

Metropolitan School District of
WAYNE TOWNSHIP

Transition Manual

DIPLOMA TRACK VERSION
(Revised 1/10/2019)

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."
Jimmy Dean



WE ARE WAYNE!
GREAT SCHOOLS :: GREAT COMMUNITY

Diploma Type Analysis

Diploma Type	Pros	Cons
Core 40 Diploma	<ul style="list-style-type: none"> + Recognized by employers. + Accepted by technical schools, community colleges, and four-year colleges if high school course work meets minimum admission requirements. + Accepted by military, if age requirement and Armed Services Vocational Aptitude Battery (ASVAB) scores are met. 	<ul style="list-style-type: none"> ☒ More demanding coursework. ☒ More homework. ☒ Not as much time available for vocational training, work experiences, or functional life skills.
General Diploma	<ul style="list-style-type: none"> + Accepted by technical schools and community colleges if high school coursework meets minimum admission requirement. Students may take community college placement test and be admitted to remedial or credit courses at a state community college, as appropriate. + May be recognized by employers. + Accepted by the military, if age requirement and ASVAB scores are met. 	<ul style="list-style-type: none"> ☒ Not accepted by four-year colleges or universities. ☒ May not be recognized by some employers. ☒ Participation in General Diploma coursework may limit time or opportunity to participate in some transition activities.
Certificate of Completion	<ul style="list-style-type: none"> + Provides exit document that may be useful for entering postsecondary schooling or gaining employment. + Provides another exit option for students not meeting the requirements of a Core 40 or General diploma. + Allows students time to gain hands-on experiences and develop needed skills for life after high school. 	<ul style="list-style-type: none"> ☒ Not a high school diploma. ☒ Not accepted by four-year colleges. ☒ Not accepted by community colleges (may allow provisional enrollment or enrollment in career certificate programs). ☒ Not accepted by the military. ☒ May not be recognized by employers.

Credit: INTRC Diploma Decision Guide



For transition-related questions, please contact:

Kurt Frederick

Transition Coordinator, MSD of Wayne Township

Email: kurt.frederick@wayne.k12.in.us

Phone: (317) 988-7047

INDIANA CORE 40 EXPECTATIONS

In the State of Indiana, students entering the ninth grade are encouraged to work toward minimally completing the requirement for a Core 40 diploma. All Ben Davis High School graduates are expected to meet the requirements of the Core 40 diploma. Core 40 is a directed set of high school courses that will help prepare students for success, whether pursuing a career that requires four or more years of college, one or two years of post-secondary education in a business or technical college or training through an apprenticeship program.

- Students must minimally complete the Core 40 to be considered for admission to Indiana’s four-year colleges, and the same courses are strongly recommended for admission to a two-year college or entry into the workplace.
- Please check specific colleges and universities for their world language and math requirements.
- Indiana’s Core 40 includes courses beyond those required for graduation from high school, reflecting the belief that students need more than the minimum to be successful. The option to opt out of the Core 40 diploma is available to students under special circumstances. The student, the student’s parent/guardian, and the student’s counselor must meet to discuss and review the student’s career and courses before opting out of the Core 40 and awarding a general diploma.

CORE 40 DIPLOMA

Course Area	Credits Required
English/Language Arts	8 Credits
Mathematics	6 Credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II or complete Integrated Math I, II and III for 6 credits *Class of 2016 and beyond-All students must take a math or quantitative reasoning course each year in high school
Science	6 Credits 2 credits: Biology 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: Any Core 40 science course
Social Studies	6 Credits 2 credits: US History 1 credit: US Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 Credits * World Languages Fine Arts Career/Technical
Physical Education	2 Credits
Health and Wellness	1 Credit
Electives*	6 Credits (Career Academic Sequence Recommended)
Total	40 Credits *Students must also pass the Indiana state testing requirements English 10 and Algebra I)

DIPLOMA TYPES

CORE 40 WITH ACADEMIC HONORS DIPLOMA

The Indiana State Board of Education has established a Core 40 with Academic Honors Diploma. The diploma is intended to bring honor to those students who choose challenging courses and accumulate at least 47 credits in high school. To be eligible for an Academic Honors Diploma, a student must have a weighted grade point average of "B-" (2.67) or above. No grade lower than a "C-" may count towards the diploma. A gold seal is placed on the diploma and the student's transcript notes the awarding of the Academic Honors Diploma.

CORE 40 WITH TECHNICAL HONORS DIPLOMA

The Indiana State Board of Education has established a Core 40 with Technical Honors Diploma. The diploma is a special diploma intended for those students who choose a career-technical focus for their high school career path. Students must accumulate at least 47 credits in high school. Students must maintain a grade point average of "B-" (2.67) or better and have no grade lower than a "C-" in order to earn the Core 40 with Technical Honors Diploma. The Core 40 with Technical Honors Diploma designation will be placed on student diplomas and transcripts.

