

## **Appendix A**

Legal Resources

Legal Mandates

Comparison of Laws-Chart

Transition Print Resources

Post-secondary Education Internet Resources

Transition Resources on the Internet

Career Technical Instruction

Georgia's Alternative Financing Program

Health Insurance Options

MHDDAD Regional Offices

Desktop Guide to SS and SSI Work Incentives

Ticket to Work

Georgia High School/High Tech Initiative

Georgia Acronyms

Glossary of Terms

## LEGAL RESOURCES

### **State Mediation Process**

Debbie Gay  
Georgia Department of Education  
Division of for Special Education Services  
1870 Twin Towers East  
Atlanta, GA 30334-5060

### **State ADA Coordinator**

Georgia State Financing & Investment  
Commission  
2 MLK Jr. Drive, SE  
East Tower, Room 1554  
Atlanta, GA 30334-5060  
(404)-463-6533  
(404)-657-9993

### **Georgia Legal Services Program**

1100 Spring St., NW  
Suite 200  
Atlanta, GA 30309  
404-206-5175 (voice/tty)  
404-206-5346(fax)  
[HNO47@ handsnet.org](mailto:HNO47@handsnet.org)

### **Shepards Center Advocacy Coordinator**

2020 Peachtree Road  
Atlanta, GA 30309  
404-350-7490

### **Georgia Advocacy Office, Inc.**

The Georgia Advocacy Office (GAO) is a private non-profit corporation. Its mission is to work with and for oppressed and vulnerable individuals in Georgia who are labeled as disabled or mentally ill to secure their protection and advocacy. Congress mandates GAO's work. GAO is designated by Georgia as the agency to implement protection and advocacy within the state.

100 Crescent Center Parkway  
Suite 520  
Tucker, Georgia 30084  
404-885-1234  
WATS/ 1-800-537-2329  
Voice and TTD/ 770-414-2948  
[www.thegao.org](http://www.thegao.org)  
E-mail [info@thegao.org](mailto:info@thegao.org)

### **Client Assistance Program (CAP):**

CAP provides advocacy for people who are seeking assistance from the Vocational Rehabilitation program in Georgia.

Georgia Client Assistance Program (CAP)  
123 North McDonough St.  
Decatur, GA 30030  
V/TTY: 404-373-2040  
Toll free, V/TTY - GA, only: 1-800-822-9727  
Fax: 404-373-4110  
<http://theombudsman.com/CAP>

## LEGAL MANDATES

- **FAIR LABOR STANDARDS ACT**  
[www.opm.gov/flsa/overview.htm](http://www.opm.gov/flsa/overview.htm)
- **CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT of 2006**  
<http://www.ed.gov/policy/sectech/leg/perkins/index.html>
- **THE REHABILITATION ACT (1973) and the connection with THE AMERICANS WITH DISABILITIES ACT**  
[www.pacer.org/pride/adaQA.htm](http://www.pacer.org/pride/adaQA.htm)
- **THE TECHNOLOGY RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES ACT OF 1988**  
[www.section508.gov/docs/AT1998.html](http://www.section508.gov/docs/AT1998.html)
- **THE DEVELOPMENTAL DISABILITIES ASSISTANCE and BILL OF RIGHTS ACT OF 2000**  
[www.acf.hhs.gov/programs/add/ddact/DDACT2.html](http://www.acf.hhs.gov/programs/add/ddact/DDACT2.html)
- **SCHOOL TO WORK OPPORTUNITIES ACT (1994)**  
[www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw3swopp.htm](http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw3swopp.htm)
- **THE AMERICANS WITH DISABILITIES ACT**  
[www.usdoj.gov/crt/ada/adahom1.htm](http://www.usdoj.gov/crt/ada/adahom1.htm)
- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (2004)**  
<http://idea.ed.gov/explore/home>
- **KEY PROVISIONS ON TRANSITION: COMPARISION OF IDEA 1997 AND IDEA 2004**  
<http://ncset.org/publications/related/ideatransition.asp>



**Comparison of the Individuals with Disabilities Education Act (IDEA '04), Section 504 of the Rehabilitation Act (Section 504),  
The Americans with Disabilities Act (ADA), and The Elementary and Secondary Education Act  
(also known as No Child Left Behind Act of 2001 – NCLB '01)**

	IDEA '04	Section 504	ADA	ESEA (NCLB '01)
<b>Requirements in the Law</b>	<ul style="list-style-type: none"> <li>Ensures that all children with disabilities have available to them a free / appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.</li> </ul>	<ul style="list-style-type: none"> <li>Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream.</li> </ul>	<ul style="list-style-type: none"> <li>Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications, regardless of presence of any federal funding.</li> </ul>	<ul style="list-style-type: none"> <li>Targets improving the academic achievement of the disadvantaged, including students with disabilities.</li> </ul>
<b>Definitions in the law</b>	<ul style="list-style-type: none"> <li>Specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers.</li> <li>Not all children with disabilities are eligible.</li> </ul>	<p>Defines persons with disabilities who:</p> <ul style="list-style-type: none"> <li>have a physical or mental impairment which limits one or more major life activities;</li> <li>have a record of such an impairment; or</li> <li>are regarded as having an impairment.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of disability essentially same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with a disability; Includes HIV status, contagious and non-contagious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Same as under IDEA '04: Specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers.</li> <li>Not all children with disabilities are eligible.</li> </ul>
<b>Who is covered</b>	<ul style="list-style-type: none"> <li>Covers children with educational disabilities that require special education services ages 3-21 or until graduation. States have the flexibility to also serve infants and toddlers.</li> </ul>	<ul style="list-style-type: none"> <li>Protects all persons with a disability from discrimination in educational setting based solely on disability.</li> </ul>	<ul style="list-style-type: none"> <li>Protects all persons with a disability from discrimination in educational setting based solely on disability.</li> </ul>	<ul style="list-style-type: none"> <li>Covers students with educational disabilities that require special education services ages 3-21 or until graduation. States have the flexibility to also serve infants and toddlers.</li> </ul>
<b>Services provided</b>	<ul style="list-style-type: none"> <li>Offers educational services that are remedial to children and available to all mainstream students (eg., PE, Art, field trips)</li> </ul>	<ul style="list-style-type: none"> <li>Eliminates barriers that would prevent a student from full participation in programs or services offered to the general school population.</li> </ul>	<ul style="list-style-type: none"> <li>Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.</li> </ul>	<ul style="list-style-type: none"> <li>Requires that schools provide students with a free and appropriate education with measurable outcomes. Students with disabilities must perform at the same standards as those set for non-disabled students.</li> </ul>
<b>Funding</b>	<ul style="list-style-type: none"> <li>Schools receive federal funding to provide remedial services for children in elementary and secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.</li> </ul>	<ul style="list-style-type: none"> <li>Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available to schools under Title I of the law. Schools which receive these funds must comply with NCLB and IDEA '04.</li> <li>Appropriate accommodations must be given to students during assessments, as well as in class.</li> </ul>

