

**- HANDBOOK -**

# **TRANSITION SERVICES PLANNING**

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*A CHECKLIST FOR PARENTS OF CHILDREN/YOUTH WITH DISABILITIES*

*OFFERED BY:*

**NEVADA DISABILITY ADVOCACY AND LAW CENTER**

**THE PROTECTION AND ADVOCACY SYSTEM FOR NEVADA**



**NEVADA DISABILITY  
ADVOCACY & LAW CENTER**

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**Nevada Disability Advocacy & Law Center (NDALC)** is a private, statewide non-profit organization that serves as Nevada's federally-mandated protection and advocacy system for human, legal, and service rights for individuals with disabilities. NDALC was designated as Nevada's protection and advocacy system by the Governor in March, 1995.

Services provided by NDALC include, but are not limited to: information and referral services, education, training, negotiation, mediation, investigation of reported or suspected abuse/neglect, legal counsel, technical assistance, and public policy work.

NDALC has offices in Las Vegas, Reno, and Elko with services provided statewide. All services are offered at no cost to eligible individuals in accordance with NDALC's available resources and service priorities.



## Mission Statement

*Protect and advocate for human and legal rights, interests, and welfare of Nevadans with disabilities.*

*Promote, support, and assist Nevadans with disabilities in understanding and controlling those systems and processes which directly affect their lives.*

*Foster the development, availability, and accessibility of services which increase the opportunities available to Nevadans with disabilities to live their lives as fully, independently, and productively as possible.*

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This publication is intended for basic information only. It is not legal advice.

While attempts were made to ensure its accuracy, readers should direct questions concerning their specific situations to Nevada Disability Advocacy & Law Center (NDALC), legal aid agencies, or a private attorney.

Social Security has reviewed the following publication for technical accuracy only. This should not be considered an official Social Security document.

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## Introduction

This handbook is intended for parents, guardians, and students. It has been prepared as a guide to assist in identifying options available for the student and it will be a valuable tool in developing the student's Individualized Education Plan (IEP) and their Transition Plan throughout the school years. From early childhood until the age of 18 (or 22 if appropriate), the student may wish to pursue some of the options listed in this booklet to help prepare for adult life.

Between the ages of 18-22, young adults with disabilities and their families must exchange the security of the school environment for a complex system of adult service programs. Each of the federal, state and local agencies that support adults with disabilities have very different sets of requirements and eligibility criteria, and unlike the schools, are not mandated to serve all individuals.

This Transition Services Planning Handbook provides contact and general information for various resources:

### - **Department of Employment, Training & Rehabilitation (DETR)**

Within DETR, is the Bureau of Vocational Rehabilitation (BVR) –

BVR serves individuals with disabilities who need vocational and rehabilitation assistance and they may assist with transition planning as early as age 14.

There are new federal and state initiatives for BVR and the school to coordinate and thereby improve transition services for students with disabilities. These services can include on-the-job training, job coaching and assistive technology services, or schooling and training beyond high school.

- **Nevada Disability Advocacy & Law Center (NDALC)** administers the Client Assistance Program (CAP), which can assist with eligibility requirements to receive and utilize BVR or other employment services. The CAP program can offer support with understanding your rights as you go through the BVR process; from application to receipt of services, as well as offering assistance in negotiating with BVR to ensure that vocational services are delivered in an appropriate, and timely manner.

### - **Social Security Administration (SSA)**

In 1999, Congress passed The Ticket to Work and Work Incentives Improvement Act (Ticket to Work Act). Under the law, disability beneficiaries age 18-64 were granted the opportunity to access a Ticket to Work to select and obtain the services needed to help them enter or return to the workforce. The Ticket to Work Act also created the Protection and Advocacy Services for Beneficiaries of Social Security (PABSS) and Work Incentives Planning & Assistance (WIPA) programs to support individuals with disabilities receiving Social Security benefits, age 14-full retirement age, wishing to enter or return to the workforce.



Services such as training, education, and job placement can be provided to a SSA beneficiary leading to employment. You can contact SSA for additional information on the Ticket to Work program (TWP) by calling the TWP Helpline at 866-968-7842. You may also contact Nevada Disability Advocacy & Law Center (NDALC) to receive additional information on TWP and about the PABSS program,. NDALC investigates complaints on behalf of beneficiaries who are attempting to use their 'Tickets' to gain services from BVR or other agencies called "employment networks". Again, these services are at no cost to you.

You will also find important information in this handbook on how NDALC can help you with work incentives planning for beneficiaries of Social Security benefits. NDALC provides free services and information to individuals who currently receive SSA benefits and can help the beneficiary understand how working and earning income may affect these benefits over time.

It is important to remember that while all students are entitled to a free and appropriate education, access to adult services is based on eligibility and availability of funds.

Please note that all contact information (phone numbers, addresses, and websites) for agencies and service providers included at the end of this booklet are current as of this writing but are subject to changes and updates. For more information, contact NDALC at 702-257-8150.

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

- The student's Teacher of Record (TOR) or Special Education Facilitator (SEF)
- Name; email or phone # \_\_\_\_\_
- Name; email or phone # \_\_\_\_\_



# Definitions

## **Bureau Vocational Rehabilitation (BVR)**

BVR is a service agency that works with eligible individuals with disabilities to achieve their employment goals. Applicants must have a mental, cognitive, and/or physical impairment that substantially interferes with their ability to work and must also require BVR services to become employed.

Vocational rehabilitation services are available to students in high school who have a disability that results in a substantial barrier to employment; not just those individuals who take special education classes. Students should start a transition program during the last two years of high school and they may apply directly to Vocational Rehabilitation, or may be referred. This ensures that these students experience a smooth transition from school to post-school activities. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the BVR program, eligibility requirements, application procedures, and scope of services that may be provided to those eligible individuals.