CORE 40 WITH ACADEMIC HONORS DIPLOMA

Minimum 47 Credits

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits. (6 credits in one language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits.
- Earn a grade of "C-" or above in courses that will count toward the diploma.
- Have a grade point average of 2.67 or above.
- Complete **one** of the following:
 - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list,
 2. credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - Earn a combined score of 1250 or higher on the SAT critical reading mathematics and writing sections and a minimum score of 560 on math and 590 on evidence based reading and writing section
 - Earn an ACT composite score of 26 or higher and complete written section
 - Earn 4 credits in IB courses and taking corresponding IB exams

CORE 40 WITH TECHNICAL HONORS DIPLOMA

Minimum 47 Credits

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - Pathway designated industry-based certification or a credential, or
 - Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Earn a grade of “C-” or better in courses that will count toward the diploma.
- Have a grade point average of a “B-” (2.67) or better.
- Complete **one** of the following,
 - Any one of the options of the Core 40 with Academic Honors (listed under the last main bullet above).
- Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics- Level 6, and Locating Information – Level 5.
- Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
- Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

STATE TESTING REQUIREMENTS

- Information for the most current End of Course Assessments can be found on the Indiana Department of Education [website](#).
- Information for the most current ISTEP Testing can be found on the Indiana Department of Education [website](#).
- NOTE: Graduation requirements and additional information can be found in our Curriculum Handbook [here](#).

Registrar

The Ben Davis High School registrar is on duty from 7:30 a.m. until 4:00 p.m. Monday through Friday. Transcripts can be obtained via walk-in requests, written requests, or you can request that it be sent electronically through Naviance.

- Students/parents may request a transcript through the appropriate transcript request form.
- Transcripts must be requested in person or through the United States Postal Service. Telephone requests cannot be honored, because a transcript is an official document that requires a written signature.
- A 24-hour turn around time is needed for all transcripts not requested in person.
- An official transcript includes: graduation status, courses completed, grades, test scores (SAT, ACT, ECA) results, class rank, and cumulative GPA.

College Entrance Requirement Information

Students are advised that enrolling in challenging, strong college preparatory courses in all eight semesters of high is the best plan in preparing for college. While college admissions committees act differently each year according to the quantity and quality of applicants and according to other special circumstances, the uniform expectation is to emphasize academic subjects—English, social studies, world language, math, and science. Most schools will evaluate a student's application and high school transcript not only on the grades presented, but also on the strength of the courses the student has taken. Indiana colleges and universities typically require applicants to have met all Indiana Core 40 requirements. Indiana schools have varying GPA requirements. Many colleges are now requiring two years of a world language and and/or a year of math after Algebra II. Students interested in being considered for admission in highly competitive college and universities are encouraged to take advantage of available honors, Advanced Placement, and dual credit courses.



Meeting the NCAA academic rules does not guarantee your admission into a college. You must apply for admission.

College-bound student-athletes planning to enter a Division I college or university on or after August 1, 2016 must meet new academic requirements in order to receive athletics aid (scholarship), practice or compete during their first year.

Following are three important terms that prospective student-athletes need to know:

- **Full Qualifier:** A college-bound student-athlete may receive athletics aid (scholarship), practice or compete in the first year of enrollment at the Division I college or university.
- **Academic Redshirt:** A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is 17 complete, the college-bound student-athlete must be academically successful at his-her college or university to continue to practice for the rest of the year.
- **Non-qualifier:** A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Athletes must report SAT or ACT scores directly to the NCAA Clearinghouse. Use the '9999' number under the "sending scores" section of the registration form so that your "official scores" will be sent to the Clearinghouse.

NCAA Clearinghouse Policy - <http://bdhs.wayne.k12.in.us/departments/student-services/clearinghouse/>

Grading Scale

Standards-Based	Scoring Guide	Value 4-Point Scale	Percent Based	Letter Grade	Description
Exemplary	4	4.0000	93-100	A	The student demonstrates mastery at or above the 90 % level on the appropriate state standards as evidenced on the district or school common assessment
		3.6667	90-92	A-	
Proficient	3	3.3333	87-89	B+	The student demonstrates mastery at or above the 80 % level on the appropriate state standards as evidenced on the district or school common assessments
		3.0000	83-86	B	
		2.6667	80-82	B-	
Progressing	2	2.3333	77-79	C+	The student demonstrates mastery at or above the 70 % level on the appropriate state standards as evidenced on the district or school common assessment
		2.0000	73-76	C	
		1.6667	70-72	C-	
Danger of Failing	1	1.00	65-69	D	The student demonstrates mastery at or above the 65% level on the appropriate state standards as evidenced on the district or school common assessments.
Failing	0	0	0-64	F	The student does not exhibit mastery at or above the 65% level on the appropriate state standards as evidenced on the district or school common assessments. Students who fall below 65% at the end of the semester will receive an F

Class Rank

The cumulative grade points of all the students in each class are listed in order from highest to lowest. This ranking is done each semester after the grade points are calculated. The student with the highest adjusted cumulative GPA is ranked # 1 in the class. All graduation honors including valedictorian, academic honors diploma, and others will be determined at the end of the seventh semester.

DAILY ANNOUNCEMENTS



<http://bdhs.wayne.k12.in.us/daily-announcements/>

WHERE TO GO FOR HELP REGARDING

The Main Office and Student Services office hours are from 7:15 AM – 4:15 PM!