	IDEA '04	Section 504	ADA	ESEA (NCLB '01)	
<b>Evaluation/ Documentation</b>	• School district is responsible for identifying and evaluating children with disabilities.	Same for elementary and secondary schools.	• Students must self-identify as having a disability and must provide adequate documentation of disability.	• School district is responsible for identifying and evaluating students with disabilities.	
	• Evaluations are the responsibility of the school and are performed at no expense to child/parent.	Same for students in college		• Evaluations/documentation of disability are student's responsibility and expense.	• Evaluations are the responsibility of the school and are performed at no expense to child/parent.
		Same for elementary and secondary schools			
	Same for students in college				
• Parents must consent to evaluations and placement decisions.	Same for elementary and secondary schools	• Student has responsibility for advocacy, negotiating accommodations plan.	• Districts must carry out performance evaluations, regardless of parental consent.		
	Same for students in college				
<b>IFSP &amp; IEP Accommodations</b>	• Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) are developed with parents, teachers and other specialists.	504 Plan developed with parents, teachers, school personnel involved (for elementary or secondary students).	• Accommodation plan developed with student and Disabilities Services Coordinator on campus.	• Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) are developed with parents, teachers and other specialists involved.	
		Same for college or postsecondary.			
<b>Classroom Placement</b>	• Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource, or regular classroom. (Elementary and Secondary children).	• Placement is in regular classroom with support services to eliminate barriers to the educational experience (for elementary, secondary & college students).	• All courses are mainstream with accommodations provided to students who qualify under ADA.	• Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource, or regular classroom. (Elementary and Secondary children).	

Developed by the Postsecondary Education Consortium at the University of Tennessee, a member of PEPNet, through an agreement with the U.S. Department of Education, Special Education and Rehabilitative Services.

## Transition Print resources

**Life Beyond the Classroom  
Transition Strategies for Young People with  
Disabilities, *Fourth Edition***  
Paul Wehman, Ph.D., with invited contributors  
Published: 2006

**100 Activities for Transition**  
Molly Lyle Brown  
Published: 1999

**On Your Own Without a Net: The Transition  
to Adulthood for Vulnerable Populations**  
Edited by D. Wayne Osgood, E. Michael Foster,  
Constance Flanagan, and Gretchen R. Ruth  
Published: December 2005

**Developing Self-advocacy: A Practical Guide  
and Workbook for Preparing the High School  
Learning Disabled Student for Post-secondary  
Success**  
Robert A. Valenti  
Published: November 2005

**The Road Ahead: Transition to Adult Life for  
Persons with Disabilities**  
Keith Storey, Paul Bates, Dawn Hunter  
Published: March 2002

**Transition Planning for Secondary Students  
with Disabilities (2<sup>nd</sup> Edition)**  
Robert W. Flexer, Thomas J. Simmons, Pam Luft,  
Robert M. Baer  
Published: April 2004

**Transition Education and Services for  
Students with Disabilities (4<sup>th</sup> Edition)**  
Patricia L. Sitlington, Gary M. Clark  
Published: 2006

**Growing Up: Transition to Adult Life for  
Students with Disabilities**  
Daniel E. Steere, Ernest Rose, Domenico  
Cavauiolo  
Published: 1/1/2007

**Postsecondary Education and Transition for  
Students with Learning Disabilities (2<sup>nd</sup>  
Edition)**  
Loring C. Brinckerhoff  
Published: 2001

**Transition Methods for Youth with Disabilities**  
by David W. Test, Nellie Aspel, Jane Everson  
Published: 2006

**Writing Measurable IEP Goals and Objectives**  
Barbara Bateman, Cynthia Herr  
Published: 2003

**Career Development and Transition Education  
for Adolescents with Disabilities**  
Gary M. Clark, Oliver P. Kolstoe  
Published: 1994

**Career Development and Transition Services-  
A Functional Life Skills Approach (4<sup>th</sup>  
Edition)**  
Donn E. Brolin, Robert J. Loyd  
Published: 2004

**Implementing Ongoing Transition Plans for  
the IEP**  
Pat McPartland  
Published: 2004

**Ready or Not, Here Life Comes**  
Mel Levine  
Published: 2005

**Realizing the College Dream with Autism or Asperger Syndrome: A Parent's Guide to Student Success**

Ann Palmer

Published: 2005

**Transition to Adulthood: A Resource for Assisting Young People with Emotional or Behavioral Difficulties**

Edited by Hewitt B. Clark, Maryann Davis

Published: 2000

**Pathways to Successful Transition for Youth with Disabilities**

Gary Greene, Carol A. Kochhar

Published: October 29, 2002

**Succeeding in College with Asperger Syndrome: A Student Guide**

John Harpur, Maria Lawlor, Michael Fitzgerald

Published: Nov 2003

**Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities**

Robert J. Miller, Richard C. Lombard, Stephanie A. Corbey

Published: 2007

**PRO-ED** [www.proedinc.com](http://www.proedinc.com) Order publications on transition such as:

- Postsecondary Education and Transition for Students with Learning Disabilities — Second Edition
- Facilitating the Transition of Students Who Are Deaf or Hard of Hearing
- Career Counseling for People with Disabilities
- Family Involvement in Transition Planning and Implementation
- Transition from School to Young Adulthood
- Transition to Employment
- Preparing Teens for the World of Work

