



Providing Multicultural, Lifespan Services For People with Disabilities

2082 Lexington Avenue, 4th Floor, New York, NY 10035

Tel: (212) 643-2840 Toll Free: (866) 867-9665 Fax: (212) 643-2871

E-mail: information@sinergiany.org

Website: www.sinergiany.org

Visit our blog: <http://sinergialaesquinita.blogspot.com/>

PROGRAM VACANCIES

(June 2016)

Overnight Respite

- Serving Manhattan and Bronx Individuals
- Must be Medicaid waiver eligible and live with a family member
- MSC service amendment needed

Contact Claudia Vidal (212) 643-2840 ext. 351

In-Home Respite

- Serving Manhattan, Bronx, Brooklyn and Queens
- Must be Medicaid waiver eligible and live with a family member
- MSC service amendment needed

Contact Claudia Vidal (212) 643-2840 ext. 351

Community Habilitation

- Serving Manhattan, Bronx, Brooklyn and Queens
- Must be Medicaid waiver eligible
- MSC service amendment needed

Contact: Thainesse Caro (212) 643-2840 ext. 324

Housing Advocacy

- Advocacy provided in all five boroughs
- Assistance with homelessness prevention, subsidies, NYCHA, section 8, low income housing applications, housing court, repairs and more.
- Must be family support eligible or live in our neighborhood preservation catchment area (96th street to 126th river to river)

Contact: Intake specialist (212) 643-2840 ext. 336

The Metropolitan Parent Center

- Parent Training and Information Center
- Provides information, training and one-to-one support to families of children with the full range of disabilities ages 0-26.

- Parents will develop skills and knowledge that will help their children achieve academic and functional skills that lead to independent productive adult lives, to the maximum extent possible.

Visit our website for a calendar of workshops: www.sinergiany.org or call our intake specialist (212) 643-2840 ext. 336

The Autism Initiative @ Sinergia

- Offers Free Education Workshops and Support Group
- Open to individuals, families, caregivers and professionals.

Visit our website for a calendar of workshops: www.sinergiany.org or Contact: Paola Jordan (212) 643-2840 ext. 305

Family Support Case Management

- This is a non-Medicaid case management service that provides coordination and linkage to services, assistance with SSI, Medicaid and other benefits referrals to camp, respite, reimbursement and other services, Medicaid waiver enrollment, educational advocacy and more.

- For residents of Manhattan, Brooklyn, Bronx and Queens

For eligibility and requirements Contact: Doris Rodriguez (212) 643-2840 ext. 325

Family Reimbursement

- Family Brooklyn and Bronx residents
- Must be OPWDD eligible
- Up to \$500 reimbursement for respite, in-home respite, transportation, furniture, appliances and camp.

Contact: Clara Romero (212) 643-2840 ext. 336

We Are Parent Too

- Parenting skills for parents with developmental disabilities
- Weekly classes on topics such as: family planning, nutrition, increasing advocacy skills and budgeting.
- Advocacy available for issues related to ACS, child custody and foster care.

Contact: Gina Peña (212) 643-2840 ext. 322

Pathway to Employment services/Caminos

- Offers services to individuals interested in achieving employment. This service offers an individualized planning process that helps identify career or vocational direction.

- Individual must be enrolled in the Home and Community Based Waiver (HCBS).

Contact: Intake specialist (212) 643-2840 ext. 336

Biweekly parent support group available in Spanish!!!

esperanza center



516 WEST 181ST STREET, NEW YORK, NY 10033
TEL 212-928-5810 FAX 212-740-2053

OPENINGS MANHATTAN ONLY CHILDREN AND ADULT GET-AWAY PROGRAM:

ADULTS: three day vacation to a resort for participants over 18 who reside with their families in Manhattan. The closely supervised trips are conducted in groups of 5 individuals.

CHILDREN: three day vacation for children, ages 5 to 18, with developmental disabilities living in Manhattan. It offers the children an opportunity for new experiences and provides much needed respite for their families. Trips are closely supervised and are conducted in small groups.

Contact: Dennisse Pinargote, (212) 928-5810, ext. 126, dpinargote@esperanzacenter.com or Juan Carlos Espinal (212) 928-5810, ext. 105, jcespinal@esperanzacenter.com

OPENINGS FOR TRANSPORTATION REIMBURSEMENT

Reimbursement of transportation to doctors, therapies, programs and recreation for Manhattan families North of 110th Street, Manhattan.

Contact: Kary Paulino, (212)928-5810, ext. 178, kpaulino@esperanzacenter.com

MANHATTAN FAMILY SUPPORT COMMITTEE AGENCY ANNOUNCEMENTS
(PLEASE PRINT CLEARLY)

AGENCY NAME:	YAI .
ANNOUNCEMENT MADE BY:	Daisy Sosa
ANNOUNCEMENT:	<p>Taking referrals for our parent training program on Behavior Management in a group setting English, Spanish, Chinese (Cantonese & Mandarin)</p> <p>we have summer sessions!</p> <p>YAI [Project GROW Program]</p>
CONTACT NAME:	Daisy Sosa
CONTACT PHONE:	212-273-6259 / daisy. ^{SOSA} SOSA @ycai.org (80)

AGENCY NAME:	YAI Network
ANNOUNCEMENT MADE BY:	Cristy Torres
ANNOUNCEMENT:	<p>Accepting Referrals in Crisis Intervention. We provide assistance with Eligibility, Short term case management, Behavior management, and Short term counseling.</p>
CONTACT NAME:	Cristy Torres / Maria Leonardo / Victor Ordoñez
CONTACT PHONE:	212-273-6200

MANHATTAN FAMILY SUPPORT COMMITTEE AGENCY ANNOUNCEMENTS
(PLEASE PRINT CLEARLY)

AGENCY NAME:	NYSH/camp Oakhurst
ANNOUNCEMENT MADE BY:	Melissa Miller
ANNOUNCEMENT:	Camp oakhurst has openings in our summer sessions for youth. Autism & adult session have waitlists. Visit www.nysh.org for an application or contact us for more info.
CONTACT NAME:	Melissa Miller
CONTACT PHONE:	212-533-4020 /mmiller@nysh.org

AGENCY NAME:	
ANNOUNCEMENT MADE BY:	
ANNOUNCEMENT:	
CONTACT NAME:	
CONTACT PHONE:	

MANHATTAN FAMILY SUPPORT COMMITTEE AGENCY ANNOUNCEMENTS
(PLEASE PRINT CLEARLY)

AGENCY NAME:	Sinergia
ANNOUNCEMENT MADE BY:	Doris Rodriguez
ANNOUNCEMENT:	openings in Non Medicaid Case Management, Educational Advocacy Housing Advocacy & overnight Respite
CONTACT NAME:	
CONTACT PHONE:	

AGENCY NAME:	Goodwill Industries
ANNOUNCEMENT MADE BY:	Deniris Espinel
ANNOUNCEMENT:	openings for Dayjob
CONTACT NAME:	
CONTACT PHONE:	

MANHATTAN FAMILY SUPPORT COMMITTEE AGENCY ANNOUNCEMENTS
(PLEASE PRINT CLEARLY)

AGENCY NAME:	Esperanza Center
ANNOUNCEMENT MADE BY:	John Williams
ANNOUNCEMENT:	Openings for Get-Away Program for children & adults residing in <u>Manhattan</u> <u>ONLY.</u>
CONTACT NAME:	Dennisse Anargote (212) 928-5810 ext. 126
CONTACT PHONE:	↓

AGENCY NAME:	Esperanza Center
ANNOUNCEMENT MADE BY:	John Williams
ANNOUNCEMENT:	Transportation Reimbursement Program Manhattan families North of 110 th St.
CONTACT NAME:	Kory Paulino
CONTACT PHONE:	(212) 928-5810, ext. 178

MANHATTAN FAMILY SUPPORT COMMITTEE AGENCY ANNOUNCEMENTS
(PLEASE PRINT CLEARLY)

AGENCY NAME:	YAI
ANNOUNCEMENT MADE BY:	Caroline Dunn
ANNOUNCEMENT:	<p>For manhattan</p> <ul style="list-style-type: none"> • Independent Living Program. • FAMILY REIMBURSEMENT • Parent training for Parents w/ Special needs • Parent training for behavior management + sexuality • Employment Services
CONTACT NAME:	LINK
CONTACT PHONE:	212 273 6182

AGENCY NAME:	General Human Outreach Inc.
ANNOUNCEMENT MADE BY:	Pat Chang
ANNOUNCEMENT:	<p>Family support Case Management</p> <ul style="list-style-type: none"> - Medicaid is not required - No Mandarin, Korean, Speaking staff available - Assistance in Front Door Process, Public benefits, Education, Advocacy referral / information
CONTACT NAME:	Pat Chang
CONTACT PHONE:	(718) 307-6563



**United Cerebral Palsy of New York City
Services and Supports
2016**

Healthcare Services

Medical Services in Article 28 clinics located in Brooklyn and Bronx, serving residents of the five boroughs of New York City. Clinics are wheelchair accessible. Services include Family Medicine, Women's Health, Dental, Audiology Services, Psychiatry, Podiatry, Psychiatry and Neurology.

Residential Services

Community Living Options are located in Bronx, Brooklyn, Manhattan and Staten Island.

- Information about accessing residential opportunities
- Must be OPWDD eligible

Bronx Overnight Respite

Serving all five boroughs.

- Transportation provided in Brooklyn, Manhattan, Queens and Staten Island
- Site is fully accessible
- 3yrs and older
- Must be waiver enrolled

In-Home Respite

Serving Bronx, Brooklyn, Manhattan, and Staten Island

- Must be waiver eligible and live with a family member

Community Habilitation

An individualized, goal-orientated program serving Bronx, Brooklyn, Manhattan, and Staten Island.