Absences Attendance Office 988-7300

To Get Help Regarding	Go To	Call
Academic Drivers Insurance	Student Services	988-7360
Athletics	Athletic Office	988-7002
Area 31 Career Center	Career Center Office	988-7230
Band	Band Office	988-7211
Book Rental / Fees Owed	Bookstore	988-7125
Bus Pass	Main Office	988-7000
Change in Address	Records	988-7118
Change of Schools	Student Services	988-7360
College Information	Student Services	988-7360
Driver Education	CIESC	387-7107
Early Dismissal	Attendance	988-7300
Extended Day School	Extended Day School Office	988-7327
Extended Illness	Student Services	988-7360
I.D. Card	Records	988-7118
Illness	Clinic	988-7172
Intention to Employ Form/Work Permit	Main Office	988-7000
Job Opportunities	Career Center Office	988-7230
Late Arrivals	Door 1	988-7000
Leave Items for Student	Main Office	988-7000
Locker Problems	Main Office	988-7000
Lost and Found	Main Office	988-7000
Lunch/Textbook Assistance	Student Services	988-7360
Parking Permit	Main Office	988-7000
Ride Different Bus	Main Office	988-7000
Rumor Control	Main Office	988-7000
Safety Hotline	Administration	988-7000
Schedule Adjustments	Student Services	988-7360

Scholarships	Student Services	988-7360
School Bus Information	Transportation Office	988-6375
Social Security Forms	Records	988-7118
Summer School	Student Services	988-7360
Transcript	Records	988-7118
Visitors Pass	Main Office	988-7000

BDH Student Service Events:

http://bdhs.wayne.k12.in.us/departments/student-services/college_rep_visit/

BDH Student Service Resources:

http://bdhs.wayne.k12.in.us/departments/student-services/general_resources/

BDH Scholarship & Financial Aid Information:

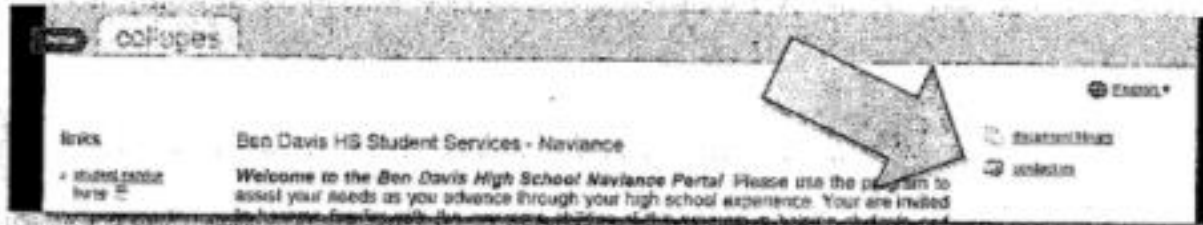
<http://bdhs.wayne.k12.in.us/departments/student-services/scholarships/>



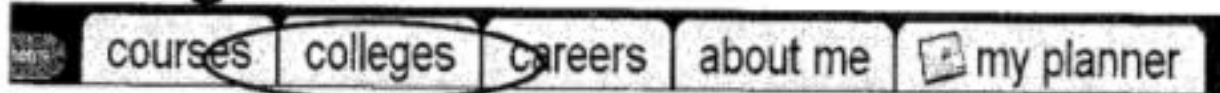
Find out what advice the Indiana Commission for Higher Education gives to high school students Freshman – Senior year:
<http://www.learnmoreindiana.org/students/high-school-students/>

Naviance - Cheat Sheet

Contact your guidance counselor – Click “Contact Us”



College Tab -



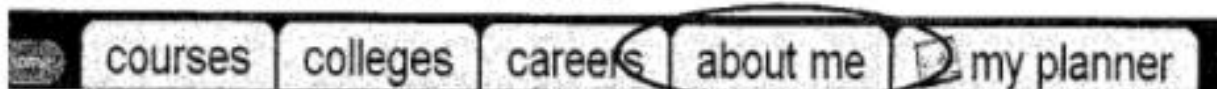
★	Colleges I'm Applying To	<ul style="list-style-type: none"> • Displays a list of college's student is applying to. • Includes the Common Application FERPA release. • Share progress of application and application status. • Displays list of teacher recommendation request. • Student can indicate their final college choice.
★	(BD) Visit Schedule	<ul style="list-style-type: none"> • Displays a list of the upcoming college visits that have been scheduled at Ben Davis. • If a student has signed-in, they can click on a visit to indicate that they will be attending.
	SuperMatch™ College Search	<ul style="list-style-type: none"> • A new college search that utilizes a "fuzzy" approach to ranking the students preferences. • It provides not only a list of schools that match the students needs perfectly, but the student will also see the ones that come close. • Searches cannot be saved at this time.
	Scholarship Match	<ul style="list-style-type: none"> • Displays a list of scholarships student may be qualified for based on data entered about the student. • Student can add scholarship to personal list.
★	National Scholarship Search	<ul style="list-style-type: none"> • Gives access to the Sallie Mae national scholarship search.

Careers Tab



<p>Search/Explore Careers & Clusters</p>	<ul style="list-style-type: none"> • Students can search by keyword for careers or open an advanced search page. • Displays an advanced search section to find careers based on categories. • Lists career clusters that students can explore to find careers of interest in the cluster.
<p>★ Personality Type</p>	<ul style="list-style-type: none"> • Allows students to take the <u>"Do What You Are"</u> assessment. • Once finished, displays lists of <u>careers and majors</u> that match student's personality and interest.