## Postsecondary Education Internet Resources

- [www.gacollege411.org](http://www.gacollege411.org) State of Georgia sponsored website. Search for careers, colleges, scholarships/ loans. Helps students plan, apply, and pay for college (including HOPE scholarship information)
- [www.ahead.org](http://www.ahead.org) AHEAD- Association of Higher Education and Disability; conferences/training, resources, publications
- [www.careersandcolleges.com](http://www.careersandcolleges.com) Search colleges, loans, scholarships, and prep for tests. Explore majors and careers
- [www.salliemae.com](http://www.salliemae.com) Financial planning and loans for college
- [www.collegeboard.com](http://www.collegeboard.com) Information about college admissions, choosing a college, and paying for college. For parents, students, and educators
- [www.collegenet.com/mach25/](http://www.collegenet.com/mach25/) College and scholarship search
- [www.gsfc.org](http://www.gsfc.org) Georgia Student Finance Commission -- apply for financial aid and scholarships in Georgia
- [www.fastweb.com](http://www.fastweb.com) Free scholarship search (must register). Also, college and job/ internship search
- [www.studentaid.ed.gov](http://www.studentaid.ed.gov) Federal student aid information
- [www.finaid.org](http://www.finaid.org) Learn about the different types of financial aid available to students
- [www.ldonline.org/indepth/college](http://www.ldonline.org/indepth/college) Articles about preparing students with LD and ADD/HD for college or technical schools
- [www.srnexpress.com](http://www.srnexpress.com) Free scholarship search
- [www.uncf.org](http://www.uncf.org) United Negro College Fund- information on colleges and scholarships for historically black colleges

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. **THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.**



## **Transition Resources on the Internet:**

- [www.cec.sped.org/](http://www.cec.sped.org/) *Council for Exceptional Children*
- [www.ncset.org/publications/default.asp](http://www.ncset.org/publications/default.asp) Transition articles, parent briefs
- [www.mnddc.org/resources/factsheets/Transition\\_Planning.htm](http://www.mnddc.org/resources/factsheets/Transition_Planning.htm) What is Transition? ...And how to plan
- [www.doe.k12.ga.us/ci\\_exceptional.aspx](http://www.doe.k12.ga.us/ci_exceptional.aspx) GA Dept of Education: Exceptional Students; look on right bottom side for information on Transition
- [www.ldonline.org/Ld\\_indepth/transition/law\\_of\\_transition.html](http://www.ldonline.org/Ld_indepth/transition/law_of_transition.html) Transition law—Learning Disabilities Association of GA
- [www.nichcy.org/pubs/transum/ts10txt.htm](http://www.nichcy.org/pubs/transum/ts10txt.htm) Transition: A Team Effort
- [www.transitioncoalition.org](http://www.transitioncoalition.org) Transition Coalition website
- [www.fulllifeahead.org/](http://www.fulllifeahead.org/) Full Life Ahead Foundation- Manual for parents on transition planning
- [www.nichcy.org/](http://www.nichcy.org/) Source of information about disabilities
- [www.ciclt.net/bsitf/](http://www.ciclt.net/bsitf/) Brain and spinal injury trust fund authority
- [www.birf.info/index.shtml](http://www.birf.info/index.shtml) Brain injury Resource Foundation
- [www.yellowpagesforkids.com/](http://www.yellowpagesforkids.com/) Yellow Pages for kids with disabilities – list of resources
- [www.wrightslaw.com/](http://www.wrightslaw.com/) Special education law
- [www.autism-society.org/site/PageServer?pagename=livingplanning](http://www.autism-society.org/site/PageServer?pagename=livingplanning) Autism Society of America – planning for the future
- [www.gacollege411.org/](http://www.gacollege411.org/) Helping students plan, apply, and pay for college
- [www.jobaccess.org/](http://www.jobaccess.org/) Helping people with disabilities look for jobs
- [www.employmentfirstgeorgia.org/](http://www.employmentfirstgeorgia.org/) Employment First Georgia: works with Vocational Rehabilitation and support groups to help create/ find jobs for people with disabilities
- [www.nami.org](http://www.nami.org) National Alliance on Mental Illness
- [www.compeeratlanta.org/](http://www.compeeratlanta.org/) Non-profit organization that matches volunteers to mentally ill or disabled individuals to form supportive friendships (mentoring program)
- [www.disabilityinfo.gov](http://www.disabilityinfo.gov) On-line resource for people with disabilities
- [www.rooseveltrehab.org/](http://www.rooseveltrehab.org/) Warm Springs Institute for Rehabilitation

- [www.aadd.org](http://www.aadd.org) Atlanta Alliance on Developmental Disabilities
- [www.lgtinc.org](http://www.lgtinc.org) Let's Get Together, Inc. --This site is dedicated to the pioneers of the movement and the people and groups that are making a difference today
- [www.parenttoparentofga.org/roadmap/default.htm](http://www.parenttoparentofga.org/roadmap/default.htm) Parent To Parent of Georgia: great guide for various types of services in special education
- [www.atlantadsaa.org/](http://www.atlantadsaa.org/) Down Syndrome Association of Atlanta
- [www.caseylifeskills.org](http://www.caseylifeskills.org) Free online transition assessments in the area of life skills for youth or caregivers

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. **THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.**

## **Overview of Career Technical Instruction Support Services (Formerly RVI- Related Vocational Instruction)**

Career Technical Instruction (CTI) support services are designed to provide secondary students with disabilities with the support necessary to complete high school and attain employment skills in broad or specific career pathways. From 1979 to 2007, this program in Georgia was called Related Vocational Instruction (RVI).