## **Charter Schools**

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

## **Desert Regional Center (DRC)**

Desert Regional Center (DRC) is a state agency serving children and adults living in Southern Nevada who have a diagnosis of an intellectual disability, or closely related developmental disability(ies). To be eligible for services, the applicant must have a documented diagnosis of an intellectual disability or a closely related condition such as Cerebral Palsy, Epilepsy, Autism, or another neurological impairment that is a developmental disability occurring prior to age 22. In addition, the individual must have substantial limitations in adaptive functioning skills. Adaptive functioning skills include: communication, self-care, home living, social skills, community use, self-direction, health and safety, and functional academics.

DRC provides funding for support services individuals may need to assist them in becoming more independent. The agency contracts with a variety of community providers and encourages individuals to choose the provider they feel will best meet their needs. DRC may bill the individual's Medicaid coverage for services provided. For minors who do not have Medicaid, a co-pay for services will be



determined based on a sliding fee scale, which takes the family income and number of family members into account.

## **End of Course Exams - (ECE)**

Students in the 2015 and/or 2016 classes must pass the Nevada High School Proficiency Examinations in reading, writing, math, and science in addition to meeting course requirements. Starting with the 2017 class, students must pass the End of Course Exams in addition to meeting course requirements in order to receive a diploma. If the student cannot pass these exams, you should ask the IEP Team or Teacher of Record (TOR) about an exception to the 21<sup>st</sup> Century Course of Study. Graduation options should be discussed annually at the IEP meeting.

## **Educational Representative**

Under Nevada's Special Education Statutes (NRS 388.492 & 388-493), any student eligible for special education and related services who has turned 18 years of age and has not had a guardian appointed under Nevada Law, may have an Educational Representative appointed to make educational decisions on the student's behalf. The parent must provide a written request for appointment as the Educational Representative and the student must be certified as unable to provide informed consent.

## **Employment Outcome**

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

## **Free Application for Federal Student Aid (FAFSA)**

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

## **Guardianship**

At the age of 18, a student becomes his/her own legal guardian as an emancipated adult unless someone makes a legal petition for guardianship through a court of law. There are different levels of





guardianship depending on a person's needs. Please seek expert or legal advice about the advantages and disadvantages of guardianship. For more information call the Clark County Public Guardian Office at 702-455-4332 or Legal Aid at 702-386-1070.

## **Homeless Children with Disabilities**

Homeless children with disabilities are protected under the McKinney-Vento Homeless Assistance Act of 2001 and the new provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA/IDEA). All children who are homeless have the same right to the same free, public education as provided to other children and youth. Homeless students must have access to the education and services they need in order to have the opportunity to meet the same state, academic achievement standards as all other students.

## **Individualized Education Program (IEP)**

Students eligible for special education have a plan developed each year during a meeting with the student, parents, and teachers. This individualized education plan outlines the student's goals and objectives, as well as related services for the upcoming school year.

## **Individualized Education Plan TEAM (IEP TEAM)**

The IEP Team is the group of persons, including the student, parents, and school personnel, who determine the students' eligibility for special education services. The IEP Team develops and reviews the IEP/Transition goals and objectives and the special education services needed by the student. The IEP Team determines educational placement of the student and ensures services are provided in accordance with the IEP, as well as state and federal laws. The IEP Team works together with the student and parents to determine whether the student should pursue a high school diploma.

## **Medicaid**

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

## **Medicaid Waivers**

Individuals with special needs may qualify for Nevada Medicaid services through special waiver programs and may receive enhanced benefits. However, these programs serve a limited number of people who meet the program criteria for eligibility. For purposes of this document, general descriptions of the Home and Community Based Waiver (HCBW) for Persons with Physical Disabilities, the Waiver for Individuals with Intellectual Disabilities and Related Conditions, and the Katie Beckett Eligibility Option (aka Section 134) are provided.

Nevada's Waiver for Individuals with Intellectual Disabilities and Related Conditions waives certain statutory requirements and offers Home and Community Based Services (HCBS) to eligible recipients



to assist them in remaining within the community. Under this waiver, the following services may be available: a) Day Habilitation; b) Pre-Vocational Services; c) Supported Employment; d) Behavioral Consultation, Training, and Residential Support Management; g) Counseling (individual and group); h) Non-Medical Transportation; i) Nursing Services; j) Nutrition Counseling Services, and/or k) Career Planning.

The Nevada Home and Community Based Waiver (HCBW) for Persons with Physical Disabilities is designed to provide Medicaid waiver recipients with “State Plan Services” and certain extended Medicaid covered services unique to this waiver program. Under this waiver, the following services may be available: a) Case Management; b) Homemaker Services; c) Chore Services; d) Respite; e) Environmental Accessibility Adaptations; f) Specialized Medical Equipment and Supplies; g) Personal Emergency Response System (PERS); h) Assisted Living Services; i) Home Delivered Meals, and/or j) Attendant Care Services.

The Katie Beckett Eligibility Option is a Medicaid eligibility category. The State is allowed to waive the deeming of parental income and resources for a child with a disability under 19 years of age who would be eligible for Medicaid if the child were in a medical institution and who is receiving, while living at home, medical care that would normally be provided in a medical institution.

## **Special Education High School Graduation Requirements**

- The Individualized Education Plan (IEP) for each student accessing special education services must be developed and reviewed annually. The IEP Team will determine the appropriate course of study with a goal of program completion. Efforts should be made to maximize standard diploma options for students accessing special education services. Any student accessing special education services who has not earned a standard diploma may receive educational services until their 22<sup>nd</sup> birthday.
- A student accessing special education services may earn a standard high school diploma by meeting the requirements established by the Nevada State Board of Education.

## **Social Security Disability Insurance (SSDI)**

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

## **Supplemental Security Income (SSI)**

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



income and family resources fall within the eligibility limits. However, once a person turns 18 they would need to have their eligibility re-determined using the SSA guidelines for adults.

