(formerly University Affiliated Program of RI)
Call Mary Anne Pallack, at (401) 456-8072 (V)
or (401) 456-8773 (TDD), for information.

Natural Supports are
community resources
that are not exclusively
for individuals with disabilities.
Friends and neighbors, equip-
ment and services, organizations
and programs may support
aspects of an individual's efforts
to live independently. Self-
Determination encourages
young people in transition to
enrich community living experi-
ences by using natural supports.

COMMUNITY LIVING

Many young people first experience living away from home in a military barracks or college dormitory. These settings provide some level of support and supervision and may be a good choice for some young people. Others, with more complex needs, may need additional support.

People with primarily physical or sensory disabilities may learn to manage personal care staff and access any necessary accommodations through the state's two independent living centers. The Division of Developmental Disabilities and the Department of Mental Health, Retardation and Hospitals administer some residential support programs with many options and varying levels of support. (See pages for listing.) Generally, the more support that is provided, the less freedom a person enjoys. This has led some families to create their own options, with add-on apartments or group purchase and staffing. Opportunities exist for individuals and families to propose creative answers to questions about good community living settings. The most common options include:

Owning Private home Condominium Mobile home Co-op	Renting Alone Roommate share rent In-law apartment or other addition	Exchange Live where you work, e.g. cruise ship Provide support for another in their home
--	---	---

RESOURCES

The SILC and its State Plan for Independent Living guide policy and planning for the two Independent Living Centers in Rhode Island. Their philosophy promotes the basic human rights of individuals with disabilities to participate in society, and to control and make choices about their own lives.

RI Statewide Independent Living Council
470 Metacom Ave.
Warren, RI 02885

Phone: (401) 245-9300, Ext. 111
Fax: (401) 245-1706

Independent Living Centers

The four core services of Rhode Island's two Independent Living Centers (OSCIL and PARI) are:

1. Information and referral
2. Advocacy
3. Peer counseling
4. Independent Living Skills training

Ocean State Center for Independent Living (OSCIL)

1944 Warwick Ave.

Phone: (401) 738-1013 (v) TTY: (401) 738-1015

Warwick, RI 02889

Fax: (401) 738-1083

Web: www.oscil.org

Programs & Services:

Housing	Home modifications/equipment
Information/Referral	Assistive Technology Information for Elders
Sign Language Interpreter Referral	Shake Awake Smoke Detectors
Health Care Survey	Transitioning to Independence (from nursing homes)
Citizenship Training (for immigrants who are deaf)	
Driver Education Program (for individuals who are deaf)	
Warwick Handicapped Parking Patrol	

Accessible Rental Housing - information will be on a new link on OSCIL's website, currently under development, to connect landlords with accessible rentals to potential tenants. Check OSCIL's website for current information.

PARI Independent Living

500 Prospect Street
Pawtucket, RI 02860

Phone: (401) 725-1966 (V/TDD) Fax: (401) 725-2104

Web: www.pari-ilc.org

Programs & Services:

Assessment of Needs
Coordination of Services
Project I'm Able
Medical Equipment
The Gift of Hearing
Advocacy

Information & Referrals
The Personal Care Attendant Program
The PARI Adaptive Assistive Technology Program
Home Modification
Elderly Services
Services for Students with Disabilities

RESIDENTIAL RESOURCES**Ocean State Association of Residential Resources (OSARR)**

1130 Ten Rod Road
N. Kingstown, RI 02852

Phone: (401) 245-5757

Phone: (401) 245-5757

Services: Association Activities, Governmental Affairs, Staff Development

Agencies Offering Residential Supports**Avatar, Inc.**

33A College Hill Rd.
Warwick, RI 02886
Phone: (401) 826-7500
Fax: (401) 826-7503

Blackstone Valley Chapter Arc, Inc.

500 Prospect Street
Pawtucket, RI 02860
Phone: (401) 722-8960
Fax: (401) 727-2637

Bridges, Inc.

PO Box 263
Jamestown, RI 02835
Phone: (401) 423-1153
Fax: (401) 423-3897

Corliss Institute

292 Main St.
Warren, RI 02885
Phone: (401) 245-3609
Fax: (401) 245-9565

Groden/Cove Center

86 Mt. Hope Ave.
Providence, RI 02906
Phone: (401) 274-6310
Fax: (401) 421-3280

Cranston Chapt. Arc

905 Pontiac Ave.
Cranston, RI 02920
Phone: (401) 941-1112
Fax: (401) 941-9960

**Grtr. Providence Arc
(Fogarty Ctr.).**

220 Woonasquatucket Ave
N. Providence, RI 02911
Phone: (401) 353-7000
Fax: (401) 353-0320

Gateways to Change, Inc.

11 Knight St., B6
Warwick, RI 02886-1281
Phone: (401) 463-0000
Fax: (401) 463-0010

LIFE, Inc.

PO Box 449
Tiverton, RI 02878
Phone: (401) 254-2910
Fax: (401) 254-2912

Looking Upwards, Inc.

PO Box 4289
Middletown, RI 02840
Phone: (401) 847-0960
Fax: (401) 849-0290

Newport Cty. Chapt. Arc (Maher Ctr.)

PO Box 4390
Middletown, RI 02842
Phone: (401) 846-0340
Fax: (401) 847-9459

New England RMS

476 Wellington Ave.
Cranston, RI 02910
Phone: (401) 490-7806
Fax: (401) 490-7807

Opportunities Unlimited, Inc. Ocean State Community Resources

PO Box 20123
Cranston, RI 02920
Phone: (401) 463-7155
Fax: (401) 463-5951

1445 Wampanoag Tr., Suite 206
E. Providence, RI 02915
Phone: (401) 437-0770
Fax: (401) 437-1030

OSCR

25 W. Independence Wy.
Kingston, RI 02882
Phone: (401) 789-4614

Perspectives Corp.