### **Support Services**

Career Technical Instruction (CTI) services in Georgia are designed to support students with disabilities who are enrolled in Career, Technical, and Agricultural Education (CTAE). The goal of this secondary (grades 9–12) level support service is to provide these students with employment opportunities at the completion of the career, technical, and agricultural experience. The role of the CTI Coordinators is to provide resource assistance to students with disabilities served under the Individuals with Disabilities Act (IDEA) in CTAE classes. Students are served by special education teachers to ensure delivery of appropriate accommodations in their classes and to assist in coordination of the services needed to acquire future employment.

### **CTI Objectives**

- Provide support services to students with disabilities enrolled in career and technical programs to ensure successful program completion.
- Enable students to acquire skills through a technical and career educational plan.
- Coordinate student's course of study with post-secondary outcomes through an IEP.
- Participate in the development of the transition section of an IEP.
- Provide work-based learning experiences.
- Counsel parents, teachers, students, and faculty to assure correct CTAE placement and scheduling.
- Promote a positive self-image.
- Provide secondary students with disabilities the opportunity to successfully participate in CTAE classes.
- Maintain and document progress from school to career, which may include plans for post-secondary training.
- Coordinate technical and career assessment of interests and abilities.

### **Function of CTI Services**

Effective implementation of CTI support services at the local level is designed to meet specific needs of students with disabilities in CTAE programs according to guidelines set forth by the interfacing concepts of CTAE and Special Education at the GaDOE. It necessitates a thorough understanding of CTI support service goals and the full spectrum of resources available to facilitate the achievement of those goals. It requires CTI Coordinators to utilize the specialized competencies and skills necessary to successfully implement CTI support services. The function of the CTI support services is to provide assistance to students with disabilities within CTAE classes and laboratories and to coordinate transitional services needed for students to attain the post secondary outcome goals specifically related to their education, training and employment goals.

*A clarification of the Carl D. Perkins Vocational Education Act states that a student may not be identified and/or claimed as both disabled and disadvantaged. If a student meets both sets of criteria, the priority for identification should be as a student with a disability.*

The planning and implementation of CTI support services in CTAE classrooms and laboratories must be consistent with the IEP goals of the students by involving appropriate faculty, administration, and community agencies. Likewise, all federal, state, and local requirements must be met.

### **State Model**

The State of Georgia advocates that schools use the inclusive lab support services model. The *CTI Coordinator and/or Para Educator* spends each instructional period in one or more CTAE labs or classrooms. This model provides services on a rotation basis within courses, periods, and days of the week meeting the needs of multiple students within different CTAE programs. This program requires a *full period of planning* to meet the requirements of the Program of Work and to obtain a CTI support services grant.

### **Professionalism**

As professionals, CTI Coordinators have a duty to strive to be as professional, at all times, as he or she can be. Teacher codes of ethics have naturally evolved from the needs of teachers in their relationships with students, associates, parents, the community, and from the desire of teachers to promote the welfare and usefulness of their profession. For this same reason, CTI Coordinators should adhere to the Code of Ethics.

## **The Center for Financial Independence and Innovation (CFII)**

Credit-Able, Georgia's Alternative Financing Program, provides low-interest loans through participating credit unions to enable Georgians with disabilities access to affordable financing for Assistive Technology and Home & Vehicle Modifications

### **Eligibility**

- Residents of the State of Georgia
- Individuals with a disability, their family members or legal guardians
- Parents can apply for a loan on behalf of a child with a disability
- Employers who want to accommodate their worksite

### **Assistive Technology**

Credit-Able loan guarantees can only be used to purchase Assistive Technology, including, but not limited to:

- Hearing Aids
- Computer Equipment & Software
- Ramps
- Recreational Equipment
- Modified Vehicles
- Home Modifications
- Lifts

### **Participating Credit Unions**

Credit-Able does not provide direct loans. All loans are through one of our participating credit unions:

- Gwinnett Federal Credit Union
- MACO Educators Federal Credit Union
- Georgia Telco Federal Credit Union
- The Coca-Cola Company Family Federal Credit Union

Regardless of where you live in the state, Credit-Able can make accommodations for signing your loan document – just ask for details

To Request an Application or for more information, please call (404) 541-9005, [download our online application](#), or [email www.thecfii.org](mailto:www.thecfii.org)