### **Teacher of Record or Facilitator (TOR)**

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

### **Transition**

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

### **Transition Plan**

The IEP that is developed annually (that may begin when the student turns age 14), must define the student's postsecondary goals in the areas of employment, training, and independent living skills, which then guides the development of the annual educational goals/objectives, transition services/activities, special education, and related services, and states whether the student will pursue a high school diploma.

**\*\*If you have any questions regarding the above definitions, please call NDALC offices: Las Vegas at (702) 257-8150; Reno at (775) 333-7878 or Elko at (775) 777-1590 for assistance.**



## Transition Planning Timeline

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

### Early Childhood:

- Determine if the child is eligible for Nevada Early Intervention Program (NEIS) (0-3 years).
- Where appropriate, contact DRC to apply for services.
- Help develop your child's first IEP (3 years +).
- Investigate and apply as appropriate for SSDI, SSI, Medicaid, and Respite programs.
- Develop behavior management strategies, if necessary.
- Create a file for educational and medical information to provide easy access to important records. **(Additional tools are available on the NDALC website located at [www.ndalc.org](http://www.ndalc.org))**
- Attend informational workshops or seminars on IEP development and parent-school collaboration.
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

### Elementary School Years:

- Continue above list as appropriate.
- Contact Child Find to apply for services.
- Attend, plan for, and participate in every IEP meeting. This is where you will plan for the student's future.
- Make sure the student has the appropriate accommodations to be successful.
- Introduce the concept of work and responsibility into everyday activities at home. Make your child a productive part of the household by introducing chores.
- Use routines at home for self-care and skills for activities of daily living. Increase expectations for the student as they get older.
- Help the student develop friendships and social skills at home and within the community.
- Work on age-appropriate social and communication skills.
- Provide opportunities and experiences to learn and practice their new skills.



- Where appropriate, contact DRC and/or Family TIES of Nevada to apply for Medicaid or a Medicaid waiver. If the student is already on a waiver wait list, call DRC to confirm the student's information is accurate.
- The IEP Team, student, and parent need to explore the available educational options ; including general education classes (with or without support), special education classes, or a combination of both.
- Research and access assistive technology for the student.
- Support the introduction of in-class jobs at school.
- Get involved in after-school leisure and recreational activities within the community (such as scouts, sports, etc.).
- Attend informational meetings regarding the services available to your child.
- Maintain organized records; including copies of birth certificates, medical and school records, Social Security Administration documents, and completed applications for services and/or benefits. **(Additional tools are available on the NDALC website located at [www.ndalc.org](http://www.ndalc.org))**
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

### **Middle School Years:**

- Continue the above list as appropriate.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support the student to participate and contribute in their own IEP planning meeting, if appropriate.
- Make sure the student has the appropriate accommodations to be successful.
- Where appropriate, contact DRC and/or Family TIES of Nevada to apply for Medicaid or a Medicaid waiver. If the student is already on a waiver wait list, call DRC to confirm that the student's information is accurate.
- Parent and student should begin to think about, and create a vision for life after high school. Consider and explore options regarding jobs or careers, continuing education, recreation, and independent living.
- Begin career exploration in school and in the community: job shadow, volunteer, and participate in community service projects.



- Support teachers' efforts to provide vocational exploration and training as part of the school program; including jobs at school.
- The IEP Team, student, and parent need to explore the available educational options, including general education classes (with or without support), special education classes, or a combination of both.
- Attend transition fairs and information meetings regarding services offered for after your child exits school so you begin to learn about them and plan accordingly.
- Maintain organized records; including copies of birth certificate, medical and school records, Social Security Administration documents, and completed applications for services and/or benefits. **(Additional tools are available on the NDALC website located at [www.ndalc.org](http://www.ndalc.org)).**
- Transition planning begins at age 14 so at this time, the student's IEP should include a Transition Plan.
- If the student lives in a group home, request and participate in communication and collaboration between the student's school team, and the group home team.
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

### **First Year of High School:**

- Continue above list as appropriate.
- Transition planning begins at age 14 so at this time, the student's IEP should include a Transition Plan.
- Students may apply for BVR services at age 14 and BVR may assist with planning activities related to employment and/or post-secondary training. Invite the BVR Transition Counselor to attend the IEP meetings.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support the student to participate and contribute in their own IEP planning meeting.
- Explore and discuss graduation requirements and possible date of exit from the school with the IEP Team. Students may remain in school until the end of the school year during which they turn 22 years of age.
- Discuss and determine what graduation options are available and ensure the IEP Team evaluates and documents the option selected.



- Where appropriate, contact DRC and/or Family TIES of Nevada to apply for Medicaid or a Medicaid waiver. If the student is already on a waiver wait list, call DRC to confirm the student's information is accurate.
- Investigate and apply to funding sources that benefit the student (e.g., SSI, Medicaid, etc.).
- Expand career exploration. Begin job shadowing and learn about the types of jobs people have within the community. Seek volunteer and community work that allows the student to gain valuable work experience and good references.
- Working students ages 14-17 must have a work permit.
- Gather or obtain the following pieces of personal identification:
  - Birth certificate (State or County agency where child was born)
  - State ID (local Department of Motor Vehicles branch)
  - Social Security card (local Social Security Administration office)
- Maintain organized records; including copies of birth certificate, medical and school records, Social Security Administration documents and completed applications for services and/or benefits. **(Additional tools are available on the NDALC website located at [www.ndalc.org](http://www.ndalc.org)).**
- Attend transition fairs with the student.
- If the student lives in a group home, request and participate in communication and collaboration between the student's school team and group home team.
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

## **Second and Third Year of High School:**

- Continue above lists.
- Obtain a Nevada state ID card or driver's license (age 16) at the local Department of Motor Vehicles (DMV) branch.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support the student to participate and contribute in their own IEP planning and meeting.
- Be sure class choices and annual goals support the post-secondary goals stated under the outcome(s) section of the Transition Plan.