- Must be waiver enrolled
- Must be living independently or with a family member
- Should be able and willing to follow and participate in their Community Habilitation Plan.

Doorways to Independence

Housing Assistance Services/Home Modifications Available in the Bronx, Brooklyn, Manhattan, Staten Island and Queens

- Must be Family Support eligible
- Provides housing case management services, advocacy and referrals
- NYCHA application status checks and assistance processing requests for transfers
- Housing court advocacy and Legal Aid Society referrals
- Home assessments - a developed report on possible modifications and equipment to make the home more accessible.

Home Modifications

- Funds available for eligible individuals to modify their homes for necessary accessibility e.g. Ramps, Stairlifts.

Family Reimbursement

Funds available in the Bronx, Brooklyn, Manhattan, and Staten Island.

- \$500.00 limit for Brooklyn, Manhattan, Staten Island Special Brooklyn Camp Funds available
- Manhattan Durable Medical Equipment Funds available
- Funding available to assist families in paying for an item Medicaid or other funds will not cover
- Families can apply every 12 months

Family Connect

UCP of NYC Family Connect Centers offer free weekly workshops, support services, and educational resources for New York City parents and families of children with disabilities. Through the UCP of NYC Family Connect Centers, families are encouraged to learn, explore resources, and participate in improving outcomes for children with disabilities.

PROJECT CONNECT

Information and referral for supports and services offered in Brooklyn, Bronx, Manhattan, Queens and Staten Island.

1-877-827-2666, Projectconnect@ucpnyc.org

www.ucpnyc.org



United Cerebral Palsy of New York City Services and Supports 2016

Children/Education Services

Bronx, Brooklyn, Manhattan and Staten Island

- On-site therapeutic services
- Preschool services
- Universal Pre-K
- Integrated programming
- School-Age Program (Brooklyn Only)
- Early Childhood Direction Center (Brooklyn Only)

After-School Program

Bronx, Brooklyn and Manhattan

- Manhattan PS 138@30
- Brooklyn PS 396
- Bronx P721x
- Transportation is provided by DOE-OPT

Day Habilitation

Day Programs available in Bronx, Brooklyn, Manhattan and Staten Island. Persons served must be age 18 or older to apply.

- OPWDD eligibility
- HCBS Waiver (if living at home with family)

Supported Employment

Available for Bronx, Brooklyn, Manhattan, and Staten Island residents. Employment services for adults with developmental disabilities.

Technology Resource Centers/Techworks to Go Van

As the NYC centers of the NYS Assistive Technology Act program, TechWorks is a free, public service to help minimize and overcome barriers due to disabilities. From simple utensil grasps to complex communication devices, a myriad of options can be offered to create more independence. Contact us for our device demonstrations, short term loans, trainings and information and referral service.

SHARE Lending Library

Located in Staten Island, Brooklyn, Manhattan and the Bronx. Borrow books, adaptive toys and educational materials.

ACTION DAY CAMP

Three week summer day camp experience for young people who reside in Brooklyn, ages 13-21, live with a family member.

- Must be in OPWDD waiver

SPIRIT

Saturday Recreation Programs offered in Brooklyn, Manhattan, and Staten Island.

- Individuals between the ages of 13-29, DD eligible and live with a family member who resides in Manhattan, Bronx, Brooklyn or Staten Island. Transportation is provided

EXPLORE Club Disco

Once a month, Friday nights events held in Manhattan, Brooklyn and Staten Island (SI individuals must be HCBS waiver)

- 18 yrs or older, DD eligible and live with a family member who resides in Manhattan, Bronx and Brooklyn
- Wheelchair accessible. Transportation not provided
- Dinner and refreshments served

Medicaid Service Coordination (MSC)

Services available for Manhattan, Bronx, Brooklyn and Staten Island. MSC provides ongoing support and coordination of services for individuals and their families.

- Must have Medicaid to be eligible

Individualized Supports & Services (ISS)

OPWDD Housing Subsidy Administered by UCP of NYC to assist individuals with achieving or maintaining independent living.

PROJECT CONNECT

Information and referral for supports and services offered in Brooklyn, Bronx, Manhattan, Queens and Staten Island.

1-877-827-2666, Projectconnect@ucpnyc.org

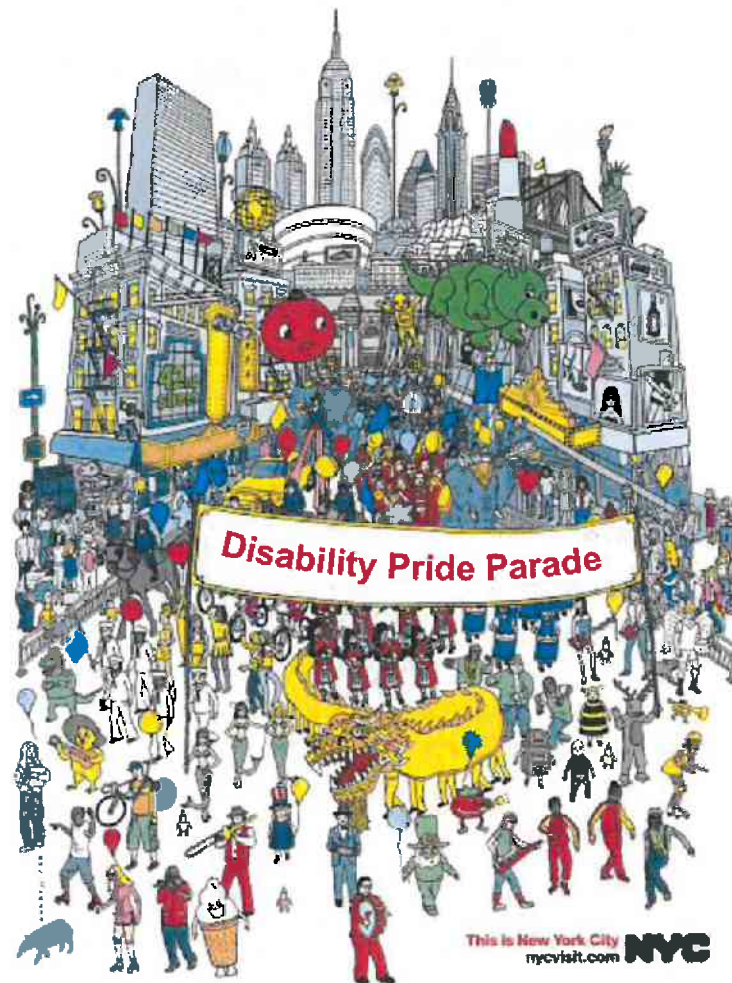
www.ucpnyc.org

Disability Pride Parade

Save-the-Date Sunday July 10th, 2016

From Union Square to Madison Square Park at 10AM

Friends, family, staff, supporters, all are welcome.



For More Information Contact:

Mia Ragozino 347-971-2836 or mragozino@ucpnyc.org





**New York Service for
the Handicapped**
Accessible since 1906

OUT-OF-HOME OVERNIGHT RESPIRE AT CAMP OAKHURST

**FOR CHILDREN AND ADULTS WITH SPECIAL
NEEDS, INCLUDING AUTISM AND PHYSICAL
AND INTELLECTUAL DISABILITIES**

Why overnight respite at Camp Oakhurst?

Families caring after a relative with special needs in their own home need period breaks. They can get one, while their relative with special needs enjoys a 2-12 night stay at Camp Oakhurst. Respite sessions are scheduled year-round, and in the summer take the form of a sleep away camp. On a limited basis, emergency respite care is also available.

What will happen at an overnight respite?

Clients stay in barrier-free heated and air conditioned cabins with age appropriate groups. Care and supervision provided by trained experienced staff living on-site is provided 24/7. Clients have access to a full program of adapted recreational activities, including trips off-camp.

Does my family qualify for overnight respite?

Individuals who live in New York City or New Jersey and have a physical and/or developmental disability, including autism, may qualify for state-supported respite. Even if not eligible for state-supported respite, clients may apply and attend all sessions. Registration starts with an application and includes a personal interview with a staff member.

How long are respite periods and how can I get there?

There are separate sessions for children and adults. Registered families receive a yearly calendar of scheduled respite and summer camp sessions. They vary in length from a weekend to 3, 4, 5, 7 or 12 night sessions. Some families get to and from Oakhurst on their own, others receive central site transportation from NYC in lift- equipped vehicles.

What does it cost?

There is no fee for those qualifying for state-supported respite. Others pay a fee that may be scaled according to income and family size.

When should I apply?

Applications are received throughout the year. Confirmation for a particular respite session depends on space and transportation needs. Call us or visit www.nysh.org for applications and a schedule.

—OVER—

NEW YORK SERVICE FOR THE HANDICAPPED

CAMP OAKHURST

New York Service for the Handicapped provides services at Camp Oakhurst to enhance the quality of life for children and adults with special needs, including autism and physical and intellectual disabilities, and provide respite for their families through a year-round camp experience, based in Monmouth County, NJ.

Camp Oakhurst, established in 1906, is an independent nonprofit social service agency with offices in New York City and Oakhurst, New Jersey. The camp is located on a scenic 15-acre site, about one mile from the Atlantic Ocean.

Clients live in barrier-free modern cabins, surrounded by tall trees, grass and fresh air, with all the counselors, support and adapted facilities it takes to make their stay at Camp Oakhurst a fun and memorable experience. Camp Oakhurst helps clients discover new abilities and new strengths, that helps foster more independence and self-confidence.