**REGIONAL BOARD OF MHDDAD  
CONTACT LIST  
Mental Health, Developmental Disabilities & Addictive Diseases**

<b>Region</b>	<b>Contact Info</b>	<b>Counties Served</b>
Region 1	<p><b>Charles Fetner</b>, Reg Coordinator 1305 Redmond Circle, Building 401 Rome, GA 30165 Phone (706) 802-5272 Fax (706) 802-5280 Toll Free 1-800-646-7721</p>	<p>Bartow, Butts, Carroll, Catoosa, Chattooga, Coweta, Dade, Fannin, Floyd, Gilmer, Gordon, Haralson, Heard, Lamar, Meriwether, Murray, Paulding, Pickens, Pike, Polk, Spalding, Troup, Upson, Walker, Whitfield</p>
Region 2	<p><b>John Warner</b>, Acting Reg Coordinator 3405 Mike Padgett Highway, Bld 3 Augusta, GA 30906 Phone (706) 792-7733 Fax (706) 792-7740 Toll Free 1-866-380-4835</p>	<p>Clarke, Banks, Barrow, Burke, Columbia, Dawson, Elbert, Forsyth, Franklin, Glascock, Greene, Habersham, Hall, Hancock, Hart, Jackson, Jasper, Jefferson, Jenkins, Lincoln, Lumpkin, Madison, McDuffie, Morgan, Newton, Oconee, Oglethorpe, Rabun, Richmond, Screven, Stephens, Taliaferro, Towns, Union, Walton, Ware, Warren, Washington, White, Wilkes</p>
Region 3	<p><b>Earnestine Pittman</b>, Reg Coordinator 100 Crescent Centre Parkway, Suite 900 Tucker, GA 30084 Phone (770) 414-3052 Fax (770) 414-3048</p>	<p>Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Fulton, Gwinnett, Henry, Rockdale</p>
Region 4	<p><b>David Sofferin</b>, Reg Coordinator PO Box 1378 Thomasville, GA 31799-1378 Phone (229) 225-5099 Toll Free (877) 683-8557 Fax (229) 227-2918 400 S. Pinetree Boulevard Thomasville, GA 31792</p>	<p>Baker, Baldwin, Bibb, Calhoun, Chattahoochee, Clay, Colquitt, Columbus/Muscogee, Crawford, Dooly, Decatur, Crisp, Dougherty, Early, Grady, Harris, Houston, Jones, Lee, Macon, Marion, Miller, Mitchell, Monroe, Peach, Pulaski, Putnam, Quitman, Randolph, Schley, Seminole, Stewart, Sumter, Talbot, Taylor, Terrell, Thomas, Twiggs, Webster, Wilkinson, Worth</p>

Region 5	<b>Charles Ringling</b> , Reg Coordinator 1915 Eisenhower Drive, Bld 2 Savannah, GA 31406 Phone (912) 303-1670 Fax (912) 303-1681	Appling, Atkinson, Bacon, Ben Hill, Berrien, Bleckley, Brantley, Brooks, Bryan, Bulloch, Camden, Candler, Charlton, Chatham, Clinch, Coffee, Cook, Dodge, Effingham, Emanuel, Evans, Glynn, Irwin, Jeff Davis, Johnson, Lanier, Laurens, Liberty, Long, Lowndes, McIntosh, Montgomery, Pierce, Tattnall, Telfair, Tift, Toombs, Treutlen, Turner, Wayne, Wheeler, Wilcox
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### **MHDDAD Reg. Office – Additional Contacts**

**Region One MHDDAD Office**

**Charles Fetner, Reg. Coord.**  
 1305 Redmond Circle, Bldg 401  
 Rome, Georgia 30165  
 Phone (706) 802-5272  
 Fax (706) 802-5280  
 Toll Free 1-800-646-7721

**Regional Services Admin**

Erika Stinson (706) 802-5603

**Administrative Assistant**

Joan Branton (706) 802-5272

**Case Expeditor**

\*Judy Walker (706) 802-5604  
 John Lueken (706) 802-5278  
 Belinda Pullum (706) 802-5602

**I&E Manager**

Mickie Muroff (770) 387-5440

**Operations Analyst**

Jennie Northcut (770) 387-5440  
 Cecelia Duval (770) 387-5440

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**A DESKTOP GUIDE TO SOCIAL SECURITY AND WORK INCENTIVES**  
**SOCIAL SECURITY ADMINISTRATION**

Special rules make it possible for a person with disabilities receiving Social Security or Supplemental Security Income (SSI) to work and still receive monthly payments and Medicare or Medicaid. Social Security calls these employment supports “work incentives”. Following are the rules that apply under each program. For more copies or additional materials on work incentives, contact any Social Security office.

<b>Social Security</b>	<b>Supplemental Security Income (SSI)</b>
<p><b>Trial Work Period</b> – A period of nine months (not necessarily consecutive) during which the earnings of a Social Security beneficiary who is blind or disabled will not affect his or her benefit. (The nine months of work must occur within a 60-month period.)</p> <p><b>Extended Period of Eligibility</b> – For at least three years after a successful trial work period, a Social Security beneficiary who is blind or disabled may receive a disability benefit for any month that his/her earnings are below the substantial gainful activity level (in 2002, \$770 for people who are disabled, \$1,240 for people who are blind).</p> <p><b>Continuation of Medicare</b> – If Social Security disability payments stop because a person has earnings at or above the substantial gainful activity level, but the person is still disabled, Medicare can continue for at least 93 months after the trial work period. After that, the person can buy Medicare coverage by paying a monthly premium.</p> <p><b>Impairment-Related Work Expenses</b> – Certain expenses for things a person with a disability needs because of his/her impairment in order to work may be deducted when counting earnings to determine if the person is performing substantial gainful activity.</p> <p><b>Recovery During Vocational Rehabilitation</b> – If a person recovers while participating in a vocational rehabilitation program that is likely to lead to becoming self-supporting, benefits may continue until the program ends.</p> <p><b>Special Rules for Persons Who Are Blind</b> – Several special rules apply to working beneficiaries who are blind. For example, in 2001, they can earn up to \$1,240 before their benefits are affected.</p>	<p><b>Continuation of SSI</b> – Working SSI recipients who are blind or disabled may continue to receive payments until countable income exceeds SSI limits.</p> <p><b>Continuation of Medicaid Eligibility</b> – Medicaid may continue for SSI recipients who are blind or disabled and earn over the SSI limits if they cannot afford similar medical care and depend on Medicaid in order to work.</p> <p><b>Plan for Achieving Self-Support (PASS)</b>– An SSI recipient who is blind or disabled may set aside income and resources toward an approved plan for achieving self-support</p> <p><b>Impairment Related Work Expenses</b> – Certain expenses for things a person with a disability needs because of his/her impairment in order to work may be deducted when counting earnings to determine if a person is eligible and to figure the payment amount. For working persons who are blind, the work expenses need not be related to the impairment.</p> <p><b>Recovery During Vocational Rehabilitation</b> – If a person recovers while participating in a vocational rehabilitation program that is likely to lead to becoming self-supporting, benefits may continue until the program ends.</p> <p><b>Sheltered Workshop Payments</b> – Pay received in a sheltered workshop is treated as earned income, regardless of whether it is considered wages for other purposes. This enables Social Security to exclude more of the sheltered workshop employee’s earnings when computing his/her SSI payment.</p> <p><b>Students With Disabilities</b> – Tuition, books and other expenses related to getting an education may not be counted as income for recipients who go to school or are in a training program. Students may exclude up to \$1,290 of earnings a month (\$5,200 a year)</p>

## WORK INCENTIVES

There are several types of work incentives that apply to either SSI recipients or SSDI/SSDAC beneficiaries. Some may apply to both types of recipients.