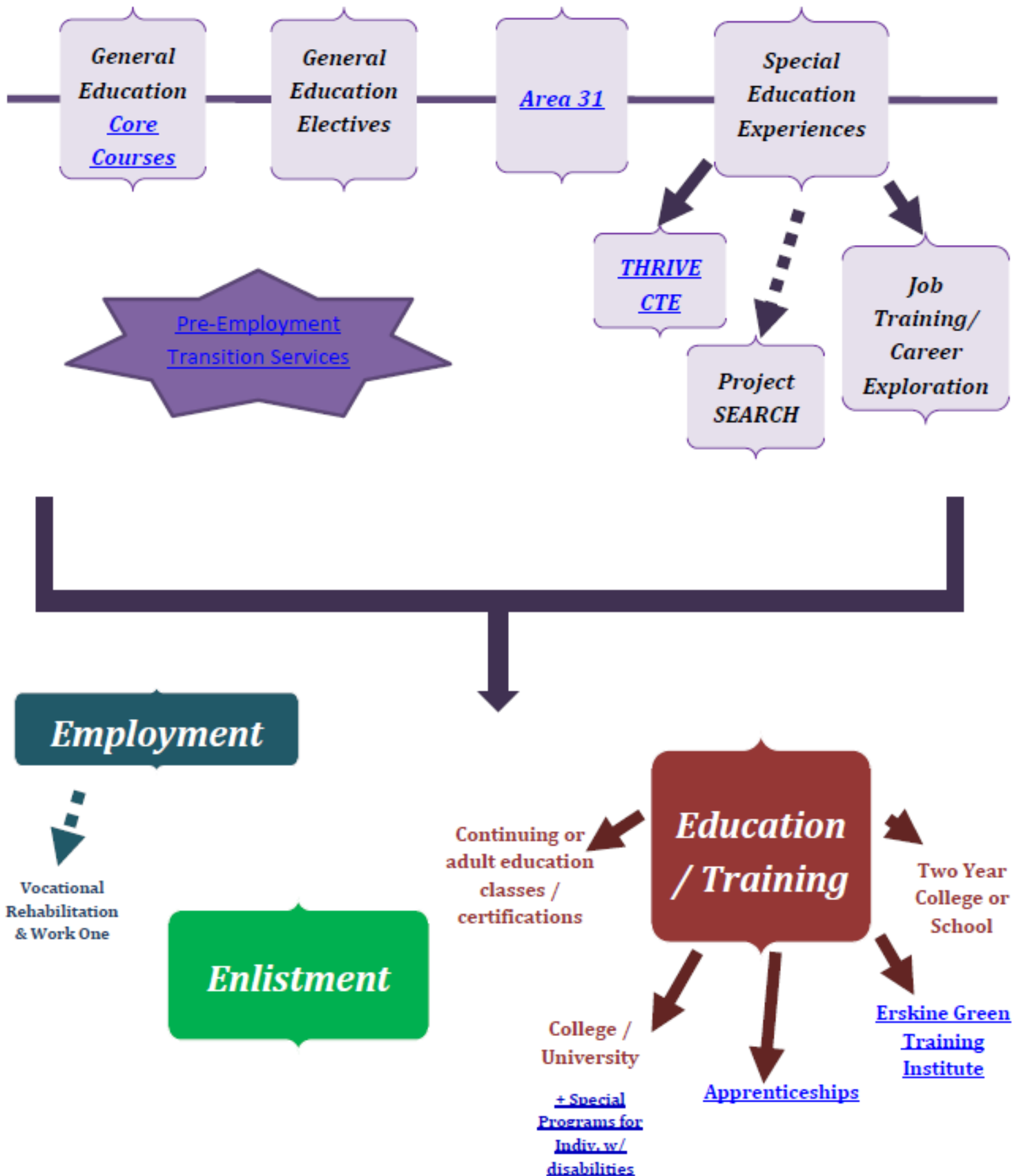
About me Tab



<p>Surveys</p>	<ul style="list-style-type: none"> • Displays list of surveys student should take.
<p>★ Resume</p>	<ul style="list-style-type: none"> • Student can build and edit a resume according to a template. • Create unlimited printable resumes.
<p>★ Personality Type</p>	<ul style="list-style-type: none"> • Shows results of your "Do What You Are" assessment. • Displays lists of careers and majors that match student's personality and interest.
<p>★ Documents</p>	<ul style="list-style-type: none"> • Access to documents added by counselors in Document Manager • Documents can be for all students or an individual student.



Diploma Track Experience





COURSE DESCRIPTIONS

Area 31 Career Center
1200 North Girls School Road
Indianapolis, Indiana 46214
[map this location](#)

Phone 317.988.7230
Attendance 317.988.7230
Fax 317.988.7298

Advanced Manufacturing, Business, and Technology



Construction and Manufacturing



Communication



Health Sciences



Education and Human Services



Public Safety



Transportation



Ben Davis High School – R.O.T.C.