Camp Oakhurst's services include:

- Out-of-home overnight respite and summer sleep away camp for children and adults with physical and/or developmental disabilities
- Out-of-home overnight respite and summer sleep away camp for youth and young adults diagnosed with autism
- Emergency out-of-home overnight respite care for children and adults with physical and/or developmental disabilities, including autism
- Day respite care for school-aged children living in Monmouth County, NJ -- after school, Saturdays and on school closure days

For more information, please contact our NYC or Oakhurst, NJ offices:

1140 Broadway, Suite 903
New York, NY 10001
Tel. 212 533-4020
info@nysh.org

111 Monmouth Road
Oakhurst, NJ 07755
Tel. 732 531-0215
info@nysh.org

www.NYSH.org

Terms & Regulations

Participant Information Form

All first-time participants with Sprout must submit a Participant Information Form to our office. All continuing participants should notify the office of any new pertinent information. Sprout reserves the right to deny admission to any applicant that we deem unsuitable to the program.

Documentation

Sprout's New York City Program requires all participants to submit and maintain current medical and psychological records for our files.

Payment Schedule

In order to reserve a place on any trip, full payment is necessary.

Cancellation Refunds

Up to seven days prior to the event all money paid will be refunded. Less than seven days, there will be no refund. There will be no refund given for ticketed events such as plays or sporting events.

Conduct

Sprout reserves the right to expel and deny readmission to any participant we believe to be exhibiting behavior which is endangering to himself or others.

Medication

Sprout does not administer medication during the New York City Program.

Accident Coverage

Every Sprout participant has accident coverage. This is for accidents only. Sickness and transportation are not covered. Coverage is subject to the following limitations: \$500.00 medical expenses due to accident, including \$100.00 dental expenses due to accident to sound teeth. Any cost or expense over \$500.00 shall not be covered.

Transportation

All trips will have a centrally located meeting place. All participants will be notified of the meeting location after payment has been received. All participants are responsible for getting to and from the meeting location.

Access-A-Ride

Sprout leaders are not responsible for participants being picked up by Access-A-Ride after the ending of each activity. The Sprout office has to be notified in advance of Access-A-Ride arrangements. Sprout leaders are unable to wait for Access-A-Ride to arrive past end of trip.

General Information

Sprout is a private non-profit organization founded in 1979. We are dedicated to helping people with disabilities grow through recreation, education and leisure in a group setting. Sprout activities enable participants to become aware of and overcome limitations imposed by themselves and/or society. The result is greater self-confidence and personal gratification.

The programs offered by Sprout include summer vacations, year-round weekend trips and the New York City Program.

The New York City Program offers educational, recreational & cultural activities on weekday evenings and weekends. This program is available to adults & teenagers at least 16 years of age with developmental disabilities who live with their families in Brooklyn, Manhattan or Queens. Our groups consist of ten participants (moderate to high functioning level & ambulatory) and three Sprout leaders.

The New York City Program is funded through a contract with the New York State Office of Persons With Developmental Disabilities.

Anthony Di Salvo
Executive Director

Scott Randall
Program Director

Annisha Abidh
Assistant Program Coordinator

sprout

270 West 96th Street, New York, NY 10025

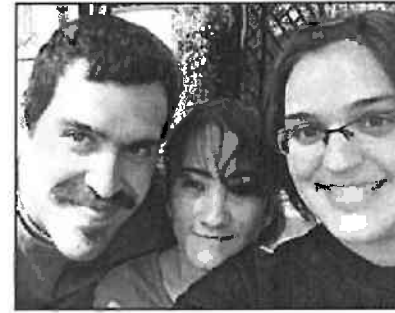
Tel: 212-222-9575 Fax: 212-222-9768

www.gosprout.org

Highlights

The Big Apple BBQ Festival

The Big Apple BBQ is the nations largest music and culinarily festival devoted to BBQ.



Summer Solstice Celebration

Join us at Socrates Sculpture Park as we celebrate the longest day of the year with music, workshops, face painting, and a special "tour of the sky"



New York City Program

Activities for People with
Intellectual and
Developmental Disabilities



June 2016

sprout

making the invisible visible

sprout

making the invisible visible

New York City Program

June 2016

Saturday, June 4th

Multicultural Fest - FREE

Noon - 4:00pm

New York City is the most culturally diverse city in the world. Join us for this annual spectacular festival celebrating our diverse culture.

Wednesday, June 15th

Movie Night - \$16

6:45pm - 10:00pm

Spend a night out with everyone and catch one of the latest blockbusters at the cinema.

Sunday, June 5th

Art Class at MoMA - FREE

2:00pm - 4:00pm

Our regular get-together at the Museum of Modern Art will include a short tour and a talk to inspire us. We will then create an art piece of our own.

Saturday, June 18th

Sprout Film Screening - FREE

2:00pm - 4:00pm

Come join us for a fun afternoon of Sprout films, including our newest release. There will be a Question and Answer session immediately following the film screening.

Tuesday, June 7th

New York Yankees vs. L.A. Angels - \$5

6:30pm - 10:00pm

Join Sprout as we watch our first baseball game of the season. NYC's Bronx Bombers, also known as the Yankees, go against the Los Angeles Angels.

Sunday, June 19th

Egg Rolls and Egg Creams Festival - FREE

Noon - 4:00pm

The Egg Rolls and Egg Creams Festival is a cross-cultural celebration of Jewish, Chinese, and Puerto Rican music, food, folk arts, and crafts located at the museum on Eldridge Street

Saturday, June 11th

Big Apple BBQ Festival - FREE

Noon - 3:00pm

The Big Apple BBQ is the nation's largest music and culturally festival devoted to BBQ.

Tuesday, June 21st

Summer Solstice Celebration - FREE

6:00pm - 9:00pm

Join us at Socrates Sculpture Park as we celebrate the longest day of the year with music, workshops, face painting, and a special "tour of the sky".

Sunday, June 12th

Art Class at MoMA - FREE

2:00pm - 4:00pm

Our regular get-together at the Museum of Modern Art will include a short tour and a talk to inspire us. We will then create an art piece of our own.

Thursday, June 23rd

Dave & Buster's - \$28*

6:00pm - 9:00pm

Sprout returns to Dave & Buster's! Delicious food and fun-filled games will make for an exciting evening.

Tuesday, June 14th

Museum Mile Festival - FREE

6:00pm - 9:00pm

For one day a year, seven of the best museums in the city open their doors for free. The event will also feature live music, car-free blocks, and art classes!

Sunday, June 26th

Bowling Party! - \$15

1:45pm - 4:00pm

Join our monthly bowling party for an afternoon of fun and bowling. Pizza and drinks will be served.

**denotes a trip where tickets are purchased in advance; cancellation of this trip less than a week in advance will result in loss of payment*

*** denotes a trip where the price of transportation and entrance fees are included in the cost of the trip*

Sprout 270 West 96th Street New York, NY 10025 212-222-9575 staff@gosprout.org www.gosprout.org

ACCES

VR

**Adult Career and Continuing
Education Services
*Vocational Rehabilitation***



**THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK
89 WASHINGTON AVENUE
ALBANY, NY 12234**

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

<http://www.regents.nysed.gov/members/Membersterms0412.html>

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ELIZABETH R. BERLIN

Deputy Commissioner for Adult Career and Continuing Education Services

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Assistant Commissioner

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WHAT IS ACCES-VR?

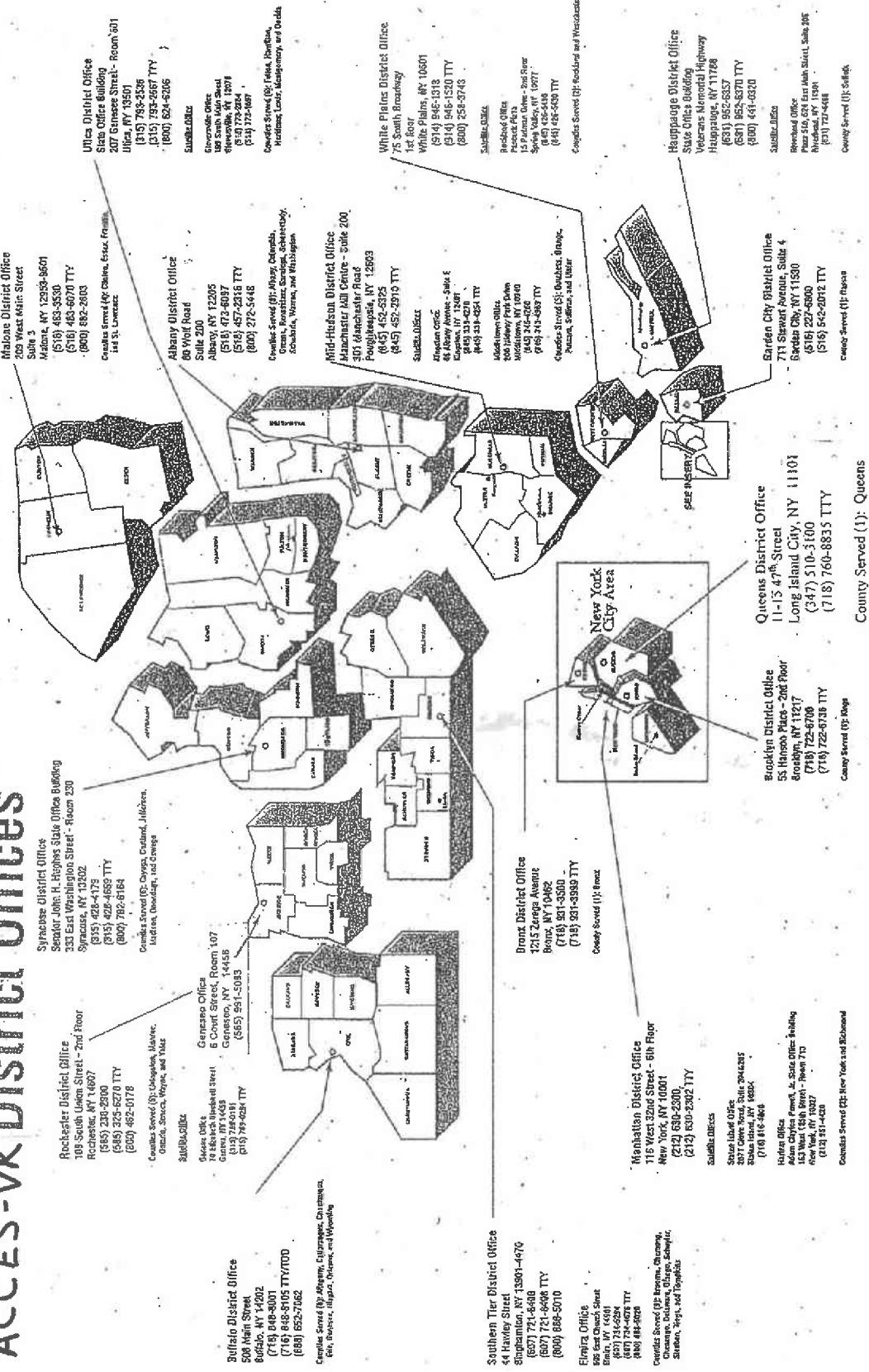
ACCES-VR – The Office of Adult Career and Continuing Education Services - Vocational Rehabilitation is part of the New York State Education Department. We are here to help people with disabilities, who are eligible for vocational rehabilitation (VR) services, find and keep suitable employment. Everything we do must be either to help decide whether you are eligible for services, or to help you develop and reach an employment goal.