Work incentives are expenses that an individual with a disability incurs during the process of acquiring, going to and from, or performing work. They are expenses that a person with a disability pays directly and are not reimbursable through any other resource. The Social Security Administration allows these eligible expenses to be deducted from the income before figuring the amount of the SSI check or eligibility check for someone on SSDI/SSDAC.

Work Incentives include:

- Impairment Related Work Expenses (IRWE)
- Blind Work Expenses (BWE)
- Student Earned Income Subsidy

For more information contact the Social Security Administration:  
1-800-SSA-1213 or 1-800-772-1213

[www.ssa.gov](http://www.ssa.gov)

Publications available by download or by mail include:

- Work Incentives for People with Disabilities (The Red Book)  
Publication Number 64-030
- Working While Disabled  
Publication Number 05-10095
- Social Security Disability Programs  
Publication Number 05-10057
- Supplemental Security Income  
Publication Number 05-11000
- A Desktop Guide to Social Security and SSI Work Incentives  
Publication Number 05-11002

## **TICKET TO WORK PROGRAM SOCIAL SECURITY ADMINISTRATION'S**

For complete information about the Ticket to Work Program offered by the Social Security Administration, visit the website at [www.yourtickettowork.com](http://www.yourtickettowork.com). Other information on SSA work incentives and the Ticket to Work Program may be found on the Social Security website: [www.ssa.gov/work](http://www.ssa.gov/work).

The goal of the Ticket to Work Program is to help people receiving SSI (Supplemental Security Income) and/or SSDI (Social Security Disability Insurance) benefits become self supporting. When beneficiaries can earn enough income from working, they will become independent and will no longer need Social Security cash benefits.

To help beneficiaries go to work or, if they are already working, to earn a higher income, Employment Networks (EN) are available to provide employment, vocational, and/or other support services. An EN may be a public and/or private provider approved by SSA to assist beneficiaries in achieving their employment goals. There is no cost to the beneficiary and participation is completely voluntary. (A decision not to use the Ticket will have no impact on Social Security cash benefits.)

Ticket holders may assign their Ticket to any approved EN. For example, a school that provides services to beneficiaries who are 18 years of age or older can apply to become an EN and receive supplemental funding. If a beneficiary receives a Ticket and applies for and receives services from an EN or VR, under a written plan, Social Security requires that the Ticket be assigned to that EN or VR Program. But if a beneficiary stops receiving EN or VR services, or if a beneficiary wants to switch from one EN to another, the Ticket can be reassigned.

The advantages of using the Ticket to Work include, but are not limited to:

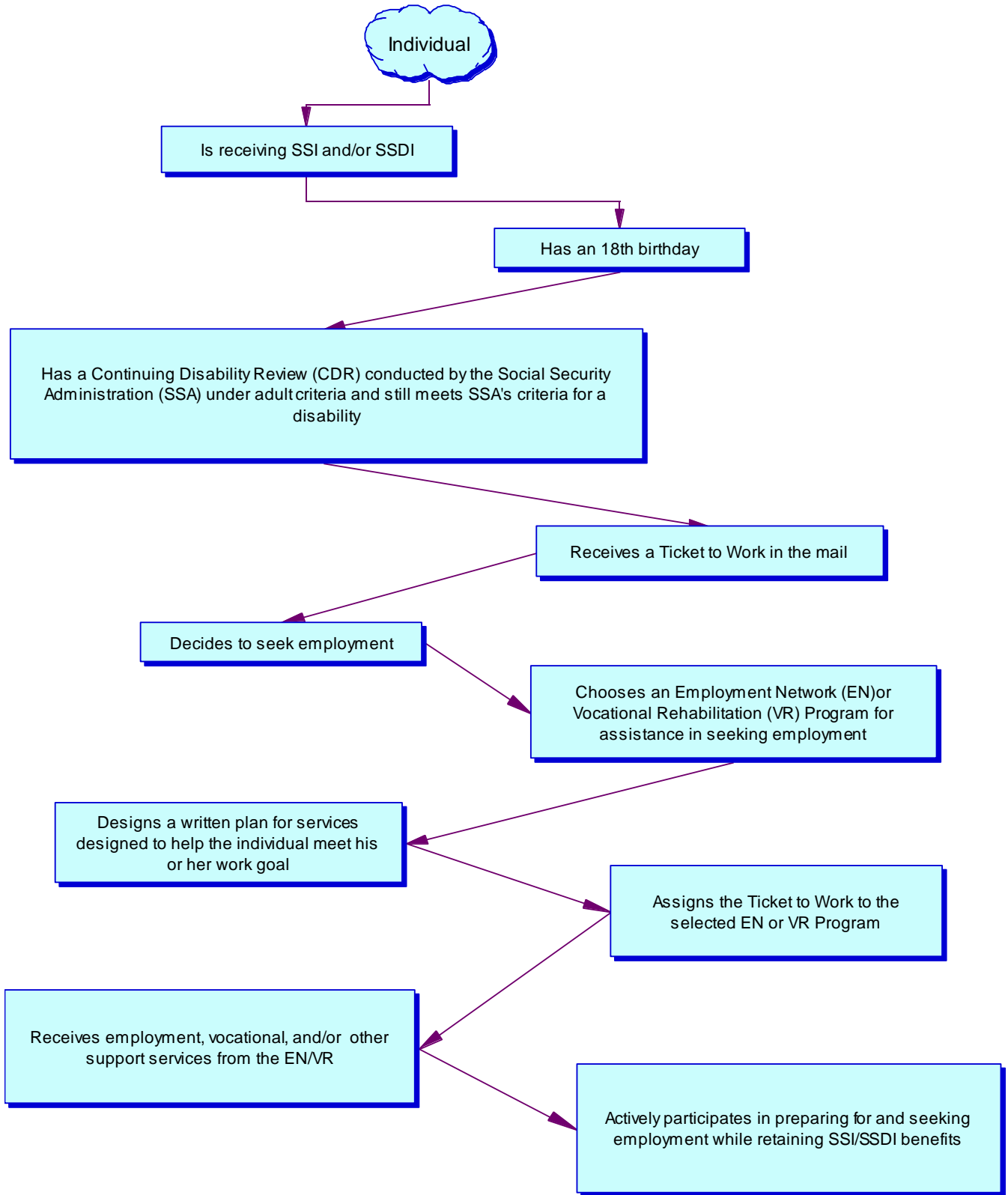
- protection from further SSA Continuing Disability Reviews as long as the beneficiary is actively working with an EN towards employment and meeting SSA's Ticket use criteria;
- continued receipt of SSI and/or SSDI benefits, including monthly checks and health coverage, i.e., no loss of benefits until a beneficiary has become self-supporting with an independent income; and
- the use of all appropriate work incentives already offered by SSA, such as the Student Earned Income Exclusion (SEIE), Impairment-Related Work Expenses (IRWE), and the Plan for Achieving Self-Support (PASS) –all while working to become employable, self-supporting, and independent.