- Review high school transcript with IEP Team to monitor progress towards earning high school diploma and determine whether earning a diploma is a realistic goal. Note progress in the IEP. Establish graduation or completion date.
- The student may apply for BVR services at age 14 and BVR may assist with planning activities related to employment and/or post-secondary training. Invite the BVR Transition Counselor to attend the IEP meetings.
- Where appropriate, contact DRC and/or Family TIES of Nevada to apply for Medicaid or a Medicaid waiver. If the student is already on a waiver wait list, call DRC to confirm the student's information is accurate.
- Obtain information on adult services such as residential programs, guardianship, financial/estate planning, supported employment, and day programming.
- If considering college, begin to investigate which colleges will provide the support and services the student may need.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Explore and participate in vocational training programs and transition services offered by the school; including BVR services.
- Expand career exploration by job shadowing, volunteering, and/or working a paid job to gain valuable work experience and good references; a work permit is required for workers aged 14-17.
- Maintain organized records; including copies of birth certificate, medical and school records, Social Security Administration documents, and completed applications for services and/or benefits. **(Additional tools are available on the NDALC website located at [www.ndalc.org](http://www.ndalc.org)).**
- Take driver's education. If needed, access assessments to determine the ability to drive and any accommodations needed.
- Explore the student's community recreational interests and get involved.
- Investigate guardianship or guardianship alternatives and procedures. Determine the student's best interest.
- Support the student's use of public transportation to access community activities. Apply for discount fares, if available.
- Attend transition fairs, college fairs, and/or career fairs with the student to gather necessary information and contacts.
- If the student lives in a group home, request and participate in communication and collaboration between the student's school team and group home team.





- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

### **The Year Before High School Graduation/Completion:**

- Continue above list as appropriate.
- Obtain Nevada State ID card or driver's license at the local Department of Motor Vehicles (DMV) branch, if appropriate.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support the student to participate and contribute in their own IEP planning and meetings.
- Be sure class choices and/or annual goals support the post-secondary goals that are stated under the outcome(s) section of the Transition Plan.
- Review the student's high school transcript with the IEP Team to monitor progress towards earning a high school diploma and determine whether a diploma is a realistic goal. Note progress in IEP.
- Confirm high school graduation or completion date.
- Discuss age of majority and transfer of rights to the student at age 18. Determine if some type of guardianship alternative is in the student's best interest, and plan a course of action.
- Find and maintain a part-time paid or volunteer job within the community.
- Participate in vocational training programs offered by the school.
- Explore and apply for off high school campus transition services offered by your school. Ask the student's TOR about available options.
- Define and explore adult services the student will need, such as residential planning, guardianship, financial/estate planning, supported employment, and day programming.
- Where appropriate, contact DRC and/or Family TIES of Nevada to apply for Medicaid or a Medicaid waiver. If the student is already on a waiver wait list, call DRC to confirm the student's information is accurate.
- Complete the BVR application. These services must be coordinated between the student, family, school staff and the BVR Transition Counselor. Invite the BVR Transition Counselor to attend the IEP meetings.
- Access the Benefits Information Network (BIN) to learn how working and wages actually affect the student's benefits. BVR can provide this service for BVR clients.



- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Take college entrance tests (ACT or SAT tests).
- Apply for financial aid for college or post-secondary education (i.e., submit FAFSA), if applicable.
- Make necessary applications to colleges and other post-secondary institutions.
- Students should use public transportation to access the community (i.e., for work and recreation). Apply for discounted fares, if available.
- Maintain organized records; including copies of birth certificate, medical and school records, Social Security Administration documents and completed applications for services and/or benefits. **(Additional tools are available on the NDALC website located at [www.ndalc.org](http://www.ndalc.org)).**
- Attend transition fairs, college fairs, and/or career fairs with the student.
- Review health insurance coverage; inform insurance carrier of the student's disability and investigate a rider of continued eligibility.
- If the student lives in a group home, request and participate in communication and collaboration between the student's school team and group home team.
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

### **At Age 18:**

- Re-apply for SSI and Medicaid benefits 30 days prior to the student's 18th birthday for the continuation of benefits.
- Register to vote (at Department of Motor Vehicles or other government locations).
- Automatic transfer of rights to the student takes place upon the 18<sup>th</sup> birthday and the student is an emancipated adult, unless legal guardianship has been established through a court of law.
- At the discretion of the student (who is 18 years of age or older) or the School District, the parent could be invited to continue attending the IEP meetings as 'individuals who have knowledge or special expertise regarding the student'.
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.

### **Final Year of High School – Ages 18-22:**

- Continue above list as appropriate.



Almost all male, US citizens and male immigrants are required to register with the Selective Service within 30 days of their 18<sup>th</sup> birthday. For more information, or to register, you may go to [www.ssa.gov/registration-info/who-registration](http://www.ssa.gov/registration-info/who-registration) or pick up a mail-in form at any US Postal office.

- Complete BVR application, determination of eligibility and development of the Individualized Plan for Employment (IPE), as appropriate. Invite the BVR Transition Counselor to attend the IEP meeting.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support the student to participate and contribute in their own IEP planning and meetings.
- Retake college entrance exams (ACT, SAT), if needed or desired.
- Submit the necessary applications to colleges and other post-secondary institutions.
- Where appropriate, contact DRC and/or Family TIES of Nevada to apply for Medicaid or a Medicaid waiver. If the student is already on a waiver wait list, call DRC to confirm the student's information is accurate.
- The student should use public transportation to access the community (i.e., work and recreation). Apply for discount fares, if available.
- Facilitate and participate in communication between school personnel and all adult service providers to ensure a smooth, seamless transition.
- Ensure all necessary support services are ready to be provided immediately after graduation.
- Request a copy of the most recent educational evaluation completed by the school. (The schools are not required by law to provide testing for post-secondary needs. If the student is a BVR participant, BVR may obtain additional testing as needed.)
- Apply for financial aid for college or post-secondary education (e.g., submit FAFSA), if applicable.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Meet with post-secondary educational representatives and confirm their support services for the student. Students attending college or vocational schools are responsible for disclosing their disability and requesting services, if needed. Apply for, and confirm access to, educational and housing supports.
- Familiarize yourself with local advocacy agencies to assist when problems arise in order to build a support network.