ACCES-VR has several district offices to serve you throughout New York State. The map on the following page lists the address, telephone numbers, satellite offices, and the counties served by each district office. Please note TTY numbers are for people who are deaf or hearing-impaired. We have also included 800/888 numbers where available.

If you would like information about VR services, you can contact the office nearest you, call 1-800-222-5627, or visit our web page at <http://www.acces.nysed.gov/vr>. We will be happy to answer any questions you may have. If you are interested in receiving VR services, you may get an **Application for VR Services** from the ACCES-VR office nearest you or on line at http://www.acces.nysed.gov/vr/apply_for_services/apply.htm.

We hope that this booklet will help you decide if you are interested in applying for ACCES-VR services. If you are eligible, we can work together to assist you to reach an employment goal.

ACCES-VR District Offices



ACCES-VR

Each year, the Office of Adult Career and Continuing Education Services (ACCES-VR) offers thousands of New Yorkers who have a disability an opportunity to become independent through education, training, and employment.

ACCES-VR, an office within the New York State Education Department, provides vocational rehabilitation (VR) services to eligible individuals to prepare them for employment consistent with their strengths, abilities, and interests. These jobs might be in the competitive work force, in self-owned businesses, in the home, or in supported employment in the community. We can also help people who are having problems keeping their jobs because of their disabilities.

CAN ACCES-VR HELP ME WITH MY EMPLOYMENT AND INDEPENDENT LIVING NEEDS?

Yes! If you have a mental, physical, or learning disability that is keeping you from working or is interfering with your present job – and you can benefit from and require VR services – ACCES-VR can help you.

ACCES-VR can also help you live as independently as possible. We can link you with local programs in your community, called Independent Living Centers, where you may learn to take control of many of your needs by yourself. (Please see the section in this booklet on Independent Living Services.)

WHAT HAPPENS WHEN I CONTACT ACCES-VR?

Once you contact ACCES-VR, a VR representative will be assigned to work closely with you. You will be asked for information about your background that will help us determine if and how we can work with you. We will ask you about your goals and interests, education, work history, financial situation, and your physical and/or emotional health. With your permission, we may collect information from your doctor, hospital, school, or ask that you go for evaluations, at our expense.

Information about how your disability affects your ability to work will help us decide if you are eligible for our services. This information will also be important as you plan your VR services with your rehabilitation counselor. Your counselor will talk with you about your disability and ways in which VR services may help you become employed.

WHAT SERVICES CAN I RECEIVE?

You and your counselor will plan your program together. Depending on what you need to meet your vocational goal, you may receive one or more of the following services:

- A vocational assessment to help identify
 - your skills, abilities, and interests
 - possible job goals
 - services you will need to get a job and live as independently as possible
- A physical and/or psychological examination to help understand how your disability affects your ability to work.
- Guidance, counseling, and referral to help you with problems you may have
- Vocational counseling and career planning
- Short-term medical intervention to improve your ability to work (if not covered by other insurance)
- Training to learn the skills you will need for the job you want to do. This may include:
 - On-the-job training programs
 - Job coach services
 - College and university programs
 - Trade and business school programs
- Transition services to help you move from school to work, which may include training leading to work
- Driver evaluation and training
- Services that may assist you during assessment or training, including:
 - Special transportation
 - Some maintenance expenses while living away from home
 - Personal assistants, note takers, and interpreters
- Supported Employment

- Books, tools, and equipment you may need for training or employment
- Rehabilitation technology
- Telecommunication aids and adaptive devices you may need for rehabilitation
- Assistance with some costs of modifications needed for employment
 - Work site modifications
 - Van or other vehicle modifications
 - Home modifications
- Training in job-seeking skills to learn how to:
 - Fill out a job application or develop a resume
 - Handle job interviews successfully
 - Develop other job-related skills
- Occupational licenses, tools, initial stock, and supplies for a small business
- Job placement services to help you find suitable work
- Follow-up services to make sure you like your job and are not having any problems doing your work
- Referral to independent living services for:
 - Peer counseling
 - Advice on other benefits
 - Housing assistance
 - Training in independent living skills
- Assistance in working with agencies such as:
 - Social Security Administration
 - Department of Social Services
 - Office of Mental Health
 - U.S. Department of Veterans Affairs

HOW MUCH WILL ACCES-VR SERVICES COST ME?

There is no cost for meeting with an ACCES-VR counselor or for anything that is needed to see if ACCES-VR can help you become employed (this would include medical examinations, vocational testing, and other assessments). Once it is decided that you are eligible, sponsorship for some services may be based on your income and/or family resources.

WHAT ARE MY RIGHTS IN THE REHABILITATION PROCESS?

If you are applying for VR services, you have the right to:

- Have your eligibility for VR services determined in a timely way.
- If eligible, take part in planning your vocational goal and the services you need to reach this goal.
- If eligible, receive services you need to reach your vocational goal (you may be asked to contribute financially for some services, based on your income and resources). Your goal, tailored to your personal needs, and all services you and your counselor agree upon to reach this goal, will be described in your Individualized Plan for Employment (IPE).
- Have all information kept confidential.
- Be informed of all decisions and actions of ACCES-VR related to your case.
- Be told of your rights as a consumer of ACCES-VR services.
- Request and receive a timely review if you are dissatisfied with any actions or decisions by ACCES-VR staff.
- Contact the Client Assistance Program (CAP) for assistance in resolving any dissatisfaction you may have and to get additional information about vocational rehabilitation. (You will find more information about CAP in this booklet.)

WHAT ARE MY RESPONSIBILITIES IN THE REHABILITATION PROCESS?

No one will play a more important role in working toward a successful outcome than you.

You have the responsibility to:

- Work closely with your counselor to provide all information needed to plan your program.
- Ask questions if you don't understand any aspect of your program.
- Keep in touch with your counselor by letter, telephone, or email. If you move let your counselor know your new address and telephone number.

- Participate fully in developing your Individualized Plan for Employment (IPE).
- Make every effort to identify and apply for sources of funding that will help pay for your vocational rehabilitation services.
- Maintain satisfactory performance and regular attendance, if you are in a training program or a job.
- Let your counselor know, on a regular basis, how well you are doing or what problems you have with your program.
- Accept a job that meets your needs.
- Work with your counselor to look for job openings and go for interviews when you are ready for work.
- Let your counselor know when you become employed. Keep in contact with your counselor for at least three months after you start your job to let him/her know how things are working out, and whether you need any assistance.

WHAT ARE MY RIGHTS IF I AM DISSATISFIED WITH A DECISION OR PROCESS?

A review process is available to resolve any disagreements or concerns you may have about ACCES-VR services. You can have another person, such as a relative, Client Assistance Coordinator, or attorney, represent you in the review process.

When you ask for a review, in writing, you will receive additional information about the review process, including the brochure, ACCES-VR Due Process Rights. There are a variety of ways in which disagreements or concerns can be resolved as quickly as possible:

Informal Meeting

- You can meet with your counselor, your counselor's supervisor, or an ACCES-VR representative, if you choose, at a review meeting to try to resolve problems quickly and informally.

Administrative Review

- You can ask for a review by the District Office Manager or other staff person. You must ask for this review, in writing, within 90 days of the

decision or action, unless you have a good reason for waiting longer than 90 days.

Impartial Hearing

- You can ask for a formal hearing before an impartial hearing officer who does not work for ACCES-VR. You must ask for a hearing, in writing, within 90 days of the decision or action unless you have a good reason for waiting longer than 90 days.

CLIENT ASSISTANCE PROGRAM (CAP)

- Do you have questions about your rights when applying for, or receiving services from vocational rehabilitation programs?
- Do you need assistance in obtaining vocational rehabilitation services?
- Do you need help in understanding rehabilitation programs and services?