For further information about benefits and assistance in understanding SSA's programs and work incentives, there are three Benefits Planning, Assistance and Outreach (BPAO) projects within Georgia. These programs are Benefits Navigator, Project 20/20, and Georgia Rehabilitation Outreach Program (GROUP). Each of the three programs serves a different geographical area. For GROUP information, call Vocational Rehabilitation's Customer Service Center, toll-free, at 1-866-489-0001 (TTY 1-866-373-7778), or visit the following website and follow the directions:

<http://www.ssa.gov/work/Service Providers/PBAODirectory.html>.

# Social Security Administration

## Ticket to Work Process





The Georgia High School/High Tech (HS/HT) Initiative helps youth with disabilities make better, more informed decisions about their careers and their futures. This is accomplished by focusing on employment, career development, education, training, leadership, and growth opportunities.

In addition to the student-centered objectives, High School/High Tech helps business leaders in the science, engineering, and technology fields understand the use of assistive technologies and the accommodation needs of people with disabilities.

The Mission: High School/High Tech is a community-based enrichment initiative for high school students with disabilities. It is designed to develop career opportunities and provide activities that will spark students' interest in high technology career fields, and to encourage them to pursue higher education.

### **Who is eligible for Participation in Georgia High School/High Tech?**

A currently enrolled high school student between the ages of 14 and 22 who:

- Has a current Individual Education Plan (IEP) or 504 Plan for any disability including but not limited to learning, physical, or sensory disabilities;
- Has the ability to pursue postsecondary education, training and/or employment;
- Has an interest in technical fields including math and science; and
- Has the desire to actively participate in the programs offered through the High School/High Tech program.

**For more information about the Georgia High School/High Tech Initiative, contact Janie Worton at [Janie.Worton@dol.state.ga.us](mailto:Janie.Worton@dol.state.ga.us)**

**Or visit the website at [www.vocrehabga.org/hsht/index.htm](http://www.vocrehabga.org/hsht/index.htm)**

## GEORGIA ACRONYMS AND INITIALS

The following is a list of acronyms or initials often used when dealing with school systems, state and federal agencies. You may hear these initials used and feel lost. This list will help you understand the language of the school system and various agencies.

AADD	Atlanta Alliance on Developmental Disabilities
AFDC	Aid to Families with Dependent Children
ABI	Acquired Brain Injury
APS	Adult Protective Services
ARC	Association for Retarded Citizens
BWE	Blind Work Expenses
C & A	Child and Adolescent Program
CAC	Citizen Advisory Council
CBI	Community Based Instruction
CBVI	Community Based Vocational Instruction
CBVT	Community Based Vocational Training
CDR	Continuing Disability Review
CMI	Chronically Mentally Ill
CSB	Community Service Board
CTI	Career Technical Instruction
CTR	Center
DCM	Dedicated Case Management
DCT	Diversified Cooperative Training
DD	Developmental Disability
DEC	Developmental Evaluation Clinic
DFACS	Department of Family and Children's Services
D/HH	Deaf/Hard of Hearing

DHR	Department of Human Resources
DMA	Department of Medical Assistance
EBD	Emotional and Behavioral Disorders
EPE	Extended Period of Eligibility- Part of Title II/SSI/SSDAC Benefits
ESP	Employment Support Plan
FBR	Federal Benefit Rate
GaDOE	Georgia Department of Education
GLRS	Georgia Learning Resource Systems
GRH	Georgia Regional Hospital
IEP	Individualized Education Program
IPE	Individualized Plan for Employment
IRWE	Impairment Related Work Expense
ISP	Individual Service Plan
ITA	Individual Transition Account
ITP	Individual Transition Plan
LB	Legally Blind
LD	Learning Disability
MHDDAD	Mental Health Developmental Disabilities and Addictive Diseases
MID	Mild Intellectual Disability
MOID	Moderate Intellectual Disability
OI	Orthopedic Impairment
PASS	Plan to Achieve Self-Support
PCP	Person Centered Planning
PID	Profound Intellectual Disability
SE	Supported Employment



SED	Severe Emotional Disturbance
SGA	Substantial Gainful Activity- Gross wages of \$700 per month
SID	Severe Intellectual Disability
SLD	Specific Learning Disability
SSA	Social Security Administration
SSDAC	Social Security for the Disabled Adult Child
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
TBI	Traumatic Brain Injury
TWP	Trial Work Period- Part of Title II/SSI/SSDAC Benefits
VI	Visual Impairment
VR/DOL	Vocational Rehabilitation Program- Georgia Department of Labor
WIC	Women, Infants, and Children
WIA	Workforce Investment Act

## Glossary

**Accommodation-** A change in the usual way of doing things so an individual's needs can be met.

**ADL/ Activities of Daily Living-** Basic skills such as housekeeping, meal planning, money management, arranging social activities, use of public transportation, and taking medication, etc.