## Education Laws that Affect the Student

There are several federal and state laws that define the rights of students with disabilities. Those laws include (but may not be limited to) the IDEA, No Child Left Behind, Section 504 of the Federal Rehabilitation Act, and Nevada's special education laws found in Nevada Revised Statutes (NRS) Chapters 388.440 – 388.5317. The information provided below is not intended to be legal advice, nor does it begin to disclose or address all of the laws, rights, and protections that can be afforded to students with disabilities.

While the student is in high school he/she may be entitled to many accommodations due to their disability/diagnosis. These accommodations can include resource teachers, who assist in areas in which the student may have special needs. The accommodations are designed to even the playing field; making students equal in academic opportunities. As an adult, if the student continues to require assistance or accommodations, they must apply for, and be found eligible (meet a certain set of requirements) to receive similar services that were automatic before graduating.

### Transition Plan:

- Must include appropriate and measurable post-secondary goals based upon the age-appropriate transition assessment related to training, education, employment, and independent living skills.
- Identifies the transition services necessary to assist the student in meeting the student's post-secondary goals.
- May begin at the age of 14.
- Identifies the collaboration between BVR and the school to ensure the student has the skills and supports necessary to accomplish his/her employment and life goals.

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

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

### Federal Law: Workforce Innovation and Opportunity Act (2014) (WIOA)

- Youth with disabilities will be able to receive extensive pre-employment transition services to obtain, and retain, competitive integrated employment. The WIOA creates an Advisory Committee on strategies to increase competitive integrated employment for individuals with disabilities. The Act



allows BVR to dedicate a portion of its funding to transition services for youth with disabilities. **For more information call the Nevada Disability Advocacy & Law Center (NDALC) at 702-257-8150 in Las Vegas; 775-333-7878 in Reno or 775-777- 1590 in Elko.**

[http://wdr.doleta.gov/directives/attach/TEN/WIOA\\_Factsheet\\_Acc.pdf](http://wdr.doleta.gov/directives/attach/TEN/WIOA_Factsheet_Acc.pdf)



## Key Differences for Students with Disabilities

HIGH SCHOOL	COLLEGE/POSTSECONDARY
Strong federal law (IDEIA) and Nevada state laws (NRS Chapters 388.440 – 388.5317) govern special education services for K-12, protect the rights of the student and parent, and emphasize SUCCESS in school.	IDEIA and NRS Chapters 388.440 – 388.5317 do not apply to postsecondary education. ADA (Americans with Disabilities Act of 1990, Title II) and Section 504 of the Rehab Act of 1973 are the applicable laws and emphasize ACCESS to programs and facilities.
School provides an educational evaluation and determines eligibility for special education support services at no cost to the student.	Students must initiate and get an educational evaluation; often at their own expense.
School staff identifies the student as having a disability and has responsibility for arranging accommodations needed by the student.	Students must identify themselves to the appropriate college staff (e.g., Disability Support Services staff). Students have responsibility for self-advocacy and arranging needed accommodations. Professors and instructors may be helpful, but they expect students to initiate contact for help they need.
Parent has access to student records, has the role of advocate for the student, and possesses many rights under federal and state law.	Parent does not have access to student records and cannot represent student unless student provides his/her written consent. Student is expected to advocate for self.
Teachers modify curriculum and assignments as outlined in the IEP.	There is no IEP in post-secondary. There can be a written 504 Plan or educational accommodation plan in college. There may also be a written description of the ADA accommodations through the college's special services department. Instructors are not required to modify curriculum or assignments. However, they may make accommodations through the institution's special services office. Students are assigned substantial amounts of reading and writing work.
The IEP or 504 Plan may include modifications to grading, homework, and testing.	Grading and test format changes are generally not available. Accommodations in how tests are given (e.g., extended time, test proctors) and are available when supported by disability documentation. Testing generally covers large amounts of material. Makeup tests are seldom an option and if they are, students are responsible for requesting them.
Students may study outside class for as little as zero to two hours per week; mostly last-minute test preparation.	Students usually need to study at least two to three hours for each hour spent in class.

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



## Where to Get More Information About Managing Your Benefits

NDALC can assist with the Work Incentive Planning and Assistance (WIPA) program which is a service funded in part by the Social Security Administration and provides assistance with benefits planning for individuals as they enter or re-enter employment. The WIPA project can be reached at:

Nevada Disability Advocacy & Law Center  
2820 W Charleston Blvd. Suite B-11,  
Las Vegas, Nevada 89102

Phone: 702-944-1834 or 1-877-890-5082

Fax: 702-257-8170

E-mail: [wipa@ndalc.org](mailto:wipa@ndalc.org)

[www.ndalc.org](http://www.ndalc.org)

The WIPA Program is a statewide program designed to assist Supplemental Security Income (SSI) and Social Security Disability Income (SSDI) beneficiaries in learning about available work incentives and resources helpful to beneficiaries entering or re-entering the workforce. Services are available by telephone, mail, e-mail and appointment. The goal of the program is to offer information and planning services regarding the effects of employment on Social Security benefits, so beneficiaries can make informed decisions. Services are free to consumers.