1130 Ten Rod Rd., Bldg. B
 N. Kingstown, RI 02852
 Phone: (401) 294-3990
 Fax: (401) 294-9879

RI Commun. Living & Support

PO Box 20523, Simpson Hall
 Cranston, RI 02920
 Phone: (401) 462-2797
 Fax: (401) 462-2139

ReFocus, Inc.

1228 Westminster St.
 Providence, RI 02909
 Phone: (401) 521-2164
 Fax: (401) 751-1378

Rocky Knoll

3709 Main Rd.
 Tiverton, RI 02872
 Phone: (401) 624-6359
 Fax: (401) 624-8383

Spurwink, RI

One Spurwink Pl.
 Cranston, RI 02910
 Phone: (401) 781-4380
 Fax: (401) 781-4396

Kent Cty. Arc (Trudeau)

3445 Post Rd.
 Warwick, RI 02886
 Phone: (401) 739-2700
 Fax: (401) 737-8907

Eleanor Slater Hospital

Zambarano Unit
 PO Box 8269
 Cranston, RI 02920
 Phone: (401) 464-3271
 Fax: (401) 464-5386

The Arc of Northern RI

320 Main St.
 Woonsocket, RI 02895
 Phone: (401) 765-3700
 Fax: (401) 765-1124

Tavares Pediatric Center

101 Plain St.
 Providence, RI 02903
 Phone: (401) 272-7127
 Fax: (401) 272-4752

United Cerebral Palsy of RI

1704 Broad St.
 Cranston, RI 02905
 Phone: (401) 941-9377
 Fax: (401) 941-0148

West Bay Residential

158 Knight St.
 Warwick, RI 02886
 Phone: (401) 738-9300
 Fax: (401) 738-2787

Westerly/Chariho Arc

(Oleams Center)
 93 Airport Rd.
 Westerly, RI 02891
 Phone: (401) 596-2091
 Fax: (401) 596-3945

Adeline LaPlante Ctr.

PO Box 56
 Peacedale, RI 02883
 Phone: (401) 784-3081
 Fax: (401) 782-8481

Additional residential resources for independent living:

Life Skills Center, Independent Living Program - Department of Children, Youth & Families
 101 Friendship Street Providence, RI 02903 Phone: (401) 529-3764 Fax: (401) 538-3760

RI Housing & Mortgage Finance Corp.

44 Washington St. Providence, RI 02903 Phone: (401) 450-1395

Habitat for Humanity of RI/Greater Providence

83 Stuart St. Providence, RI 02903 Phone: (401) 831-5424

Habitat for Humanity of RI/West Bay & Northern RI

31 Graystone St. Warwick, RI 02886-1367 Phone: (401) 732-6407

US Department of Housing & Urban Development

Section 8 Housing Program

To apply for congregate housing, or individual setting through waiver, contact local town or city hall and ask for the housing authority.

The Division of Development Disabilities provides a broad range of services for people with mental retardation and other development disabilities. Among these services are: case management, personal care, homemaker services, adaptive equipment/assistive technology, transportation, integrated community experiences and professional services.

To apply for services:

Call the Social Services unit, at (401) 462-3421/v or (401) 462-3226/tdd, to request an application. Eligibility is based on a review of your application, information from agencies or professionals who may have provided services to you, documentation of your developmental disability and personal interviews with you and your family, if appropriate. You will be notified in writing whether or not you are eligible for services.

To appeal a decision:

You are entitled to file an appeal if you disagree with the decision of the Division. Send a letter requesting an appeal to:

Lynda D. Kahn, Executive Director
Division of Developmental Disabilities
600 New London Avenue
Cranston, RI 02920

The Division of Behavioral Health Care Services' Integrated Mental Health Services plans, coordinates and administers a complete, comprehensive and integrated statewide system of mental health services for persons who require short-term services as well as those with long-term, serious mental illness. IMHS's mission is to improve the quality of life of persons in Rhode Island with mental illness and to promote good mental health in the state. Residential treatment options are offered through Community Based Services at local counseling centers, not directly by the Division. *For more information*, call (401) 462-3291, *website address*: www.mhrh.state.ri.us

For more information, call your local counseling center for Community Based Service:

Community Counseling Ctr.
160 Beechwood Ave.
Pawtucket, RI 02860
Phone: (401) 722-2382

East Bay CMHC
2 Old County Rd.
E. Providence, RI 02915
Phone: (401) 246-1195

Kent County CMHC
300 Centerville Rd., Ste. 301S
Warwick, RI 02886
Phone: (401) 732-5656

Mental Health Services
1515 Atwwood Ave.
Johnston, RI 02919
Phone: (401) 273-8756

Newport County CMHC
127 Johnnycake Hill Rd.
Middletown, RI 02842
Phone: (401) 846-3135

Northern RI CMHC
PO Box 1700
Woonsocket, RI 02895
Phone: (401) 766-3330

The Providence Center
520 Hope St.
Providence, RI 02906
Phone: (401) 276-4000

So. Shore MHC
PO Box 899
Charlestown, RI 02813
Phone: (401) 789-1367

Fellowship Health Resources
25 Blackstone Valley Pl., Ste. 300
Lincoln, RI 02865-1163
Phone: (401) 333-3980

North American Family Inst.
10 Harbor St.
Danvers, MA 01923
Phone: (978) 774-0774

Riverwood Rehab. Serv.
PO Box 897
Bristol, RI 02809
Phone: (401) 253-1812

Community Based Services Program
Div. of Integrated Mental Health Serv.
Phone: (401) 456-3291

MONEY AND FINANCE

People who learn to handle their finances with responsible supervision are more likely to successfully control their own resources. Even if a person is able to work and finds a job, additional financial supports may be necessary to insure independence.