If so, the Client Assistance Program (CAP) can help.

The Client Assistance Program (CAP) is a type of consumer protection agency for New Yorkers with disabilities that are applying for, or receiving services from New York State Vocational Rehabilitation Programs including ACCES-VR, New York State Commission for the Blind (NYSCB), and Independent Living Centers (ILCs).

Disability Rights New York (DRNY) operates New York State's Client Assistance Program. CAP which is independent of ACCES-VR, NYSCB and the ILCs, provides services to recipients of vocational rehabilitation services including advocacy and information on rights, services, and benefits available under the Rehabilitation Act, as amended.

Anyone interested in obtaining CAP services in New York should contact DRNY at:

DISABILITY RIGHTS NEW YORK

725 Broadway, Suite 450

Albany, NY 12207

Email: mail@DisabilityRightsNY.org

Local (voice): (518) 432-7861

Local (TTY): (518) 512-3448

Toll-Free: (800) 993-8982

WHAT ARE INDEPENDENT LIVING SERVICES?

Independent living services help people with disabilities make their own decisions, do things they choose, and share in community life. Independent living services can help people with disabilities learn to have more control over their own lives and to live more independently in their communities.

Independent Living Centers are nonprofit organizations which offer a variety of services. They are controlled by a board of directors, most of whom have disabilities themselves.

WHAT SERVICES CAN INDEPENDENT LIVING CENTERS PROVIDE?

The centers' philosophy is to provide a "peer" approach to services. People with disabilities work and volunteer at the centers. Services include peer counseling; information and referral; advocacy; benefits counseling; transportation; service referral (interpreters, readers, and attendants); independent living skills; counseling and training; assistance in obtaining accessible housing and quality health care; architectural barriers consultation; equipment maintenance, repair, and loan; and TTY relay.

Besides providing services to individuals, centers work within their communities to break down the architectural, communication, and attitudinal barriers which prevent people with disabilities from fully taking

part in community life. Centers also provide education and awareness activities in their communities and statewide.

What is Independent Living?

Independent Living means controlling and directing your own life. It means taking risks and being allowed to succeed and fail on your own terms. It means participating in community life and pursuing activities of your own choosing. Independent Living is knowing what choices are available, selecting what is right for you, and taking responsibility for your own actions.

For people with disabilities affecting their ability to make complicated decisions or pursue complex activities, independent living means being as self-sufficient as possible. It means being able to exercise the greatest degree of choice in where you live, with whom you live, how to live, where you work, with whom you work and how to use your time.

What are Independent Living Centers?

- Consumer Controlled: Centers are run by a board of directors, more than half of whom are people with disabilities.
- Community Based: Centers are located throughout New York State in local communities.
- Available to all people with disabilities: Staff, board members, volunteers, and people served represent a broad cross-section of disabilities.
- Non-Residential: Centers are not places to live, nor do they own or operate places for people with disabilities to live.
- Non-Profit: Centers are approved for non-profit status with the New York State Attorney General's office.

Who does an Independent Living Center Serve?

- People with physical and mental disabilities.
- Parents, spouses, siblings, and significant others of people with disabilities.
- People with disabilities living in their own homes, supported living arrangements, institutional settings, and elsewhere.

What Services do Independent Living Centers Provide?

All Independent Living Centers provide services geared toward promoting self help, equal access, peer role modeling, personal growth, and empowerment. The scope of services is directed by individual and community needs. A sampling of services are as follows:

- Peer counseling is provided between two or more individuals with disabilities, to share ideas and experiences about living with a disability.
- Independent Living Skills Training: Training may include budgeting, meal preparation, arranging transportation, or personal assistance services, job seeking, and self-advocacy.
- Housing assistance
- Acquiring and maintaining appropriate benefits and entitlements
- Architectural and communication barrier consultation
- Personal counseling that is non-clinical and short term in nature to address individual goals
- Developing Plans to Achieve Self Support (PASS) for recipients of public assistance – SSI/SSDI

Who is eligible for Independent Living Center Services?

Independent Living Center services are available to anyone who has a disability. Centers also provide services and support to family members and friends. You do not need to be working or seeking work to receive independent living services.

Find your independent living center here, in the listing below, or via this web link: http://www.acces.nysed.gov/vr/lcn/ilc/ilc_locations.pdf

ALBANY

Capital District Center for Independence
845 Central Avenue, South 3
Albany, NY 12206
(518) 459-6422 Voice & TTY
Website: www.cdciweb.com

AMSTERDAM

Resource Center for Independent Living
347 West Main Street
Amsterdam, NY 12010
(518) 842-3561
(518) 842-3593 TTY
Website: www.rcil.com

AUBURN

ARISE Cayuga/Seneca County
75 Genesee Street
Auburn, NY 13021
(315) 255-3447
(315) 282-0762 TTY
Website: www.ariseinc.org

BALLSTON SPA

Southern Adirondack Independent Living Center
418 Geyser Road, Country Club Plaza
Ballston Spa, NY 12020
(518) 584-8202
(518) 584-4752 TTY
Website: www.sail-center.org

BATAVIA

Independent Living of Genesee Region
113 Main Street, Suite 5
Batavia, NY 14020
(585) 815-8501
Website: www.wnyil.org

BATH

AIM - Outreach Office
117 East Steuben Street
Bath, NY 14810
(607) 776-3838 Voice & TTY
Website: www.aimcil.com

BELMONT

AIM - Outreach Office
84 Schuyler Street Belmont, NY 14813
1-888-962-8244 ext.410
Website: www.aimcil.com

BINGHAMTON

Southern Tier Independence Center
135 East Frederick Street
Binghamton, NY 13901
(607) 724-2111 Voice & TTY
Website: www.stic-cil.org

BRONX

Bronx Independent Living Services, Inc.
4419 Third Avenue, Suite 2-C
Bronx, NY 10457
(718) 515-2800
(718) 515-2803 TTY
(866) 426-8059 VP
Website: www.bils.org

BROOKLYN

Brooklyn Center for Independence of the Disabled
27 Smith Street, Suite 200
Brooklyn, NY 11201
(718) 998-3000
(718) 998-7406 TTY
Website: www.bcld.org

BUFFALO

Western New York Independent Living, Inc.
3108 Main Street
Buffalo, NY 14214
(716) 836-0822 Voice & TTY
Website: www.wnyil.org

OAHIIO, Native American Program
c/o Western New York Independent Living, Inc.
3108 Main Street
Buffalo, NY 14214
(716) 836-0822, Ext. 170
Website: www.wnyil.org/oahiiio

CORNING

AIM Independent Living Center
271 East First Street
Corning, NY 14830
(607) 962-8225 Voice & TTY
Website: www.aimcil.com

CORTLAND

Access to Independence of Cortland County
26 North Main Street
Cortland, NY 13045
(607) 753-7363 Voice & TTY
Website: www.atcortland.org

ELMIRA

AIM Independent Living Center
650 Baldwin Street, EOP Building
Elmira, NY 14901
(607) 733-3718
(607) 215 7836 VP
Website: www.aimcil.com

GENEVA

Center for Disability Rights, Inc.
34 Castle Street
Geneva, NY 14456
(315) 789-1800 Voice & TTY
Website: www.cdmns.org

GLENS FALLS

Southern Adirondack Independent Living
71 Glenwood Avenue
Queensbury, NY 12804
(518) 792-3537
(518) 792-0505 TTY
Website: www.sail-center.org

HARLEM

Harlem Independent Living Center
289 St. Nicholas Avenue, Suite 21
Lower Level
New York, NY 10027
(212) 222-7122
1-800-673-2371 Toll Free
(212) 222-7198 TTY
Website: www.hilc.org

HERKIMER

Resource Center for Independent Living
401 East German Street, 2nd Floor
Herkimer, NY 13350
(315) 866-7245
(315) 866-7246 TTY
Website: www.rcil.com

HORNELL

AIM - Outreach Office
370 Sawyer Street Building 3
Hornell, NY 14843
(607) 324-4271
Website: www.aimcil.com

HUDSON

Independent Living Center of the Hudson Valley
802 Columbia Street
Hudson, NY 12534
(518) 828-4886
(800) 421-1220 TTY
Website: www.ilchv.org

ITHACA

Finger Lakes Independence Center
215 Fifth Street
Ithaca, NY 14850
(607) 272-2433 Voice & TTY
(607) 272-0902
Website: www.fliconline.org

JAMESTOWN

Southwestern Independent Living Center, Inc.
843 N. Main Street
Jamestown, NY 14701
(716) 661-3010
(716) 661-3012 TTY
Website: www.ilc-jamestown-ny.org

KINGSTON

Resource Center for Accessible Living
727 Ulster Avenue
Kingston, NY 12401
(845) 331-0541
(845) 331-4527 TTY
Website: www.rcal.org

LONG ISLAND

Long Island Center for Independent Living,
Inc.
3601 Hempstead Turnpike, Suite 208
Levittown, NY 11756
(516) 796-0144
(516) 796-6176 En Español
(516) 796-0135 TTY
Website: www.licil.net

LOWVILLE

Northern Regional Center for Independent
Living
7396 Turin Road
Lowville, NY 13367
(315) 376-8696
(315) 376-3404
Website: www.nrcil.net

MANHATTAN

Center for Independence of the Disabled in
New York
841 Broadway, Suite 301
New York, NY 10003
(212) 674-2300 Voice & TTY
Website: www.cidny.org

MASSENA

Massena Independent Living Center
156 Center Street
Massena, NY 13662
(315) 764-9442 V & TTY
Website: www.milcinc.org