## Transition Resource Directory

### ❖ Clark County School District

Student Support Services Division  
5100 W. Sahara Ave. Las Vegas, NV 89146  
Voice: (702) 799-5471 Fax: (702) 799-5043  
[www.ccsd.net](http://www.ccsd.net)

The Student Support Services Division of the Clark County School District provides educational services for students with disabilities. Parental involvement and support in planning services for their children is encouraged. Parent information, training and assistance with referral to other services for students with disabilities are available. Target population: students ages 3-21, parents and school staff.

- Services for students with disabilities • Assessment of students for suspected disabilities
- Parental involvement in program planning • Professional development/training

### ❖ State Department of Education: Special Education

Phone: (702) 668-4312  
9890 S Maryland Pkwy Suite 221  
Las Vegas, NV 89183  
[www.doe.nv.gov](http://www.doe.nv.gov)

Nevada Department of Education, Special Education, Elementary and Secondary Education and School Improvement Programs

## After High School Resources

### ❖ CCSD - College and Career

FREE booklet is available online, or to order. Information on career goals, timelines, financial aid, types of colleges and universities, accommodations, and advocacy.

<http://ccsd.net/resources/guidance-counseling/movin-oncareer-college2014-15.pdf>

### ❖ Nevada System Of Higher Education

<http://system.nevada.edu/Nshe/>  
Chancellor's Office  
4300 S. Maryland Pkwy. Las Vegas, NV 89119  
Voice: (702) 889-8426 Fax: (702) 889-8492

### ❖ Think College Nevada, Nevada Postsecondary Education Coalition

<http://www.thinkcollege.net/component/resdb/item/t-110/1463>  
Contact: Mary Bryant  
Email: [mhbryant@unr.edu](mailto:mhbryant@unr.edu)





# Post-Secondary Education, Colleges, Universities

*(Not an all Inclusive List)*

## ❖ College of Southern Nevada

Disability Resource Center  
3200 E. Cheyenne. N. Las Vegas NV 89030  
Voice: (702) 651-4045  
TTY: (702) 651-4328  
Internet: <http://www.csn.edu>

College of Southern Nevada (CSN) offers college courses in 70 career fields for certification, associate degrees and university transfer. The Disability Resource Center office provides accommodations to students with documented disabilities. These services include talking computers, books on tape, enlarged text, equipment loan, lab and research assistants, note takers, registration assistance, sign language interpreters, typing assistants, and testing accommodations (extended time, readers, and scribes).

- Three main campuses located on Cheyenne, Charleston & in Henderson
- Classes offered 7 days a week
- DRC's services are provided at no charge, based on documentation of disability
- Classes conducted in English; admissions assistance available in Spanish (from CSN Diversity Center linguists) and other languages as needed (through Department of International Languages)

## ❖ Nevada State College

Resource Center for Students with Disabilities (RCSD)  
1125 Nevada State Drive  
Henderson, NV 89002  
Voice: (702) 992-2180  
Internet: <https://nsc.edu>

The RCSD's mission is to create an accessible college community where disability is neutral, and students with disabilities can realize their full potential.

## ❖ University of Nevada, Las Vegas

Disability Resource Center (DRC)/UNLV  
4505 Maryland Parkway, Box 452015, Las Vegas NV 89154-2015  
voice: (702) 895-0866  
fax: (702) 895-0651  
Internet: <http://www.unlv.edu/studentlife/DRC>

The Disability Resource Center (DRC) is the UNLV campus office providing assistance to students with documented disabilities. Students who plan to attend a course through UNLV must establish a file with the DRC to receive services. Depending on the documentation, services may include ASL/RTC interpreters, priority registration, textbooks on tape, testing accommodations, assistive listening devices and advocacy assistance. Walk-in visitors are welcome; however, an appointment is recommended to establish a file with the DRC.



## Post-Secondary Online Resources

- ❖ **Office of Special Education and Rehabilitative Services (OSERS)**  
[www.ed.gov/about/offices/list/osers/index.html](http://www.ed.gov/about/offices/list/osers/index.html)
- ❖ **National Secondary Transition Technical Assistance Center**  
<http://www.nsttac.org>
- ❖ **Association on Higher Education and Disability**  
[www.ahead.org/](http://www.ahead.org/)
- ❖ **The Heath Resource Center, at the National Youth Transitions Center, Online Clearinghouse on Postsecondary Education for Individuals with Disabilities**  
<http://www.heath.gwu.edu/>
- ❖ **Going to College: A Resource for Teens with Disabilities**  
<http://www.going-to-college.org/>
- ❖ **Financial Aid for Students through the U.S. Department of Education Office**  
<http://www.ed.gov/index.jsp>
- ❖ **The Financial Aid Information Page**  
<http://www.finaid.org>
- ❖ **US Department of Education Page**  
<http://www.ed.gov/>
- ❖ **Pacer Center Page**  
<http://www.pacer.org/www.pacer.org/transition>

## Advocacy/Disability Resources

- ❖ **Aging and Disabilities Service Division**  
1860 East Sahara Avenue, Las Vegas, NV 89104  
Voice: (702) 486-3545 Fax: (702) 486-3572  
<http://adsd.nv.gov/>

Ensures the provision of effective supports and services to meet the needs of individuals and families, helping them lead independent, meaningful and dignified lives.



❖ **Aging and Disabilities Resource Center**

Care Connection in Southern Nevada

Nevada Senior Services – Voice: (702) 364-2273

Provides person-centered "one-stop" entry points into the long-term support system. Serves individuals in need of long-term support, caregivers, and those planning for future long-term support needs.

❖ **A TEAM Nevada**

Tracy Brown-May

[Tracy.ateamnevada@gmail.com](mailto:Tracy.ateamnevada@gmail.com)

6050 S. Buffalo Dr. Las Vegas, NV

Voice: (702) 259-3707

It is a grass root self-advocacy program for individuals with Intellectual Disability and/or Developmental Disability to advocate for their individual choice. There is a chapter in each Opportunity Village Location. Meetings are once a month on Wednesdays at 10:30am or 5:30pm.