Resources

Social Security:

Some students receive Supplemental Security Income (SSI) at an early age because of the family's financial needs. Others may receive SSDI and Medicare because of a parent's death, or other personal situation. When individuals with disabilities become 18 years old, they may be eligible for SSI for the first time. Once a person is legally an adult, the Social Security Administration no longer considers parental income in determining support needs. In Rhode Island, benefits for each recipient include funds from both federal and state governments. (*Additional Social Security information is listed in the Employment section.*)

General Social Security Administration Information:

Website: www.ssa.gov

Phone: 1 (800) 772-1213 (7:00 am - 7:00 pm, weekdays)

TTY: 1 (800) 327-0778

Request materials in alternative formats: Soc. Sec. Administration, Braille Services
1-A-19 Operations Bldg., 6401 Security Blvd.
Baltimore, MD 21235
(410) 965-6414

Local Offices:

380 Westminster Mall, Providence, RI 02903

Phone: (401) 528-4501

55 Broad Street, Pawtucket, RI 02860

Phone: (401) 724-9611

30 Quaker Lane, Warwick, RI 02886

Phone: (401) 822-1463

Public Assistance:

Financial support for income eligible people through the Department of Human Services.
For eligibility requirements, call: (401) 462-5300

Community Action Programs:

Local agencies offering diverse services for people in need.

To determine services and eligibility, call: local CAP programs at City or Town Halls.

Center for Personal Financial Education:

A program of the Consumer Credit Counseling Service, it is a non-profit resource and research center to increase financial literacy.

535 Centerville Rd., Suite 103, Warwick, RI 02886

For more information, call: (401) 732-1800, Ext. 29

LEGAL & CIVIL RIGHTS AND RESPONSIBILITIES

Handling their own legal and civil rights and responsibilities indicates that a young person has transitioned into adult life. Among our legal rights are those of citizenship, such as voting and advocating for ourselves and others. Our legal responsibilities including observing the laws, such as registering for the draft.

Federal and State Laws and Regulations

The Individuals with Disabilities Education Act (IDEA) and Amendments

Lists the rights of students receiving Special Education; also lists some students' responsibilities, such as signing their Individual Education Plan, after they are 18 years old. State regulations ensuring compliance with this law are available from the Rhode Island Department of Education (RIDE) and local school districts.

For more information, call: RIDE at (401) 222-3505 and/or your local school district, or RIDE website: www.ridoe.net

The Carl V. Perkins Vocational and Technical Education Act

Among other things, the act ensures access to Career and Technical Education by students receiving Special Education services. (See: Career & Technical Education, page 12.)

For more information, call: RIDE at (401) 222-4600

Americans with Disabilities Act (ADA)

Specifies comprehensive rights in: employment, transportation, public accommodations, and communications

For more information, call: The RI Governor's Commission on Disabilities, (401) 462-0100, or website at: www.gcd.state.ri.us/

The Fair Housing Act (FHA)

Prohibits discrimination against home renters and buyers, including people with disabilities. See listing for The Rhode Island Commission for Human Rights and RI Legal Services (page 50) for legal remedies for violations of housing rights.

The Ticket to Work Work Incentives Improvement Act (TWWIIA)

In Rhode Island, in 2003, TWWIIA will: increase choices in rehabilitation and vocational services; remove barriers that require people with disabilities to choose between health care coverage and work; and offer more Americans the opportunity to participate in the workforce, lessening dependence on public benefits.

For more information, call: 1-800-772-1213, or find the website at: www.ssa.gov/work

Voting

In order to vote, registration is required. Each Regional Collaborative is a voter registration site.

For more information, call:

East Bay Educational Collaborative (401) 234-2045

No. RI Collaborative (401) 658-5790

West Bay Educational Collaborative (401) 941-8353

So. RI Collaborative (401) 295-2888

- Voters needing assistance to cast their ballots may bring someone with them to the polling place, or ask the warden of the polling place to support them in voting.
- The Rhode Island Board of Elections will bring voting equipment to schools to help students cast practice ballots. *To schedule this activity, call:* (401) 222-2348.

LEGAL & CIVIL RIGHTS RESOURCES

Assistive Technology Access Project

Helps individuals access assistive technology devices and services through information dissemination, advocacy, training and technical assistance.

For more information, call: TechACCESS at (401) 463-0202

Client Assistance Program

349 Eddy St., Providence, RI 02903

Protecting people receiving or seeking services with the Office of Rehabilitation Services through administrative, legal and other appropriate remedies.

For more information, call: (401) 831-3150

DCYF Educational Surrogate Parent Program

272 West Exchange St., Suite 002 - Providence, RI 02903

For children and youth in the care of The Department of Children, Youth and Families, whose parents cannot make educational decisions, this program trains and supports adults to make those decisions.

Governor's Commission on Disabilities

41 Cherry Dale Ct., Cranston, RI 02920-3049

Legislative information, law awareness, mediation services related to Rhode Island citizens with disabilities.

For more information,, call: (401) 461-0100

Human Rights Committees

The Division of Developmental Disabilities' Office of Quality Assurance requires every licensed provider of day and employment services to train the adults they serve about their human rights and how to get help from Human Rights committees.

For more information, call: (401) 462-3224

RI Dept. of Education/Mediation & Due Process

Mediation is an optional, flexible process to resolve parents' and schools' disagreements about children's special education evaluations, programs or placements. Due Process Hearings are more formal proceedings to resolve such disagreements before a hearing officer, with family and school districts usually represented by attorneys.

For more information, call: (401) 222-3505

RI Disability Law Center (formerly RIPAS)

349 Eddy St., Providence, RI 02903

Legal services for people with disabilities, provided without regard to income.

For more information, call: (401) 831-3150, toll free: (800) 733-5332

Volunteer Lawyer Program (VLP)

RI Bar Association

115 Cedar St., Providence, RI 02903

Attorneys for people who are income-eligible, under federally determined guidelines.