MIDDLETOWN

Independent Living, Inc.
441 East Main Street
Middletown, NY 10940
(845) 342-1162
Website: www.myindependentliving.org

MONTICELLO

Independent Living, Inc.
10 Prince Street, Suite 12
Monticello, NY 12701
(845) 794-3322
Website: www.myindependentliving.org

MONTICELLO

Action Toward Independence
309 E. Broadway, Suite A
Monticello, NY 12701
(845) 794-4228 Voice & TTY
Website: www.atitoday.org

NEWBURGH

Independent Living, Inc.
5 Washington Terrace
Newburgh, NY 12550
(845) 565-1162
(845) 765-8384 VP
Website: www.myindependentliving.org

NIAGARA FALLS

Independent Living of Niagara County
746 Portage Road
Niagara Falls, NY 14301
(716) 284-4131
(888) 567-6454 Toll Free
Website: www.wnyil.org/ilnc

OLEAN

Directions in Independent Living
512 West State Street
Olean, NY 14760
(716) 373-4602 Voice & TTY
Website: www.oleanilc.org

ONEIDA

ARISE Madison County
131 Main Street
Oneida, New York 13421
Phone: (315) 363-4672
Website: www.ariseinc.org

ONEONTA

Catskill Center for Independence
PO Box 1247 State Highway 23
Oneonta, NY 13820
(607) 432-8000 Voice & TTY
Website: www.ccfi.us

OSWEGO

ARISE Oswego County
9 Fourth Avenue
Oswego, NY 13126
(315) 342-4088
(315) 342-8696 TTY
Website: www.ariseinc.org

PLATTSBURGH

North Country Center for Independence
80 Sharon Avenue
Plattsburgh, NY 12901
(518) 563-9058 Voice & TTY
Website: www.ncci-online.com

POUGHKEEPSIE

Taconic Resources for Independence
82 Washington Street, Suite 214
Poughkeepsie, NY 12601
(845) 452-3913
(866) 345-8416 (VP)
Website: www.taconicresources.org

PULASKI

ARISE Pulaski
2 Broad Street
Pulaski, New York 13412
Phone: (315) 298-5726
Website: www.ariseinc.org

PUTNAM

Putnam Independent Living Services
1441 Route 22
Brewster, New York 10509
(845) 228-7457
(845) 228-7459 TTY
Website: www.putnamils.org

QUEENS

CIDNY Queens
80-02 Kew Gardens Road, #107
Kew Gardens, NY 11415
(646) 442-1520
(866) 948-1064 VP
Website: www.cidny.org

ROCHESTER

Center For Disability Rights, Inc.
497 State Street
Rochester, NY 14608
(585) 546-7510
(585) 546-7512 TTY
Website: www.cdmys.org

Regional Center for Independent Living
497 State Street
Rochester, NY 14608
(585) 442-6470 Voice & TTY
Website: www.rcil.org

ROCKLAND

Rockland Independent Living Center
873 Route 45, Suite 108
New City, NY 10956
(845) 624-1366
(845) 624-0847 TTY
Website: www.rilc.org

SARANAC LAKE

Tri Lakes Center for Independent Living
43 Broadway, Suite 1
Saranac Lake, NY 12983
(518) 891-5295
(518) 891-5293 TTY
Website: www.tlcil.org

SCHENECTADY

Capital District Center for Independence
Schenectady Office
Office of Disability Services
105 Jay Street, Room 2, City Hall
Schenectady, NY 12302-1503
(518) 459-6422 Voice & TTY
Website: www.cdciweb.com

STATEN ISLAND

Staten Island Center for Independent Living
470 Castleton Avenue
Staten Island, NY 10301
(718) 720-9016
(718) 720-9870 TTY
Website: www.siciliving.org

SUFFOLK

Suffolk Independent Living
2111 Lakeland Avenue
Ronkonkoma, NY 11779
(631) 880-7929
(631) 654-8076 TTY
Website: www.siloinc.org

SYRACUSE

ARISE
635 James Street
Syracuse, NY 13203
(315) 472-3171
(315) 479-6363 TTY
Website: www.ariseinc.org

TROY

Independent Living Center of the Hudson
Valley
15-17 3rd Street
Troy, NY 12180
(518) 274-0701 Voice & TTY
Website: www.ilchv.org

UTICA

Resource Center for Independent Living
P.O. Box 210, 409 Columbia Street
Utica, NY 13503
(315) 797-4642
(315) 797-5837 TTY
Website: www.rcil.com

WATERTOWN

Northern Regional Center for Independent
Living
210 Court Street, Suite 107
Watertown, NY 13601
(315) 785-8703
(315) 785-8704 TTY
Website: www.nrcil.net

WHITE PLAINS

Westchester Independent Living Center
10 County Center Road
White Plains, NY 10607
(914) 682-3926
(866) 933-5390 VP
Website: www.wilc.org

Minority Outreach Project
c/o Westchester Independent Living Center
10 County Center Road
White Plains, NY 10607
(914) 682-3926
(866) 933-5390 VP
Website: www.wilc.org

YONKERS

Westchester Disabled on the Move, Inc.
984 N. Broadway, Suite L - 01
Yonkers, NY 10701
(914) 968-4717 Voice & TTY
Website: www.wdom.org

ACCES-VR: New York State Education Department

Adult Career and Continuing Education Services-Vocational Rehabilitation

Services for High School Students School to Work Transition

ACCES-VR works with students, families and school districts to coordinate appropriate services for students with disabilities who are leaving secondary education and entering adult vocational rehabilitation and related services. These efforts are crucial to enable students to achieve maximum success in post-school activities consisting of integrated employment (including supported employment), post-secondary education, independent living, and community participation. Students who are expected to exit school within two years should be referred to ACCES-VR when:

1. The school, student and/or parents jointly recognize that the student's disability will interfere with his/her ability to work in the community and that ACCES-VR services are necessary to help the student successfully achieve employment; and
2. The vocational rehabilitation services needed are not among the continuum of mandated school district programs.

Transition services are a coordinated set of activities for secondary students with disabilities, designed to achieve specific outcomes, which promote movement from school to post-school activities. The coordination is carried out by the school district, with the active participation of the student, his or her family and appropriate community service agencies, including ACCES-VR.

The coordinated set of activities is based upon the individual student's needs, taking into account the student's preferences, potential, abilities and interests. These activities include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. The goal of transition services is not simply a referral to ACCES-VR, but rather post-secondary education, adult education and training, adult services, independent living, community participation, a specific job or career, and/or integrated community living.

Service Planning

The goal of transition services is to ensure that students with disabilities are prepared for employment, post-secondary education, or community living when they leave school. As a participant in this process, the ACCES-VR counselor can:

1. Contribute knowledge of rehabilitation services and outcomes;
2. Identify the need for involvement by other state agencies, adult service programs, independent living centers and community based services whose resources can assist

- students with disabilities, their families and educational personnel during the transition planning and service delivery process;
3. Provide information to assist in the selection of suitable vocational goals that are consistent with labor market needs and integrated community living opportunities, including providing information about:
 - o work site accommodations;
 - o employer expectations;
 - o labor trends and occupational outlooks;
 - o job entry qualifications;
 - o job placement analysis;
 - o and other vocational-related issues.

A process should be in place in each school district to assure that students with disabilities have a formal transition plan if needed, in collaboration with the ACCES-VR district office. If a referral to ACCES-VR is needed, it should be initiated by school staff. With the permission of the student and/or family, ACCES-VR will be given copies of relevant referral materials from the school record in order to help establish the student's eligibility for services.

If you need additional information about transition planning, contact the Principal at your high school.

Contact Information:

Bronx District Office

1215 Zerega Avenue
Bronx, NY 10462

- General Information Phone: 718-931-3500
- Fax: 718-931-4299

Manhattan District Office

116 West 32nd Street, 6th Floor
New York, NY 10001

- General Information Phone: 212-630-2300 or 212-630-2302
- Fax: 212-630-2365

Brooklyn District Office

55 Hanson Place
Brooklyn, NY 11217

- General Information Phone: 718-722-6700
- Fax: 718-722-6714
- TTY: 718-722-6736

Services for High School Students School to Work Transition

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1. The school, student and/or parents jointly recognize that the student's disability will interfere with his/her ability to work in the community and that ACCES-VR services are necessary to help the student successfully achieve employment; and
2. The vocational rehabilitation services needed are not among the continuum of mandated school district programs.

Transition services are a coordinated set of activities for secondary students with disabilities, designed to achieve specific outcomes, which promote movement from school to post-school activities. The coordination is carried out by the school district, with the active participation of the student, his or her family and appropriate community service agencies, including ACCES-VR.

The coordinated set of activities is based upon the individual student's needs, taking into account the student's preferences, potential, abilities and interests. These activities include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. The goal of transition services is not simply a referral to ACCES-VR, but rather post-secondary education, adult education and training, adult services, independent living, community participation, a specific job or career, and/or integrated community living.

Service Planning

The goal of transition services is to ensure that students with disabilities are prepared for employment, post-secondary education, or community living when they leave school. As a participant in this process, the ACCES-VR counselor can:

1. Contribute knowledge of rehabilitation services and outcomes;
2. Identify the need for involvement by other state agencies, adult service programs, independent living centers and community based services whose resources can assist students with disabilities, their families and educational personnel during the transition planning and service delivery process;

3. Provide information to assist in the selection of suitable vocational goals that are consistent with labor market needs and integrated community living opportunities, including providing information about:
 - o work site accommodations;
 - o employer expectations;
 - o labor trends and occupational outlooks;
 - o job entry qualifications;
 - o job placement analysis;
 - o and other vocational-related issues.