<http://www.wayne.k12.in.us/bdrotc/>



U.S. AIR FORCE
www.airforce.com
1-800-423-USAF

U.S. MARINES
www.marines.com
1-800 MARINES

U.S. AIR FORCE ROTC
www.afrotc.com
1-866-4AFROTC

U.S. NATIONAL GUARD
www.nationalguard.com
1-800-GO-GUARD

U.S. ARMY
www.goarmy.com
1-800-USA-ARMY

U.S. NAVY
www.navy.com
1-800-USA-NAVY

U.S. ARMY ROTC
www.armyrotc.com
1-800-USA-ROTC

U.S. COAST GUARD
www.uscg.mil
1-877-NOW-USCG

Pre- Employment Transition Services

Parent & Student Consent Form

What is Pre-ETS? We are a collaborative project serving students with disabilities. Partners include: Easter Seals Crossroads, Sycamore Services, The Arc of Boone County and Adult & Child. Services will include teaching positive strategies through supported decision making concerning community living, further educational opportunities and employment for students with intellectual and other disabilities.

What does the program involve? Pre-ETS requires student participation in individual and/or group activities which address skills related to employment, education and basic preparation for life after high school.

Is it confidential? Information will be confidential and only used to report services provided.

Do I have to participate? Your participation in the project and assessment of student needs is completely voluntary. You can choose for yourself to participate or not.

Who do I contact with questions? Project Manager or Collaborative Partner.

CONSENT FOR STUDENT TO PARTICIPATE IN Pre –ETS

I have read and understood this Consent Form, and I have had the opportunity to ask questions.

Consent: I agree to allow my Student to participate in all aspects of the project and assessment, including field trips and transportation, under the supervision of Project collaborative staff. I give my permission to share information between School and Project for example: copies of school records & confidential information that is necessary for eligibility to participate.

I have received a copy of this Consent Form.

Student's Name

Parent/Guardian Full Name (Printed)

Signature of Parent/Guardian

Date

Consent: I agree to participate in all aspects of the project, including field trips and transportation, under the supervision Pre-ETS staff. I give my consent knowingly, freely, and voluntarily.

Student's Name

Student Full Name (Printed)

Signature of Student

Date

Tips for Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself

Self-advocacy is a key step in becoming an adult. It means looking out for yourself, telling people what you need, and knowing how to take responsibility. No one is born knowing these skills. Everyone has to learn them. Ready to begin learning? Here is some great information from teens, for teens, that can start you on your way.

What is self-advocacy?

Self-advocacy means taking the responsibility for telling people what you want and need in a straightforward way. It is knowing how to:

- speak up for yourself
- describe your strengths, disability, needs, and wishes
- take responsibility for yourself
- find out about your rights
- obtain help or know who to ask if you have a question

Where can I practice self-advocacy?

A great place to practice self-advocacy is in your Individualized Education Program (IEP) meetings. With the support of your team members, you can learn ways to:

- explain your disability to others
- set goals for yourself
- build teamwork skills
- share with teachers what works and does not work for you
- ask for accommodation
- accept help from others
- lead all or part of the IEP meeting

But I don't like going to these meetings!

Understandable. But did you know there are still many ways you can be involved and learn self-advocacy skills? Which of these ideas might work for you?

- Come for just a few minutes, instead of attending the whole meeting.
- Write down your ideas, questions, and concerns before the meeting.
- Practice or role-play ahead of time what you want to say

in the meeting.

- Introduce yourself.
- Tell team members about your interests, strengths, and desires for the future.
- Explain to the team what it is like to have your disability.
- Help your special education teacher write the agenda.
- Help the team develop IEP goal areas.
- Ask for explanations if you do not understand something.
- At the end of the meeting, review what the team decided.
- If you choose not to attend the meeting, share your input with your parent(s) or special education teacher before the meeting and review the meeting's events afterward.

Be prepared!

Most people are more comfortable at meetings if they have had some time to think about what they want to say. Before your IEP meeting, you could think about these questions:

- What do I want to learn or work on this year?
- What are my special concerns for the school year?
- How do I learn the best?
- What do I need to be successful?
- What would make learning easier for me?
- What positive information about myself can I share at the meeting?

What does the law say about my attending IEP meetings?

The federal Individuals with Disabilities Education Act (IDEA) says that you must automatically be invited to all of your IEP meetings once you are 16. (You don't have to go, but it's a good idea. After all, no one knows you better than you.) In Minnesota transition must begin during the ninth grade, so you should be invited then and whenever the team is talking about transition services. You may want to discuss attending your IEP meeting with your parents. Transition is

TRANSITION PLANNING CHECKLIST:

The following is a checklist of transition activities that students and parents/guardians should complete and discuss with the Case Conference Committee/IEP team. The student's skills, interests and needs will determine which items on the checklist are relevant.

Upon Qualifying for Special Education Support Services:

- Maintain organized records, including copies of:
 - Birth Certificate
 - Social Security Card & Documents
 - State ID Card or Driver's License
 - Medical Records
 - School Records
 - Completed Applications (e.g. waiver, Voc. Rehab. IPE, etc.)
- Apply for funding services that may benefit student
 - Supplemental Security Income [SSI]
 - Contact [BDDS](#) to apply for a Home & Community Based Medicaid Waiver [Family Supports Waiver (FSW)].
 - If student is on waiver wait list, call BDDS to confirm that information is accurate or check web portal.