For more information, call: (401) 421-7758, toll free: (800) 339-7758

ADDITIONAL LEGAL & CIVIL RIGHTS RESOURCES

Office of the Child Advocate

272 West Exchange St., Providence, RI 02903
Phone: (401) 222-6650

RI Legal Services

56 Pine St., Providence, RI 02903
Phone: (401) 274-2652, TTY: (401) 272-5335

RI Commission for Human Rights

10 Abbott Park Place, Providence, RI 02903
Phone: (401) 222-2661
TTY: (401) 222-2664

RI Office of the Attorney General

150 So. Main Street, Providence, RI 02903
Phone: (401) 274-4400
Fax: (401) 521-7690

RI Special Education Advisory Committee

Website: www.riseac.org

HEALTH AND SAFETY

An increasing responsibility for adolescents and young adults as they transition into adult life is taking charge of their special health care needs. They must learn to manage information about their prescriptions, health history and insurance. They will have to advocate for their needs, often by discussion their symptoms, asking for treatment options and making informed decisions. At the same time, they will transfer from a pediatrician to a doctor who serves adults. All of this presents challenges best faced with resources and support strategies.

Insurance

The Rhode Island Medical Assistance Program:

The federal/state program, administered by the RI Department of Human Services, for some individuals who are age 65 or over, blind, disabled, or members of families with dependent children, or qualified pregnant women, and children.

For more information, call

RI Department of Human Services/Center for Child & Family Health
600 New London Ave., Cranston, RI 02920

Phone: (401) 462-1300 Spanish: (401) 462-1500 TDD: (401) 462-3363

Supplemental Security Income (SSI) - Children and youth with disabilities may become eligible for Medical Assistance Coverage in Rhode Island through SSI. A young person who is eligible for Supplemental Security benefits because of a disability is also eligible for Medical Assistance.

For more information, call: (800) 772-1213

Katie Becket - The family of an applicant under the age of 18, who lives at home, and might otherwise need institutional care, may apply for this Medicaid Waiver Program. Only the child's income and resources, not the parents', are used to determine eligibility.

For more information, call: DHS at (401) 462-1300, Spanish infoline at (401) 462-1500, or DHS Infoline at: (401) 462-5300, or 1-800-346-1004

Rite Care - Rhode Island's Medical Assistance program for uninsured, income-eligible pregnant women and families with children up to the age of 19. Medical care is available through three participating health care plans: Neighborhood Health Plan of RI, Blue ChiP, and United Healthcare of New England. *For more information, call:* DHS at (401) 462-5300, or 1-800-346-1004

Rite Share - Rhode Island's new Premium Assistance Program pays the employee's share of monthly premiums, helping low and middle-income families get health insurance through their employers and ensuring that Medicaid-eligible employees can remain in employer-sponsored health insurance plans. *For more information, call: DHS at (401) 462-5300, or 1-800-346-1004*

Some Common Medicaid Benefits

Durable Medical Equipment (DME):

Equipment or devices used for medical/rehabilitative purposes, in the home or community. Those on the Medical Assistance Program need prior authorization for wheelchairs, walkers, portable ramps, hearing aids, assistive technology and other items.

Home-Based Therapeutic Services (HBTS):

Intense, individualized services to children and youth with severe behavioral, health and/or developmental disorders. Services are individualized and provided in the home by trained professionals; parent involvement is required.

Skilled Nursing Services:

In home, private duty nursing for children who are medically fragile and would otherwise require inpatient care in hospitals or long-term care facilities.

Certified Nursing Assistant Services:

In home, personal care and assistance with activities of daily living for children and youth with developmental and/or physical disabilities.

Dental Services:

Preventive dental care, as well as other dental services and orthodontics, with prior approval.

Medical Benefits are subject to change; be sure your information is up to date.

Health Advocacy Services

CEDARR Family Centers:

A new program, funded and administered by the Department of Human Services, helps families to:

- find doctors, psychologists, occupational therapists, physical therapists, speech and language pathologists, social workers or other professionals
- learn about different treatments available for their children
- coordinate services with children's schools, as well as any other programs in which they participate

For more information, or to locate CEDARR Centers, call:

Rhode Island Department of Human Services - Center for Child & Family Health

600 New London Ave., Cranston, RI 02920

Phone: (401) 462-1300 Spanish: (401) 461-1500

TDD: (401) 462-3363

Men 2B:

A role-model support program of the Adolescent/Young Adult Health Unit at the RI Department of Health, trains and stipends men in human service and faith-based organizations to mentor and advise young adult men and encourage healthy behavior. *For more information, call: (401) 222-5927*

Family Voices of Rhode Island:

Part of a national, consumer-based clearinghouse and networking group, focuses on the special health care needs of children and youth. They offer information to families, health care providers, policy makers and the media.

Family Voices of Rhode Island

Rhode Island Parent Information Network
175 Main Street, Pawtucket, RI 02860

Toll free: (in state) (800) 464-3399, Ext. 58

Fax: (401) 727-4040

Email: familyvoices@ripin.org

Website: www.ripin.org/family.html

ASSISTIVE TECHNOLOGY**TechACCESS of Rhode Island:**

Provides assistive technology (AT) services to people with disabilities, their families, educational and therapeutic professionals, and those interested in learning more about assistive technology. They offer information on devices to maintain or improve the functional capabilities of people with disabilities. They also evaluate individuals' AT needs, staff an on-site, adapted computer lab, offer workshops, courses and an annual conference.

Tech ACCESS of Rhode Island

110 Jefferson Boulevard, Suite 1
Warwick, RI 02888-3854

Phone: 463-0202 (V/TDD)

Toll free: (800) 916-TECH (8324)

Email: techaccess@techaccess-ri.org

PARI Affordable Assistive Technology Program:

Has an inventory of medical and adaptive equipment, available at greatly reduced rates, for those on fixed incomes or with insurance limitations. They inspect, refurbish and clean equipment for people who need it to maintain or increase their independence.