❖ **Blindconnect**

6375 W. Charleston Blvd. WCL # 200, Las Vegas, NV 89146

Voice: (702) 631-9009

E-mail: [contact@blindconnect.org](mailto:contact@blindconnect.org)

<http://blindconnect.org/>

Blindconnect’s mission is to connect individuals with a visual impairment to others with the same needs, to available services and resources, and to their community-at-large. They also provide education on the challenges of being visually impaired and advocate for increased services and inclusion, and encourage community support. Blindconnect is committed to nourishing peer-to-peer support, connecting individuals with visual impairments to available services and resources, and to their community-at-large.

❖ **Blind Center of Nevada**

1001 N. Bruce Street, Las Vegas, NV 89101

Voice: (702) 642-6000

Email: [info@BlindCenter.org](mailto:info@BlindCenter.org)

<http://blindcenter.org/>

The Blind Center of Nevada assists people who are blind or visually impaired in reaching their highest physical, social, intellectual, and economic potential. To achieve these objectives, the Blind Center pursues three focus areas – personal development, social interaction, and provident living.

❖ **Department of Employment, Training and Rehabilitation (DETR)**

**Bureau of Vocational Rehabilitation (BVR)**

Southern Nevada: (702) 486-0372

- Las Vegas Rehabilitation office - 3016 W. Charleston, Suite 200  
Voice: (702) 486-5230 TTY 702) 486-5217
- Nevada JobConnect - 3405 S. Maryland Parkway  
Voice: (702) 486-0100
- One Stop Career Center - 6330 W. Charleston, Suite 190  
Voice: (702) 822-4214

The Department of Employment, Training & Rehabilitation’s (DETR) Bureau of Vocational Rehabilitation (BVR) is a state and federally funded program designed to help people with disabilities become employed and to help those already employed, to perform more successfully through training, counseling and other support methods.



❖ **Desert Regional Center (DRC)**

5550 W Flamingo Rd. Suite B5, Las Vegas, NV 89103  
Voice: (702) 486-7850

Provides services to individuals with developmental disabilities and related conditions; enabling them to live as independently as possible and assists individuals in receiving community support and residential services.

❖ **Family Law Self-Help Center**

Family Courts and Services Center  
601 N. Pecos  
Las Vegas, NV 89155  
Open: Monday – Friday, 8am to 4pm  
Internet: [www.familylawselfhelpcenter.org](http://www.familylawselfhelpcenter.org)

The center provides education, information, legal forms, community referrals, and other support services to self-represented parties with family law matters in Clark County, Nevada, regardless of income, assets or citizenship.

❖ **Family TIES of Nevada**

6130 Elton Avenue, Suite 100, Las Vegas NV 89107  
Voice: (702) 740-4200 Toll Free Line: (866)326-8437  
[www.familytiesnv.org](http://www.familytiesnv.org)

Family Ties is dedicated to providing culturally competent support, information, and assistance to achieve family-centered care for individuals with disabilities or special health care needs through family, community and professional partnerships. Family TIES is the Nevada Family-to-Family Health Information Center - a family-run, non-profit organization providing information, education, training, outreach, and peer support at no cost, to families of children and youth with special health care needs.

❖ **Lawyer Referral and Information Service**

Voice: (702) 382-0504  
<http://www.nvbar.org/content/lawyer-referral-information-service>

Is a public service of the State Bar of Nevada. You will be referred to an attorney for a low-cost initial consultation and is an outstanding resource when you're looking for an attorney, but don't know who to call.

❖ **Legal Aid of Southern Nevada**

725 E Charleston Blvd., Las Vegas, NV 89104  
Voice: (702) 386-1070  
<http://www.lacsn.org/>

A non-profit law firm dedicated to providing civil legal services to the most vulnerable within our community.

❖ **National Alliance on Mental Illness (NAMI)**

Voice: (775) 336-3090 (not a crisis line)  
info@naminevada.org  
President: Ms. Sandy Stamates  
Email Address: president@naminevada.org

Provides family and consumer support and public education for individuals with psychiatric disabilities.



❖ **Nevada 211**

2-1-1 Nevada, is a free telephone service committed to helping Nevada citizens research and connect with the services they need.

<https://211nevada.communityos.org/cms/>

❖ **Nevada Assistive Technology Exchange (The NATE Project) - Easter Seals of Southern Nevada**

6200 West Oakey Blvd. Las Vegas, NV 89146

Voice: (702) 870-7050 | Fax: (702)870-7616

<http://www.easterseals.com/nevada/>

Easter Seals of Southern Nevada is excited to sponsor the NATE project. This online forum will provide Nevadan's with a one-stop resource to acquire Assistive Technology (AT), learn about the devices, and view available loan inventory.

❖ **Nevada Assistive Technology Resource Center (NATRC)**

Email: [natrc@unr.edu](mailto:natrc@unr.edu) Phone: 775.682.9070 Fax: 775.7840.4997

Mail: NATRC MS 285, University of Nevada Reno, Reno NV 89557

<http://nced.info/natrc/>

Provides a range of services related to Assistive Technology (AT) with an emphasis on outreach, public awareness and collaboration, while seeking to maximize participation and inclusion of services to those in need of AT items. The NATRC is located on the main campus of the University of Nevada, Reno.

❖ **Nevada Center for Excellence in Developmental Disabilities (NCED)**

Email: [NCED@unr.edu](mailto:NCED@unr.edu)

Voice: (775) 784-4921 Toll Free: (800) 216-7988

Mailing Address: NCED MS 285, University of Nevada Reno, Reno NV 89557

NCED works to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, fully participate within their communities. Independence, productivity and community inclusion are key components of this vision.