A process should be in place in each school district to assure that students with disabilities have a formal transition plan if needed, in collaboration with the ACCES-VR district office. If a referral to ACCES-VR is needed, it should be initiated by school staff. With the permission of the student and/or family, ACCES-VR will be given copies of relevant referral materials from the school record in order to help establish the student's eligibility for services.

If you need additional information about transition planning, contact the Principal at your high school.

Parents and the School-to-Work Transition of Special Needs Youth.

The school-to-work transition of the nation's youth has been a major focus of vocational education efforts for the past decade. Educators help students identify their interests and abilities, engage in career education and career development activities, and develop individual education plans. Although these activities are significant, their comprehensiveness and effectiveness are limited by staff and time. "The ratio of students to counselors in public high schools is almost 300 to 1; and school guidance counselors are able to spend less than one hour of every five on career counseling". Add to this the unique and complicated counseling needs of students with disabilities and it becomes apparent that other actors, primarily parents, must be included in the school-to-work transition of youth.

The Individuals with Disabilities Education Act (IDEA) of 1990 defines transition services as "a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation" .

CONDITIONS THAT NECESSITATE TRANSITION SERVICES

Part of the dilemma faced by students at the turn of this century is the changing occupational scene: countless occupational possibilities and a wide variety of career preparation options. Students, educators, and parents have difficulty keeping abreast of new and emerging occupations as well as those that have become obsolete. For students with disabilities, the challenge of career selection and work preparation is even greater. These youth and their parents must be knowledgeable about vocational opportunities and program requirements as well as the community services and other benefits available to them by law.

LAWS THAT MANDATE TRANSITION ASSISTANCE

Federal legislation has mandated certain policies to ensure transition assistance for students with disabilities. The IDEA promotes the development of the "Individualized Transition Plan for students 14 years of age and older, which focuses on community-referenced learning, to help prepare students for adult roles in their communities". The Americans with Disabilities Act (ADA) applies "'a new access doctrine' to all aspects of the lives of individuals with disabilities, not just the school years". This act represents a commitment to students with disabilities to provide for them "the fullest opportunity, and support to fulfill the typical roles in society." Although these laws provide direction, all stakeholders in the education of students with disabilities must be knowledgeable about them, monitoring their interpretation and implementation in the community.

PARENTS' DESIRE FOR INVOLVEMENT

Other legislation delineates parental involvement at various points during transition: P.L. 94-142, which "mandates that assessment information be gathered from a variety of sources, including parents and P.L. 98-524, which "requires provision of counseling services designed to facilitate transitions from school to post-school employment and career opportunities". Research shows, however, that parents have little involvement in transition planning, despite the fact that they have a critical role to play and a major interest in assuming that role.

MULTIDISCIPLINARY TEAMS FOR TRANSITION PLANNING

It appears that many parents are left out of the transition planning process for their children with disabilities. Multidisciplinary transition planning teams--whose core members include parent(s) or guardian, along with the teacher, student, and a staff member appointed to coordinate the transition planning process--are one way of bringing parents into the mainstream of the transition process. The benefit of having parents serve on interdisciplinary teams is that they can help teachers pinpoint the specific skills needed by their children. They can also offer their perspectives on the effectiveness of the delivery system given their experience with it. The testimony of parents regarding benefits and pitfalls of the system provide valuable insight to parents with less experience and to other members of the team. The following provides a rationale for involving parents in the transition process:

- Parents know their children better than anyone else, thus they can serve as critical resources in planning.
- Parents can be extremely effective in maintaining continuity of training and of purpose.
- Parents can act as system advocates, often facilitating changes professionals desire but are constrained to accomplish.
- Parents can act as role models/teachers, instilling positive learning that makes job success for their children more likely.
- Parents can act as community supporters and messengers to the community about positive agency efforts.
- Parents can act as service coordinators, thus ensuring more effective and positive results.
- Parents as nurturers/caretakers provide support and encouragement that complement professional efforts.

Interagency teams empower parents to stay involved by providing them with leadership training and encouraging them to share what they have learned with other parents. Interagency teams that include parents as decision makers and co-members were more effective in stimulating service delivery change at the individual, local, regional, and state levels.

Some of the activities in which parents can engage to support their children's transitions include organizing to ensure political pressure and compliance with the law, sharing information on the ADA, monitoring the hiring practices of employers, ensuring access to public accommodations, and filing formal complaints if necessary. Parents should also be active in collaborating on school curriculum to ensure that their children will have appropriate options available to them when they leave school. Here are some recommendations:

1. Parents should share information with school personnel about student and family needs, activities, and goals.
2. Parents should participate in selecting goals, the kinds of learning experiences their children will have, and the kinds of skills they will be taught.
3. Parents should participate with school personnel in exploring post-school options.
4. Parents may need to work with professionals and/or other parents to develop more appropriate options when service gaps exist.

Supporting transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or chronic ill health, from children's to adult services.

Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.

As recognized in effective communication and child development, it is important to understand a child or young person in the context of their life, to recognize and understand the impact of any transitions they may be going through. It is also vital to recognize the role of parents and carers in supporting children at points of transition and to understand the need for reassurance, advice and support that parents and carers may express at these points.

Skills

Identify transitions

- Listen to concerns; recognize and take account of signs of change in attitudes and behavior.
- Build open and honest relationships using language appropriate to the development of the child or young person and the family culture and background.
- Manage the process of transition in a timely way and help the child or young person reach a positive outcome.

Provide support

- Empathize by communicating simple, reassuring messages about key transitions.
- Reassure children, young people and those caring for them by explaining what is happening, and by exploring and examining possible actions to deal with new and challenging situations.
- Identify opportunities to discuss the effects and results of transition.
- Act to ensure that information transfers ahead of the child or young person, when appropriate, and respect other professionals when sharing information.
- Provide information relating to the facts surrounding the transition.
- Where appropriate, illustrate the benefits of transition.
- Make effective links with other practitioners should further support be necessary.
- Operate effective cross-agency referral processes.

Knowledge

How children and young people respond to change

- Consider issues of identity, delayed effects of change and be aware of possible signs that someone is going through a particular transition.
- Know about the likely impact of key transitions, such as divorce, bereavement, family break-up, puberty, move from primary to secondary school, unemployment, and leaving home or care.
- Understand patterns of transition from childhood to adulthood, and appreciate that it may be different from your own or past experiences.
- Understand that children and young people with disabilities or special educational needs may need additional support to manage transitions, and know when to seek specialist advice.
- Know that children and young people can be influenced by peer group behavior and that this may vary according to culture.

When and how to intervene

- Know about organizational procedures and relevant legal frameworks, as well as appropriate referral routes within your own organization and to other agencies.
- Know about local resources and how to access information including, where appropriate, a common assessment.
- Understand your own role and its limits, and the importance of providing care or support.

The IEP for Transition-Aged Students

As a parent of a student with a disability you are probably concerned about your son or daughter as he or she makes the transition from the structured environment of school to the post-school world and all of the difficult life choices that entails. The services and supports your student needed in school may continue to be needed when he or she leaves school to pursue postsecondary education, job training, work, personal and social relationships, involvement in the community, and independent living.

From the time your child begins receiving special education services, his or her Individualized Education Program (IEP) guides his or her education. During the transition years, your son or daughter's IEP must contain specific transition services defined by The Individuals with Disabilities Education Act Amendments of 1997 (IDEA) regulations. The transition plan will lay the path toward your child's young adulthood. It must reflect his or her choices, preferences, and needs in the areas of education and training, employment, adult living arrangements, and community experiences. IDEA requires that parents and students be involved in all aspects of transition planning and decision making. To participate effectively, and to ensure that your student receives appropriate educational services, it is important that you and your son or daughter become familiar with the transition requirements of IDEA. Parents, students, educators, and community service providers must work together to support the student in planning for and achieving his or her adult goals.

IDEA Transition Requirements

IDEA requires that transition planning begin at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP must include a statement of the student's transition service needs that focuses on the student's course of study (such as advanced academic courses, technical training, or intensive employment preparation). Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from school to adult life. For example, if a student's transition goal is to secure a job, a transition service need might be enrolling in a career development class to explore career options and specific jobs related to that career. A statement of transition service needs should relate directly to the student's goals after high school and show how planned activities are linked to these goals.

The law requires that the IEP team begin no later than age 14 to address the student's need for instruction that will assist him or her in preparing for transition. Beginning at age 16 (or younger, if determined appropriate by the IEP team), the IEP must contain a statement of needed transition services for the student, including, if appropriate, a statement of interagency responsibilities. This includes a coordinated set of activities with measurable outcomes that will move the student from school to post-school activities. The IEP must be updated annually, or more often when needed. If the student is not making expected progress toward the annual goals and in the general curriculum, the team must meet and revise the IEP. Schools must report to parents on the progress of a child with a disability at least as frequently as they report on the progress of nondisabled

children. Progress reports can help determine whether or not revisions to the IEP are needed.

According to IDEA Section 300.29—

(a) Transition services means a coordinated set of activities for a student with a disability that-

(1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual student's needs, taking into account the student's preferences and interests; and

(3) Includes-

(i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

The IEP Transition Team

Transition planning works best when students are actively involved. Family members and other adults also play important roles in this long-term planning. Teachers, administrators, and support agencies work with the student and family to reach the goals. The IEP transition team relies on data from many sources to make decisions. Assessments, observation, testing, medical evaluation, and family history may be used to determine eligibility for adult services. Continued eligibility for services likewise relies on reevaluation and input from teachers and family.