PARI Independent Living Center

500 Prospect Street
Pawtucket, RI 02860

Phone: (401) 725-1966 (V/TDD)

Fax: (401) 725-2104

Website: www.pari-ilc.org

ADVOCACY RESOURCES**Resources for Developmental Disabilities****Parents and Friends for Alternative Living (PAL)**

PAL, a statewide, non-profit organization, supports people's efforts to effectively advocate for their family members who have developmental disabilities. PAL coordinates demonstration projects on respite/recreation, disseminates information on state-of-the-art supports in inclusive education, self-advocacy, supported work opportunities, and community leisure opportunities.

PAL - Parents and Friends for Alternative Living

PO Box 8885
Cranston, RI 02920

Phone: (401) 785-2100

Fax: (401) 785-2186

Email: pal@ids.net

Rhode Island Developmental Disabilities Council - RIDDC

The RIDDC is Rhode Island's official planning and advisory body to promote and increase opportunities and alternatives for individuals with developmental disabilities and their families. Federally mandated, the Council's overall purpose is to advocate for people with developmental disabilities to access the services necessary to reach their goals and achieve their maximum potential, increasing their independence, productivity, and integration into their communities.

RI Developmental Disabilities Council

400 Bald Hill Rd., Suite 515

Warwick, RI 02886

Phone: (401) 737-1238 (V/TDD)

Fax: (401) 737-3395

Email: riddc@riddc.org

Agency Advocacy Groups

The Arc, South County Chapter

25 W. Independence Way, Suite G

Kingston, RI 02881

Phone: (401) 789-4386

Down Syndrome Society of RI

99 Bald Hill Rd.

Cranston, RI 02920

Phone: (401) 463-5751

People's Advisory Council

MHRH

600 New London Ave.

Cranston, RI 02920

Phone: (01) 462-3234

Advocates Connecting

People in Partnerships

200 Main St., m/suite 230

Pawtucket, RI 02860

Phone: (401) 727-8002

Solution People

Looking Upward

Irongate Complx. 438, E. Main St.

Middletown, RI 02842

Phone: (401) 847-0960

Refocus Speak Up Club

Refocus

1228 Westminster St.

Providence, RI 02909

Phone: (401) 272-1600

Advocates in Action

Our Voices Count

PO Box 41528

Providence, RI 02940

Phone: (401) 785-2028

Northern RI Self-Advocates

320 Main Street

Woonsocket, RI 02895

Phone: (401) 765-3700

The Rhode Island Arc

99 Bald Hill Rd.

Cranston, RI 02920

Phone: (401) 463-9191

Brain Injury Association of RI

500 Prospect Street

Pawtucket, RI 02860

Phone: (401) 725-2360

Ocean State Association of Residential Resources (OSARR)

1130 Ten Rod Rd., C 140

N. Kingstown, RI 02852

Phone: (401) 295-5757

The Rhode Island Parent Information Network

(RIPIN)

175 Main St.

Pawtucket, RI 02860

Phone: (401) 727-4144

BVC Advocacy

Blackstone Valley Self-Advocacy

500 Prospect Street

Pawtucket, RI 02860

Phone: (401) 727-2170

Olean Center Self-Advocacy

Airport Road

Westerly, RI 02891

Phone: (401) 596-2091

Sherlock Center

formerly: Univ. Affiliated Program

Rhode Island College

600 Mt. Pleasant Avenue

Providence, RI 02908

Phone: (401) 456-8072

Cranston Voices: c/o PAL

PO Box 8885

Cranston, RI 02920

Phone: (401) 942-2157

Parent Support Network (PSN)

400 Warwick Ave., Suite 12

Warwick, RI 02888

Phone: (401) 467-6855

Mental Health Advocacy Groups

Mental Health Advocate

600 New London Ave., Cranston, RI 02920

Phone: (401) 462-2003, toll free: (800) 346-2282

NAMI-RI

1255 North Main St., Providence, RI 02904

Phone: (401) 331-3060

Community Membership

V. COMMUNITY MEMBERSHIP

Planning community activities within students' Transition IEPs is essential to insure independence. Opportunities to explore interests beyond the classroom environment are important to students' educational experiences, and will help them identify and participate in community activities that may last a lifetime. Engaging in organized or informal, large or small group activities can create a sense of belonging to a community's social environment. To assist students, families, advocates and professionals to develop meaningful IEP goals, this section offers information in the following areas:

- Recreation
- Voting & Citizenship
- Self-Advocacy
- Transportation
- Religious & Social Organizations
- Friendships and Volunteerism

RECREATION

Students pursue leisure activities for their personal pleasure, often unaware of the many positive outcomes in their educational development. Some leisure activities require equipment, rules, and a number of participants. Others are solitary and need little preparation or materials. Whether students are solitary or participate within a group, they are likely to improve in the following areas:

- Physical conditioning
- Cognitive functioning
- Age appropriate behavior
- Communication and social skills
- Appropriate community behavior
- Friendship and social support networks

RESOURCES

RI Summer Recreation Guide for Children & Adults
RI Developmental Disabilities Council
400 Bald Hill Rd., Suite 515, Warwick, RI 02886
Phone: (401) 737-1238 (V/TDD)
Website: www.riddc.org

Parents & Friends for Alternate Living (PAL)
PO Box 8885
Cranston, RI 02920
Phone: (401) 942-7050

East Providence Lanes (401) 438-2300 - Wheelchair accessible, with many bowling ramps.

Greenlock Therapeutic Riding Center, Rehoboth, MA (508) 252-5814
Horseback riding opportunities for people with disabilities.

Old Mountain Lanes (401) 783-5511 - accessible bowling ramps; call to schedule use.

Rhode Runners (401) 725-1966 - wheelchair basketball for youth and adults.

Roseland Acres Equestrian Center (401) 624-8866 - horseback and therapeutic riding lessons.