BDDS District 5 Office

2620 Kessler Blvd. E. Dr., Suite 105

Indianapolis, IN 46220-2890

Phone: 317-205-0101

Toll Free: 1-877-218-3530 (V/VRS/711)

Freshman/Sophomore Year:

- Create and constantly update a vision for life after high school. Consider and explore options regarding jobs/careers, continuing education, recreation, and independent living.
- Determine a graduation status (Diploma Type and Date of Completion) and develop plan to obtain this goal.
 - Create a course of study based on the above goal (academic or vocational).
- Attend transition fairs and information meetings regarding services that exist after student exits school.
- If you plan to go to school after graduation, begin to check into schools and take the SAT, ACT, or Accuplacer if those schools require an admissions test.
- Ask about Pre-Employment Transition Services (Pre-ETS) through Vocational Rehabilitation (VR) and Ben Davis High School.
 - Apply for Vocational Rehabilitation (VR) services (after age 14 or 9th grade) for assistance with employment. This is typically done first semester of exit year.
 - VR services must be coordinated between student, family, school staff, and the VR counselor through the process of VR referral, application, eligibility, development and implementation of services to support the individual.

Junior Year:

- Obtain Indiana State ID card or Driver's License (age 16) at local Bureau of Motor Vehicles (BMV) branch.
- Investigate guardianship or power of attorney options and procedures.
 - Upon the 18th birthday, the student is an emancipated adult, unless guardianship/parental rights have been established through the court of law.
- Begin job training classes or vocational programs if course of study is vocational.
- Schedule to take SAT, ACT, and/or Accuplacer if preferred post-secondary schools require an admissions test.

Senior Year:

- Review course of study/graduation status to ensure you're still on track and adjust as needed.
- Develop a resume and/or portfolio to show your work experience and work skills.
- Connect with VR to develop an employment plan and choose a service provider.
- Follow-up on school and financial aid applications (FAFSA).
- Obtain information on adult service agencies for individuals with disabilities
- Request copy of IEP upon exiting school to keep for records

18th Birthday:

- Automatic transfer of rights to the student takes place on 18th birthday.
- Re-apply with the Social Security Administration for benefits
- Contact BDDS in the fall to begin the process to access ("be targeted for") the Medicaid waiver upon school completion.
- Review health insurance coverage
- Register to vote (at Bureau of Motor Vehicles or other government locations)
- Within 30 days, register with Selective Service



For transition-related questions, please contact:

Kurt Frederick

Transition Coordinator

MSD of Wayne Township

Email: kurt.frederick@wayne.k12.in.us

Phone: (317) 988-7047

Twitter: @the_mrfrederick @WayneTransition

Resource Guide

Connect2Help: Dial 2-1-1 to obtain information and referral for health and human services, community-based service providers, and government agencies. Available 24/7. Information and referral available regarding food, housing, health care, employment, support groups, parenting, counseling, education, clothing, shelter, legal aid, and more. www.connect2help.org



[IndianaPop.org](http://www.IndianaPop.org) – Disability services directory for Indiana

About Special Kids Directory: <http://www.aboutspecialkids.org/directory/search>

Advocacy Groups & Disability Organizations:

The Arc of Indiana www.arcind.org	IN*SOURCE www.insource.org 800-332-4433
Indiana Protection and Advocacy Services Commission 317.722.5555 or 800.622.4845 www.IPAS.IN.gov	Family Voices www.fvindiana.org 317-944-8982
Governor’s Council for People with Disabilities www.in.gov/gpcpd 317-232-7770	

Natural Supports in our Community:

School Clubs/extracurricular Activities http://bdhs.wayne.k12.in.us/clubs/student-leadership-organizations/	YMCA of Greater Indianapolis http://www.indymca.org/
Parks and Recreation Programs http://www.indy.gov/eGov/City/DPR/Pages/IndyParksHome.aspx	Libraries http://www.indypl.org/locations/

- Nonprofit Database - <http://www.stats.indiana.edu/topic/nonprofits.asp>
- Future Planning - <https://futureplanning.thearc.org/>







Mr. Stephen Jackson
District Social Worker
Phone: 317-988-7508
stephen.jackson@wayne.k12.in.us

INDEPENDENT LIVING:

HOUSING:

There are government agencies and organizations that can help individuals find an affordable place to live. Additional information available regarding rental assistance programs, assisted living facilities and modifying your home to make it accessible.