**Advocacy-** Speaking up for a cause, person, or idea.

**Aging Out-** The term that applies to a student who is nearing the end of his/ her time in public schools.

**Americans with Disabilities Act (ADA)-** A federal law that prohibits discrimination against individuals with disabilities .

**Aptitude-** A person's ability for learning; a talent or quickness in learning, and understanding in particular areas.

**Assistive Technology-** Equipment, hardware, inventions, tools, or other help for people with disabilities; aids in helping people do the tasks of daily life.

**Career/ Vocational assessment-** The systematic collection of information about a student's vocational aptitudes, abilities, expressed interests, and career awareness used in the planning for transition to employment of post-secondary school.

**CBI/ Community Based Instruction-** Integrating students into the community as part of their educational instruction.

**Competitive Employment-** A job in the community for which the hiring, salary, and job description are considered equal for all employees.

**Extracurricular Activities-** Events or activities that are not part of academic requirements at school.

**Individual Education Program (IEP)-** A written legal document which ensures that a child with a disability receives a Free and Appropriate Education (FAPE) in the least restrictive environment. IEP's are developed through discussion at team meetings that include parents and the professionals involved in the child's education.

**Independent Living Skills:** The motivation, knowledge and ability to live daily life in as self-reliant a way as possible, with the least amount of control by others.

**Individuals with Disabilities Act (IDEA)-** This was originally called *Education for All Handicapped Children Act* (Public Law 94-142) signed into law on Nov 29, 1975. This law has since been renamed and was recently reauthorized in 2004. IDEA is a federal law that strengthened academic expectations and accountability for children with disabilities in public schools. It mandates that individual educational goals and services must be developed for each child with a disability.

**Interest Inventory:** Verbal, written, or computer exercises that help a person identify what jobs might be a good fit for them based on things they like to do and activities they like to participate in.

**Job Coach-** A person who provides assistance to an individual with a disability to learn or maintain a job.

**Job Shadowing:** Exploring different occupations and types of work environments by following and watching people actually performing the jobs.

**Learning Styles:** The manner in which an individual learns or the psychological or cognitive characteristics that determine how a person learns best.

**Least Restrictive Environment (LRE)-** A requirement in federal law in which children with disabilities receive their education, to the maximum extent appropriate, with non-disabled peers.

**Mobility Skills:** The word “mobility” refers to the ability of people with vision or other disabilities to move with ease, speed, and safety through their environment.

**Occupational Therapy-** Planned activities for persons with disabilities to help them gain greater independence in living and work environments.

**On-the-Job-Training:** Knowledge and skills that a person acquires while they are in the workplace, already doing some activities related to an existing position description.

**Portfolio:** A collection of evidence, usually including papers, pictures, descriptions, and recommendations that represents a person’s performance.

**Pre-vocational-** Activities designed to prepare an individual for a job and teach job-related behaviors.

**Primary Caregiver-** The person who spends the most time caring for someone who is unable to be independent.

**Psychological Evaluation-** An assessment of performance and capabilities which uses psychological tests to guide the establishment of appropriate interventions.

**Psycho-Social Evaluation-** An assessment of an individual’s thoughts, emotions, and interactions with people.

**Recreational Therapy-** A structured plan to develop a healthy body and mind through fun and relaxation.

**Rehabilitation-** The process of regaining lost functions and skills.

**Respite Care-** Time away from the responsibilities of caring for someone who cannot care for themselves. Can be in-home respite.

**School to Work Opportunities Act-** The federal act that provides funding for systematic change that includes work-based, school-based, and connecting activities to create quality opportunities for all students.

**Self-advocacy-** The act of speaking up for oneself and being able to communicate needs to other people.

**Self-determination-** A process in which the individual's preferences, interests, abilities, and wishes are the focus of planning and implementing activities.

**Sheltered Workshop-(Extended Employment)** A place where individuals with disabilities work for pay (usually below minimum wage), while they learn additional skills.

**Social Security-** Federal government income plan payable to retired workers, survivors, and individuals with disabilities, who qualify.

**Social Security Disability Income (SSDI)-** Provides benefits to workers or certain members of a worker's family who qualify, based on an impairment severe enough to prevent working for a year or more, or which is expected to result in death. The definition requires total disability. Benefits will continue as long as the person is medically disabled and not engaged in substantial gainful employment.

**Study Skills-** Techniques of scheduling time, finding a quiet place, remembering, reviewing, deciding what material is important, and taking notes are all study skills. Study skills classes offered in some schools will help individuals find out what particular study skills work best.

**Supplemental Security Income (SSI)-** Basic monthly financial assistance for people with disabilities who are not gainfully employed and for the elderly.

**Supported Employment-** A program for persons with disabilities designed to assist integration into competitive employment.

**Transition Services-** A coordinated set of activities for students as part of their IEP, designed to promote movement from school to post-school activities, including post-secondary education., vocational training, integrated employment, related services, independent living, or community participation.

Some terms adapted from "Opening Doors to Postsecondary Education and Training", Wisconsin Department of Public Instruction

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.