Shake-a-Leg - (401) 849-8898

A Sailing Program and Body Awareness Therapy groups for teenagers and adults; located in Newport, RI

“SHAKE IT UP!”

A program developed by Brown University, PARI Center for Independent Living and Shake-A-Leg, for people 18 years and older who have spinal cord injuries or neurological disabilities, runs for 2 Saturdays monthly for 5 months. Featuring seminars about independent and healthy living, with a focus on sports in a safe environment. *For more information*, call: (401) 444-1879, or e-mail: shakeitup@brown.edu

Special Olympics Rhode Island (401) 823-7411

Year-round training and competition in Olympic-type sports for children and adults with mental retardation and/or closely related developmental disabilities.

Call local town halls for information about specific recreation programs and accessibility.

Internet Recreation Resources

TRAIN - Information on Recreation in Schools
Disabled Sports USA (Massachusetts Chapter)
JustCan.com - Rhode Island Disability Resources
University of Rhode Island - Sports Group

Website address:

www.uw.lax.edu/HPERRM-TR/
www.dsusa.org/chapter-ma.htm
www.ri.justcan.com/sports1.html
[www.uri.edu/athletics/recservices/
aquaspecprogs.html](http://www.uri.edu/athletics/recservices/aquaspecprogs.html)
www.disabilityresources.org

Guide to Disability Resources on the Internet

VOTING AND CITIZENSHIP

Voting

All students should be encouraged to register to vote in their 18th year, in their towns, by October 6th. Student may register to vote at their town halls, within their school districts, or at the following:

- Regional Transition Centers at Regional Collaboratives
 - E. Bay Educational Collaborative (401) 245-2045
 - No. RI Collaborative (401) 658-5790
 - W. Bay Educational Collaborative (401) 941-8353
 - So. RI Collaborative (401) 295-2888
- Public Schools
- Libraries
- Recreation Centers
- RI Department of Motor Vehicles (DMV)
- Post Offices

To register in Rhode Island you must:

- Be a citizen of the United States
- Live in Rhode Island for 30 days before the next election
- Be 18 years old by election day
- Be neither serving a sentence (on probation or parole) of imprisonment for final conviction of a felony; nor serving any sentence, incarcerated or suspended
- Not be under any suspended sentence, probation or parole for any felony committed after November 5, 1986.
- Not presently judged “mentally incompetent” by a court of law.

Voter registration forms are in teacher curriculum manuals. Mail-in voter registration forms are available from: The Rhode Island Board of Elections, 50 Branch Ave., Providence, RI 02904 (Phone: 222-2345)

Voters who need assistance to cast their ballots may either bring someone with them to the polling place, or ask the warden of the polling place to support them in voting.

The Rhode Island Board of Elections will bring voting equipment to schools to help students cast practice ballots. *To schedule this activity, call:* (401) 222-2348

Citizenship

Below is general information about citizenship and naturalization.

For more information, forms and training, contact: The Department of Immigration and Naturalization at (401) 454-2865, or on the website: www.ins.usdoj.gov

A USA learning package may be accessed at the website: www.knowtheusa.com

Outline of General Naturalization Requirements:

Applicants must:

- Be at least 18 years old
- Be permanent residents of the United States, continuously for at least 5 years prior to application, with no single absence of more than one year, having been physically present for at least 30 months of the previous 5 year period. Absences of more than 6 months disrupt the continuity of residence.
- Of good moral character and with no convictions for serious crimes, as described in the regulations
- Demonstrate attachment to the principles of the Constitution of the United States
- Understand, read, write and speak ordinarily used English, except in circumstances outlined in the regulations
- Demonstrate knowledge of American government and history
- Be prepared to swear allegiance to the United States

TRANSPORTATION

Adequate and accessible transportation is a big issue for students with special needs and their families. Much of a person's success at work, in the community, and in living independently depends upon accessible, reliable and affordable transportation. This important adult life issue must be considered in transition planning.

While some students will prepare for and obtain drivers' licenses, others will need skills training to use public transportation. However students decide to utilize transportation, they will need assistance to locate resources and plan goals.

Learning to Drive and Getting a License

Rhode Island law makes driver's education classes available to any eligible person two months before their 16th birthday, or any time after that. Students must complete a driver education course and pass a written examination before being issued a RI license. It is the state's responsibility to provide a separate program of instruction for students with special needs whose IEP indicates the need for a separate program of instruction.

Rules & Regulations from the RI Motor Vehicle Code

Application of minors

The notarized application of any person under the age of eighteen (18) for a limited instruction permit or a limited provisional license or a full operator's license must be signed by one or more of the following: the father, mother, guardian, adult husband or wife, or licensed foster parent, who is a resident of this state and qualified to be a supervising driver. If there is no parent, guardian, or licensed foster parent who meets these requirements, then another responsible adult who is willing to assume the obligation may sign the application of a minor. § 31-10-14

Driver education

(a) Applicants or prospective applicants, for limited instruction permits or licenses, shall receive 33 hours of classroom instruction, by a person eligible for a teacher's certificate from the state board of regents and approved by the commissioner of elementary and secondary education.

(b) Driver education instruction shall be available to any eligible resident applicant over fifteen (15) years and ten (10) months of age.

(c) The state shall provide a separate program of instruction for special needs students whose individual education plans (IEP) indicate a need for a separate instruction program.

(d) The Community College of Rhode Island shall provide a driver training program for physically handicapped drivers to instruct them in the operation of adapted vehicles for the handicapped. The adapted vehicles are to be provided by the handicapped individual. A licensed physician must certify that a person is physically handicapped and possesses sufficient potential to become a competent motor vehicle operator.

(e) A tuition or enrollment fee shall be required from eligible applicants, in accordance with rules and regulations of the commissioner of elementary and secondary education. § 31-10-19

Adaptive Driving

Students with disabilities that might be barriers to driving may be referred by the Office of Rehabilitation Services (421-7005) for driver evaluations to determine if they are able to drive and recommend necessary adaptations to a vehicle to make driving possible. ORS may also refer students to driver training programs that teach people with physical disabilities how to drive adapted vehicles.