- Affordable Apartment Search - <http://www.hud.gov/apps/section8/index.cfm>
- What Is Public Housing & Who Is Eligible for It? - http://portal.hud.gov/hudportal/HUD?src=/topics/rental_assistance/phprog
- HUD Housing Locator - <http://www.hud.gov/apps/section8/index.cfm>
- Local Public Housing Agency -

IN017	Indianapolis Housing Agency Phone: (317)261-7200  Fax: (317)261-7176 	1919 North Meridian Street Indianapolis IN 46202	Both
IN901	Ihcda Phone: (317)232-7777  Fax: (317)232-7778 	30 S. Meridian St. Suite 1000 Indianapolis IN 46204	Section 8


- Local Homeless Assistance Programs - <http://portal.hud.gov/hudportal/HUD?src=/states/indiana/homeless>
- Get Advice on Buying a Home, Renting, Foreclosures & Credit Issues - <http://www.hud.gov/offices/hsg/sfh/hcc/hcs.cfm>
- Find Rental Help in Your State - http://portal.hud.gov/hudportal/HUD?src=/topics/rental_assistance/local
- Home Modifications & How to Pay for Them - http://www.eldercare.gov/Eldercare.NET/Public/Resources/Factsheets/Home_Modifications.aspx

Centers for Independent Living (CILs) are community-based, cross-disability, non-profit organizations that are designed and operated by people with disabilities. CILs are unique in that they operate according to a strict philosophy of consumer control, wherein people with all types of disabilities directly govern and staff the organization. Centers for Independent Living Provide:

Peer Support	Information and Referral	Individual and Systems Advocacy	Independent Living Skills Training	Transition
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- **accessABILITY Center for Independent Living, Inc.** (accessABILITY) is a Center for Independent Living committed to serving people with disabilities who live in Central Indiana (Boone, Johnson, Hamilton, Hancock, Hendricks, Marion, Morgan, and Shelby Counties).

accessABILITY

<p>Address(es): 5302 East Washington Street Indianapolis, IN 46219 http://www.abilityindiana.org/ Email: info@abilityindiana.org</p> 	<p>Phone Numbers: Local: (317) 926-1660 Toll-free: (866) 794-7245 Fax: (317) 926-1687 Accessible: (317) 926-1660 Accessible Phone Type: TTY</p>	<p>Director: Name: Tammy Themel Email: tthemel@abilityindiana.org</p>
<p>Counties Served: Marion, Hendricks, Boone, Hamilton, Hancock, Shelby, Johnson, Morgan, Owen, Bartholomew</p>		

Disability.gov's [Housing](#) section provides a broad range of information about housing-related topics. Click to connect to programs, services, government agencies and organizations that provide rental and home buying assistance and other financial help.

TRANSPORTATION:

- [Indiana Driver's License and Learner's Permit Information](http://www.in.gov/bmv/2332.htm) - <http://www.in.gov/bmv/2332.htm>
- [State Identification Card](#): May be issued to an Indiana resident at any age who does not have a driver's license.
- Read **Disability.gov's "[Guide to Transportation](#)"** for more information about transportation options.

VOTING:

- **Your Vote is Your Voice: A Guide to Voting for Hoosiers with Disabilities** - <http://www.in.gov/gpcpd/2519.htm>
- **IIDC Voting Guide** - <http://guides.libraries.indiana.edu/vote>
- **Are You Registered to Vote? [Indiana Voter Registration System](#)** - <https://indianavoters.in.gov/PublicSite/PublicMain.aspx>

EMPLOYMENT:

Vocational rehabilitation (VR) agencies: federally-funded agencies located in every state that provide job training and placement services for people with disabilities. VR professionals work with people with disabilities to help them find and keep jobs that fit their abilities and interests, provide information about job accommodations and supports. Some states have separate VR programs for people who are blind or visually impaired or deaf or hard of hearing. VR agencies may help pay for certain job-related things, such as schooling, job training, text books and other supplies. The services available from VR agencies vary from state to state, so contact your [state VR agency](#) for information about the programs they offer, eligibility and applying for services. Take the HEATH Resource Center's online training, "[Vocational Rehabilitation Services: Can It Help You?](#)" to learn more.

Areas 15 & 16 - Indianapolis West & South
Vocational Rehabilitation Services
6640 Parkdale Place, Suite L
Indianapolis, IN 46254
Phone: 317-270-1005
Toll Free: 1-877-876-2864 (V/VRS/711)
Toll Free Fax: 1-855-344-0001

CHOOSING AN EMPLOYMENT PROVIDER:

[Marion County 'Pick List'](http://www.in.gov/fssa/files/Pick_List_-_Marion_County.pdf) - [http://www.in.gov/fssa/files/Pick List - Marion County.pdf](http://www.in.gov/fssa/files/Pick_List_-_Marion_County.pdf)

When found eligible for VR services, you have the opportunity to select an employment provider. This document VR lists employment service providers located throughout the state. These providers will help you achieve your goals by giving you the supports and services you need—things like help with writing a resume, filling out applications, or on-the-job coaching. You can call them, set up a meeting, or send an email. Tell them you are a VR client and you would like to talk with them about the services they offer. Take notes so you can compare providers and choose the one that's right for you. It's important to select the provider you feel most comfortable working with and the one that you think can best help you meet your goals. Once you've chosen an employment provider, tell your VR counselor.



<https://www.workoneindy.org/getstarted/index.html>

3400 Lafayette Rd.
Indianapolis, IN

<http://www.in.gov/DWD>

Phone: (317) 246-5400

Hours: Mon-Wed & Fri, 8 am-4:30 pm
Thu, 10 am-4:30 pm

- Full range of jobseeker and employer services.
 - o Labor Exchange, Unemployment Insurance, Training Services, Workshops, Counseling, Case Management, Support Services, Partner Services.
 - o Free internet and resume writer access.