❖ **Nevada Disability Advocacy & Law Center (NDALC)**

2820 W Charleston Blvd., Suite B- 11, Las Vegas, NV 89102

Voice: (702) 257-8150 or 1-888-349-3843

Services provided by NDALC include, but are not limited to: information and referral services, education, training, negotiation, mediation, investigation of reported or suspected abuse/neglect, legal counsel, technical assistance, and public policy work.

[www.ndalc.org](http://www.ndalc.org)

❖ **Nevada Division of Welfare and Supportive Services (DWSS)**

Craig Road District Office

3223 West Craig Road, Suite 140, North Las Vegas, NV 89032

Voice: (702) 631-3386 Fax: (702) 631-3387

The mission of the Division of Welfare and Supportive Services is to provide quality, timely, and temporary services enabling Nevada families, individuals with a disability, and the elderly, to achieve their highest levels of self-sufficiency. There are several Medicaid related programs for which DWSS determines eligibility.



❖ **Nevada Early Intervention Services (NEIS)**

1161 S Valley View Blvd. Las Vegas, NV 89102  
Voice: (702) 486-9200

Early Intervention is a system of coordinated services and supports for eligible children from birth through 2 years of age with developmental delays or disabilities, and their families. NEIS promotes the child’s growth and development, and support families in meeting the developmental needs of their child.

❖ **Nevada Equal Rights Commission (NERC)**

Equal Rights Commission - Las Vegas Office  
1820 East Sahara Avenue, Suite 314, Las Vegas, NV 89104  
Voice: (702) 486-7161 Fax: (702) 486-7054

The Nevada Equal Rights Commission (NERC) oversees the State's Equal Employment Opportunity program; handling employment discrimination complaints relating to race, national origin, color, creed/religion, sex, sexual orientation, age (40 and over), disability, genetic information, and gender identity or expression.

❖ **Nevada Governor’s Council on Developmental Disabilities (NGDDC)**

896 W. Nye Lane Suite#202, Carson City, NV 89703  
Voice: 775-684-8619 Fax: 775-684-8626  
<http://www.nevadaddcouncil.org/>

The Council engages in advocacy, systems’ change and capacity building activities for people with developmental disabilities and their families, in order to promote equal opportunity, self-determination, and community inclusion.

❖ **Nevada Legal Services**

530 S. 6th Street, Las Vegas, NV 89101  
Voice: (702) 386-0404 Toll Free: (866)-432-0404 Fax: (702) 388-1641 TDD: (702) 386-1059  
[www.nslaw.net](http://www.nslaw.net)  
[www.nevadalawhelp.org](http://www.nevadalawhelp.org)

Provides free legal assistance to low-income Nevadans. They are a statewide organization serving all 17 counties of Nevada through offices located in Las Vegas, Reno, Elko, Yerington, and an outreach office in Carson City.

❖ **Nevada PEP**

Voice: (702) 388-8899  
<http://www.nvpep.org/>

Is a non-profit organization providing information, services and training to Nevada families of children with disabilities. Nevada PEP services are about empowering families to be life-long advocates for their children through education and skill building.

❖ **People First**

Southern Nevada Chapter  
Nevada University Center for Excellence in Developmental Disabilities  
Vista Self-Advocacy Project



Voice: (702) 240-8004  
Fax: (702) 396-8759 Email: [SPEREZ9501@aol.com](mailto:SPEREZ9501@aol.com)  
5800 Half-Moon Way, Las Vegas, Nevada 89108

People First is a group that supports independence and self-determination for people with developmental disabilities and the education of others about the rights of persons with disabilities.

❖ **Project ASSIST - Resource & Referral**

Toll Free Number: 1-800-522-0066  
Daniel Dinnell – State Family Resource Coordinator  
Information & Referral Specialist  
Department of Health and Human Services  
IDEA Part C Office  
Early Childhood Special Education Library  
4126 Technology Way, Suite 100  
Carson City, Nevada 89706  
Email: [ddinnell@dhhs.nv.gov](mailto:ddinnell@dhhs.nv.gov)

Is a central resource directory for anyone seeking information about organizations, programs or agencies that may provide services and supports for children and young adults up to 21 years with disabilities, and their families.

❖ **Social Security Administration (SSA)**

Voice: 800.772.1213  
TTY: 800.325.0778  
[www.ssa.gov/](http://www.ssa.gov/)  
<http://secure.ssa.gov/ICON/main.jsp>

Provides information on retirement, disability, and survivors' benefits for qualifying individuals. SSA also provides Supplemental Security Income to qualifying individuals who are blind and individuals with disabilities.

❖ **Southern Nevada Center For Independent Living (SNCIL)**

2950 S. Rainbow Blvd., Ste. 220, Las Vegas, Nevada 89146  
Voice: (702) 889-4216 Toll Free: (800) 870-7003 Fax: (702) 889-4574  
Email: [sncil2@aol.com](mailto:sncil2@aol.com)  
<http://www.sncil.org/>

Assists any individual whose significant disability is creating a barrier toward independent living in the family, community or workplace, including information and referral, independent living skills training, peer counseling, advocacy, benefits counseling, adaptive equipment, housing and transportation, Americans with Disabilities (ADA) technical assistance and public awareness and community education.

❖ **United Cerebral Palsy Association of Nevada**

6100 Neil Road, Suite #201 Reno, Nevada 89511  
Voice: 775-322-6555  
Nevada Toll Free: 1-800-555-7495  
Fax: 775-834-5933  
Email: [jkilgore@ucpnv.org](mailto:jkilgore@ucpnv.org)  
<http://ucpnv.org/>

Provides information, referral, advocacy, job training and employment services, pre-vocational services, school to work transition services, service coordination, and vocational evaluations and support services to individuals with cerebral palsy and their families throughout Nevada.