RI Hospital Driver Evaluation Program

RI Hospital's Physical Rehabilitation Department developed this program to evaluate the driving potential of clients with disabilities from physical injury or illness. It provides clients, physicians and referring agencies with an objective, research-backed evaluation of a person's physical, perceptual, and cognitive potential to safely operate a motor vehicle. When the evaluation is completed, a written report will be sent to the referring doctor or agency.

Criteria: The client

- 1] must be interested in driving and eligible to obtain a learning permit;
- 2] must be referred by a physician and a psychiatric examination may be required;
- 3] should be past the acute phase of the illness or injury and seizure free for at least 18 months;
- 4] should have the results of a recent, post-injury eye examination for acuity and visual fields by a qualified ophthalmologist or optometrist. The results must be in accordance with state registry requirements in order for driving evaluations to be scheduled.

Clients will be evaluated for:

- 1] ROM, strength, sensation, balance, mobility/transfers, reaction time and endurance, perceptual and cognitive skills.
- 2] adaptive equipment needs

For more information, contact:

Susan Martin, Driver Evaluation Program Coord. - c/o Rehabilitation Medicine Dept.
RI Hospital - 593 Eddy St. - Providence, RI 02903 - (401) 444-5178

RI Department of Education

General & Administrative Procedures for Driver Education & Traffic Safety

I. General Procedures:

A. Driver Education courses offered within Rhode Island will:

- 1. Be based on curriculum guidelines developed by the Dept. of Education;*
- 2. Be available to any eligible resident between the ages of 15 years, 10 months and 18 years;*
- 3. Be scheduled at various locations throughout the state;*
- 4. Consist of 33 hours of structured learning experience.*

II Administrative Procedures:

Section C(5): A comprehensive, written final examination will be administered to each class.

Instructors may administer other exams or quizzes. Additionally, oral examinations may be administered at the discretion of an instructor to persons who are special needs students.

Division of Motor Vehicles Statement:

If a young individual with any type of physical or learning disability wishes to obtain an Operator's License, same will be granted so long as they can pass our Permit Examination, as well as a Road Test.

Students with disabilities should contact their local public high schools regarding driver education programs in their respective communities.

TRANSPORTATION RESOURCES

Division of Motor Vehicles:

Mr. Robert J. Connors
Ass't. Motor Vehicles Administrator for Safety
Regulations - Office of Safety Responsibility
286 Main St.
Pawtucket, RI 02860 (401) 588-3020, Ext. 2073

RI Department of Education

Driver Education Office
255 Westminster St., 6th Floor
Providence, RI 02903 (401) 222-4600, Ext. 2184
Website: www.ridoe.net

Public and Private Transportation

The Rhode Island Public Transit Authority (RIPTA) - at: www.ripta.com - offers statewide public bus transportation. All buses are wheelchair lift equipped. RIPTA offers a Senior/Disabled Pass Program to people with disabilities; low income people with disabilities may receive a pass to ride free on RIPTA fixed route services at any time. Other people with disabilities may receive a pass to pay half-fare during off-peak hours and full fare during peak hours.

For schedule information, call: 781-9400

To obtain a Pass Program ID Card, call 784-9524

To obtain a Pass Program Application, call 784-9553

RIDE Program (ADA Complementary Paratransit Service) is available for people whose disabilities prevent them from riding regular RIPTA buses. Trips must be within 3/4 of a mile of a RIPTA bus route. Trips must be scheduled at least a day in advance; subscription service is available for regular travel to the same location.

For information, or to schedule a trip, call the RIDE Program at 461-9760

Flex Service is a RIPTA pilot program serving selected communities that have little or no fixed route RIPTA service. Passengers must call to make reservations at least 48 hours in advance. Flex Serve may also be accessed at regular Flex Stops without reservations.

For more information, call (toll free) 1-877-906-FLEX (3539).

Work Link Pilot Program is an employment transportation program providing priority work trips on Flex Service for people with disabilities. Referral can be made from any agency that serves people with disabilities, including RIPTA for its ADA clients.

For more information, call (toll free) 1-877-906-FLEX (3539)

Accessing Community Transportation (ACT) is a private, transportation training service for individuals who don't drive, teaching safety training, developing individual travel plans, accompanying individuals until their skills are appropriate, and offering follow along supports. ACT also offers training to administrators and staff in agencies, schools and public transit systems and is funded by the Office of Rehabilitation Services, for qualified individuals.

For more information, call ACT at 461-5494

Additional Transportation Resources

Agency

Services or Areas of Service

RI Public Transit Authority (RIPTA)
265 Melrose St.
Providence, RI 02907
(401) 781-9400
www.ripta.com

Statewide public bus transportation; all buses are wheelchair-lift equipped. Fees for service.

RIde Program
333 Melrose Street
Providence, RI 02907
(401) 461-9760

ADA Complementary Paratransit services available where fixed route is available. Trips cost \$2.50; must be scheduled a day in advance; pick-up/drop off times within a 30 minute window. Call to determine eligibility for service and additional information.

Accessing Community Transportation (ACT)
51 Puritan Drive
Warwick, RI 02888
(401) 461-5494

Statewide assessment, training services for people who do not drive, and for staff in agencies and schools.

Mobility Needs, Inc.
4 Grafton Street
Coventry, RI 02816
(401) 822-1123

Statewide rental, sales and modifications service.

Ocean State Center for Independent Living
1944 West Shore Rd.
Warwick, RI 02889
(401) 738-1013 (401) 738-1015(TDD)

Lift van services, by appointment only.