All the professionals who work with the student must be knowledgeable about the student's IEP. They must understand their responsibilities and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. This means that the IEP must be accessible to each of the student's teachers and all other service providers who implement any portion of the IEP, even if they do not attend the transition IEP meetings (for example, guidance counselors, vocational educators, social workers, psychologists). The IEP transition team involves the participation of several individuals, which may include the students, parents/guardians, general and special education teachers, related services personnel, counselors, administrators, adult service providers, employers, postsecondary personnel, and other personal or professional support networks. The following is a description of the roles of the key individuals involved in the transition planning process.

Students

Students, no matter what or how significant their disability may be, are the most important people involved in transition. They should be as actively engaged as possible in all aspects of their transition process. The IEP team must specifically invite the student to attend any IEP meeting in which the team will be considering transition service needs or needed transition services. The transition planning process should be done with, not for the student. The student's IEP transition plan must be based on his or her individual needs, choices, and preferences with goals that reflect what the student is interested in doing now and what he or she will want and need when high school is finished. Preparing together for IEP meetings gives students and parents the opportunity to identify and discuss the student's goals for the future. If the student does not attend, schools must ensure that the student's preferences and interests are considered when developing the IEP transition plan.

Parents

Parents know their child better than anyone else and will be the one constant factor throughout their child's transition from school to adulthood. Their commitment to the IEP transition team is the key to making their child's transition to adult living a successful one. They bring a wealth of information about their child, which has great significance when developing a plan for transition. Parents provide knowledge about their child's interests and medical history, as well as about their child's behaviors at home and in the community. Their observations, along with the expression of the family's values, provide the transition IEP team with a greater understanding of what services may be necessary and appropriate. Parents must be invited to IEP transition meetings and informed prior to the meeting that the discussion will involve transition issues.* After the IEP is developed, parents must be given a free copy of their child's IEP without having to request it.* If the student has reached the age of majority, the student can invite parents to attend, but the school is not required to invite the parents or guardians.

Special Education and General Education Teachers

IDEA requires at least one special education teacher or provider of the child to be a member of the IEP transition team. The team must also include at least one general education teacher of the child if the student is or may be participating in general education. The entire IEP team determines what services the student needs, such as positive behavioral interventions, supplementary aids, program modifications, assistive technology devices and services, and support for the teachers who serve the student.

Other School Personnel

IDEA requires a representative from the school district who is knowledgeable about the availability of resources of the public agency to attend the IEP meetings. This person must be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and be knowledgeable about the

general curriculum. When tests, assessments, or new evaluations are being discussed, someone who can interpret what the results say about the student's instructional needs must be at the meeting.

Other Service Agencies

The student's IEP should include any needed transition services from outside agencies, such as vocational rehabilitation, county services, and postsecondary programs. Adult agencies whose services link school experiences with employment, future education or training, and independent living opportunities should be invited to IEP transition meetings. These personnel could include representatives from residential facilities, mental health workers, county case managers, vocational rehabilitation counselors, or past or current employers. This is a critical component of transition planning. Many public and private agencies that offer adult services have eligibility criteria and waiting lists. The procedures used in each adult service system differ from school procedures. Some services from these agencies can begin before the student graduates. A smooth transition to adult services is more likely to occur if representatives from adult agencies are included in the transition IEP as early as possible.

If an outside agency fails to provide the service agreed to in the IEP, the school must call a meeting to identify alternate strategies to meet the transition objectives set forth in the IEP. IDEA does not relieve a participating adult agency of its responsibility to provide or pay for any transition services it would otherwise provide to people with disabilities who meet the agency's eligibility criteria.

Other Individuals

Parents may invite anyone with knowledge or special expertise regarding the child to be on the IEP team. Such persons may be a friend or relative, an advocate, or an employer. IDEA regulations provide that the person who issues the invitation determines whether that individual has knowledge or expertise that may be helpful in the IEP meeting. Parents, the student, and the school may invite whomever they choose.

What is the difference between the regulations at age 14 and at age 16?

- At age 14 planning must start. The student's postschool goals should be developed and transition service needs identified. The needs may include a course of study and a year- by-year plan to achieve goals after graduation. The IEP team must determine what instruction and educational experiences will help the student prepare for transition from high school to postschool life.
- By age 16, the needed transition services must be implemented. (NOTE: Some states have regulations that implement transition services at age 14 rather than 16.) Services could include instruction and related services, community experiences, vocational evaluation, employment, and other activities involved in adult living. A statement of interagency responsibilities should be included as well as needed links to other agency services. The IEP should be updated at least

annually. The IEP team should also monitor the student's high school program to be sure the student completes all graduation requirements that are identified as appropriate in the student's IEP.

Special Factors for the IEP Team to Consider

The regulations [Section 300.346(a)(2)] also require that special factors be considered in the following areas:

- **Behavior that Impedes Learning.** In the case of a child whose behavior interferes with his or her learning or that of others, consider appropriate strategies and supports, including positive behavioral interventions, to address that behavior.
- **Limited English Proficiency.** In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.
- **Braille Needs.** In the case of a child who is blind or visually impaired, provide for instruction in Braille unless the IEP team determines that it is not appropriate for the child.
- **Communication Needs.** Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs and opportunities for communication with others, along with the full range of needs.
- **Assistive Technology.** Consider whether the child requires assistive technology devices and services.

Conclusion

For 25 years, IDEA has been an important law for students receiving special education and related services. As a parent, you can do much to help your child with a disability move through their transition years. You can become familiar with the federal regulations and the procedures used in your state and school district. Appropriate transition services will enable your student to develop the skills he or she needs for independent living. With knowledge of IDEA, you and your son or daughter can become stronger self-advocates, and you can help your young adult develop skills needed for the future.

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW

Home Living

(Where you live as an adult and the necessary skills to function in a desired living situation)

Student Information:

Student Name: _____ Grade: _____ Date: _____

Person Responding: _____ ID: _____

Interviewer: _____ School Year: _____

Question 1:

What are your future (adult) goals for independent living or where you want to live? To help you decide, you may consider some of your skills, strengths and needs you need to:

- | | |
|--|---|
| <input type="checkbox"/> live alone or independently | <input type="checkbox"/> live with friends or roommates |
| <input type="checkbox"/> live with parents or foster parents | <input type="checkbox"/> live with other relatives |
| <input type="checkbox"/> live with husband or wife | <input type="checkbox"/> live in supervised residential |
| <input type="checkbox"/> other | |

Question 2:

What are you currently doing to help you towards your goal in home or independent living? To help you answer, include any classes, activities, or jobs/responsibilities at home that have helped you in this area.

Question 3:

What do you need to do or learn in the next year to help you move towards your goal in home or independent living? See the list on the next page for ideas. Be sure to include your academic, behavior or medical needs.

SUGGESTED TRANSITION ACTIVITIES

Home Living

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

- CIRCLE**
- 1 Consider for this year
 - 2 Already in progress
 - 3 Already addressed and completed

Suggested Grade
8 - 9 10 11 12

- | | | | | |
|-----------|---|---|---|--|
| • • • • • | 1 | 2 | 3 | Develop personal care skills including hygiene, health, private and public behavior. |
| • • • • • | 1 | 2 | 3 | Develop acceptable intimate/sexual behavior. |
| • • • • • | 1 | 2 | 3 | Develop housekeeping and cooking skills. |
| • • • • • | 1 | 2 | 3 | Develop budgeting skills. |
| • • • • • | 1 | 2 | 3 | Identify who to call and what to do in emergency situations. |
| • • | 1 | 2 | 3 | Participate in independent living training program. |
| • • | 1 | 2 | 3 | Identify persons or services to assist in locating a place to live. |
| • • | 1 | 2 | 3 | Apply for county case management services, if applicable. |
| • • • • • | 1 | 2 | 3 | Identify neighborhood services and supports. |
| • • | 1 | 2 | 3 | Identify and apply for financial support (i.e., SSI). |
| • • • • • | 1 | 2 | 3 | Identify resources and support for child care, if necessary. |
| • • • • • | 1 | 2 | 3 | Identify transportation services near home. |
| | 1 | 2 | 3 | Other: _____ |
| | | | | _____ |
| | | | | _____ |
| | 1 | 2 | 3 | Other: _____ |
| | | | | _____ |
| | | | | _____ |

Transition Activities Checklist

The following is a checklist of transition activities that a young person may wish to consider when developing an ITP and IEP. The young peoples' skills and interest will determine which items on the checklist are relevant.

Four to Five Years Before Leaving the School District

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships
- Pursue and use local transportation options outside of family.
- Investigate money management and identify necessary skills.
- Acquire identification card and the ability to communicate personal information

- Identify and begin learning skills necessary for independent living.

- Learn and practice personal health care.

Two to Three Years Before Leaving the School District

- Identify community support services and programs (Vocational Rehabilitation, Centers for Independent Living, etc.) and learn about their services.
- Invite adult service providers, peers, and others to the IEP meeting when transition is being discussed (at least annually).
- Match career interests and skills with Career and Technology course work and community experiences.
- Gather more information on post secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need/eligibilities for financial support (Supplemental Security Income, state financial supplemental programs, medicare).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.)
- Explore legal status with regards to decision making prior to age of majority.

Transition Activities Checklist

The following is a checklist of transition activities that a young person may wish to consider when developing an ITP and IEP. The young peoples' skills and interest will determine which items on the checklist are relevant.

- Begin a resume/portfolio and update it as needed.
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One year Before Leaving the School District

- Apply for support programs/agency services. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services.)
 - Identify the post-secondary school you plan to attend and arrange for a visit, including to the office of disabled students' services.
 - Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary education and work environments.
 - Specify desired job and obtain paid employment with supporters as needed.
 - Take responsibility for arriving on time to work, appointments, and social activities.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).

Register to vote and for selective service (if a male).



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