Additional Paratransit Resources

Coventry Dept. of Human Services
50 Wood St.
Coventry, RI 02816
(401) 822-9144

Northwest Transportation
644 Front St.
Woonsocket, RI 02895
(401) 765-3339

First Student Transportation
Providence, RI 02907
(401) 943-7536
Pawtucket, RI 02860
(401) 726-3090

Cranston Transvan
1070 Cranston St.
Cranston, RI 02920
(401) 943-3341

Select Transportation Services
240 North Brow Street
E.Providence, RI 02914
(401) 435-2189

Maher Regional Coach
916 Aquidneck Avenue
Middletown, RI 02840
(401) 848-5710

Specialty Transportation
8 Apple Tree Lane
Johnston, RI 02919
(401) 946-1585

RELIGIOUS AND SOCIAL ORGANIZATIONS

Religious and social organizations are important avenues for youth in transition to increase involvement in their communities. These organizations may offer students opportunities to participate spiritually and socially with their peers, as well as chances to make friends outside of their schools and neighborhoods. Contact local parishes, synagogues or mosques for specific information.

Political parties, fraternal organizations, and activity-specific organizations (for example, ski clubs or softball teams) also offer opportunities that should be explored. Contact local or state organizations for specific information.

VOLUNTEERING

Volunteering offers unique opportunities to everyone and youth in transition are no exception. There is a wide range of organizations that need volunteers of all ages and from all communities for their programs, ranging from literacy to sports.

Volunteering also offers exceptional career exploration for youth in transition. It gives them a chance to experience a career before making a commitment to prepare for it. For example, volunteering in a hospital can reinforce a teen's interest in a health career or help him/her to decide that a health career isn't a good choice. Volunteering at an animal shelter can encourage a career working with animals. Most school systems have volunteer programs and teen volunteers can be excellent role models for younger children, while working with younger children often improves the self-esteem of teens. Many people who volunteer believe that they receive much more from volunteering than they give.

For more information about volunteer opportunities in Rhode Island, contact:

Volunteer Center of Rhode Island

55 Bradford Street, Suite 302

Providence, RI 02903

Phone: (401) 421-6547 or 1-800-VOLUNTEER

Website address: www.vcri.org

Two additional websites for on-line information about volunteering:

<http://www.servenet.org>

<http://www.impactonline.org>

Type in your zip code and these websites will locate volunteer opportunities in your community.

Appendix

VI. APPENDIX

TRANSITION AND WORKFORCE DEVELOPMENT RESOURCES

Industry Field Coordinators - Develop and maintain effective working relationships to link specific industries and educational systems in a collaborative effort to improve school to career options for students in grades K through 16.

Ralph Boragine - RI Seafood Council
500 A So. County Trail
Charlestown, RI 02813
Phone: 364-3964 **Fax:** 364-6958
E-mail: ralph@seafoodweb.net

Melissa Punchak - Manufacturers' Partnership
229 Waterman Street
Providence, RI 02906-5212
Phone: 72-5478, X. 108 **Fax:** 272-3742
E-mail: melissag@mfgri.com

Allyson Hawkins - RI Hospitality Assoc.
1206 Jefferson Blvd.
Warwick, RI 02886-2517
Phone: 732-4881 **Fax:** 732-4883
E-mail: RIHTAEF@aol.com

Ruth Ricciarelli - Health Partnership Council
880 Butler Dr., Suite 1
Providence, RI 02906-7008
Phone: 274-1409 **Fax:** 274-1838
E-mail: ruthr@hari.org

Linda Jzyk - Career/Tech.Ed. Consultant
RI Dept. of Education - Shepard Bldg.
255 Westminster Street
Providence, RI 02903-3400
Phone: 222-4600, X. 2272 **Fax:** 222-2537
E-mail: ride1267@ride.ri.net

Louis Soares - RI Technology Council
3 Davol Sq., Bldg. 2, 3rd Floor
Providence, RI 02903
Phone: 521-7805, X. 103
E-mail: soares@ritec.org

Kathy Lawson - NRI Chamber of Commerce
6 Blackstone Valley Place, Suite 105
Lincoln, RI 02865-1112
Phone: 334-1000, X. 106 **Fax:** 334-1009
E-mail: klawson@nrichamber.com

Transition Advisory Committees - Composed of teachers, administrators, parents and agency representatives, these regional committees share information and promote best practices in transition through local and regional activities.

To contact individual Transition Advisory Committees, call local Regional Transition Centers

Jobs for Ocean State Graduates - Job specialists work with selected at-risk students, within their comprehensive high schools, career and technical centers, or alternative schools, to help students transition from school to work and/or higher education.

For more information, call (401) 462-8880, or 464-8858

Work Based Learning/School Based Coordinators - Work with teachers and students in career and technical centers, as well as regional high schools, to stimulate student interest in career exploration and work based learning.

For more information, contact your local school.

Regional Transition Centers/Vocational Assessment Evaluators - Provide vocational evaluation services for students who are eligible for services from the RI Office of Rehabilitation Services and who are referred from their regions.

WEST BAY

Therese Curran
144 Bignall Street
Warwick, RI 02888
Phone: 941-8353

SO. RI COLLABORATIVE

Deb Hamel
646 Camp St.
N. Kingstown, RI 02852
Phone: 295-2888

PROVIDENCE

Nancy Stevenin - Mt. Pleasant HS
434 Mt. Pleasant Ave.
Providence, RI 02908-3399
Phone: 456-9230

EAST BAY

Susan Rohrman
317 Market Street
Warren, RI 02885-2637
Phone: 245-2045

NO. RI COLLABORATIVE

Claudia O'Donnell
2352 Mendon Rd.
Cumberland, RI 02864-3715
Phone: 658-5790

RI ORS Transition Rehabilitation Counselors - Provide vocational counseling and coordinate vocational services to students transitioning from school to employment, who are eligible for ORS services.

For more information, call: ORS, 421-7005, ask for Transition Rehabilitation Counselors, or Regional Supervisor (by region).