Ticket to Work (TTW)

The goal of the Ticket to Work Program is to help Social Security beneficiaries' with disabilities transition to financial independence through employment, while maintaining health coverage. Jobseekers can "assign their tickets" to a designated Employment Network in their area for assistance and support. For more information, visit the [Ticket to Work website](#) or call the Ticket Call Center at 1-866-968-7842 and 1-866-833-2967 (TTY/TDD).



Job Banks: These websites, sometimes called “job boards”, let you search for and apply for job openings online. Here are a few different types of job banks:

- **Indiana Job Bank:** These sites have lists of regularly updated job openings in individual states
 - <https://www.indianacareerconnect.com/vosnet/Default.aspx>

Goodwill Industries: Many Goodwill Centers offer employment services that enable people with disabilities to find jobs in their communities. Employment specialists offer training for jobs in healthcare, IT, retail sales and management, food services, banking, manufacturing and more.

Here are some job sites are specifically for people with disabilities and employers who want to hire them:

- [Ability Jobs](#)
- [DisabledPerson.com](#)
- [GettingHired.com](#)
- [Careers with Vision/National Industries for the Blind](#)
- [RecruitDisability.org](#)
- [Think Beyond the Label Jobs Board](#)

Job Corps: is a U.S. Department of Labor program that provides free education and job training to help young people train for a career, earn a high school diploma or GED and find and keep a good job. To be [eligible](#), a person must be between 16 – 24 years old and qualify as low income. Read the [FAQs](#) or learn about the [types of jobs](#) for which students can train.

Job Corps Centers in Indiana

Job Corps centers in this state are overseen by the [Chicago Regional Office of Job Corps](#)

Atterbury Job Corps C

PO Box 187
Edinburgh, IN 46124
Tel: (812) 314-6000
Fax: (812) 314-6143
<http://atterbury.jobcorps.gov>

IndyPence Job Co

222 E. Ohio Street
Suite 300
Indianapolis, IN 46204
Tel: (317) 524-6788
Fax: (317) 524-6798
<http://indydependence.jobcorps.gc>



IndianaCareerConnect.com is the #1 source of jobs in Indiana. Find a career close to home that matches your skills and experience or explore training opportunities to help you get the job you want. Search over 99,000 jobs located in your back yard for free!



Ticket to Work (TTW)

The goal of the Ticket to Work Program is to help Social Security beneficiaries' with disabilities transition to financial independence through employment, while maintaining health coverage. Jobseekers can “assign their tickets” to a designated Employment Network in their area for assistance and support. For more information, visit <https://yourtickettowork.com/web/ttw/home> or call the Ticket Call Center at 1-866-968-7842 and 1-866-833-2967 (TTY/TDD). Click to conduct your own search of the [Employment Network/TTW Directory](#) (search by zip, city, or state)

Read the Abilities Fund's “[Home-Based, Not Home Bound](#)”. Working from home is ideal for many people with disabilities, making it easier to work around the effects of a disability. Transportation barriers, for example, disappear when the commute is across the hall rather than across town. A home-based entrepreneur also has added flexibility to manage medical routines and coordinate personal attendant care services.

SSI & Work:

With SSI, recipients continue to receive benefits while working until their pay and any other income exceed the income limits for SSI. In Indiana, this is \$2,000 per month for an individual or \$3,000 a month for a couple. Even if your SSI payments stop, your Medicaid can stay in place if you are eligible for Medicaid under a waiver plan. If your only income is from SSI and a job, SSI won't count your first \$85 of work income. After that, your SSI benefit will drop 50 cents for every dollar you make over \$85 a month. (For instance, if you make \$185 in a month, your benefit will drop \$50—half the amount of income after \$85.) If you lose a job or earn less than normal in any month, be sure to let the Social Security Administration know so your benefits can be restored.

WHAT ARE MY LEGAL RIGHTS AS AN EMPLOYEE OR JOBSEEKER WITH A DISABILITY?

[Title I](#) of the Americans with Disabilities Act (ADA) prohibits private employers, state and local governments, employment agencies and labor unions from [discriminating](#) against qualified job applicants or employees with disabilities. It covers areas such as [job application procedures](#), hiring and firing, promotions, wages and compensation and job training. The ADA also covers things like what [questions employers can](#) ask about your disability or medical condition during an interview and what pre-employment medical tests they can require you to take.

One of the key aspects of Title I is the legal requirement to provide [reasonable accommodations](#) for [employees](#) and jobseekers with disabilities. Accommodations make it possible for a person with a disability to perform their job, but they must not create an “[undue hardship](#)” for the employer, in other words cause too much difficulty or expense to implement. What are some examples of reasonable accommodations that may be needed during the hiring process? They can take many forms, including providing written materials in accessible formats, such as large print, Braille or audiotape and providing readers or sign language interpreters.

The [U.S. Equal Employment Opportunity Commission](#) (EEOC website has fact sheets about how the ADA applies to employees with certain types of medical conditions, such as [cancer](#), [diabetes](#) and [epilepsy](#).

RESUMES:

For help writing your resume, visit the [CareerOneStop website](#) to resume templates and tips on writing cover letters. The [GetMyFuture](#) website offers resume writing tips for young people. More help can be found in the Department of Labor's [Return-to-Work Toolkit](#). The Workforce Recruitment Program's (WRP) video, [Effective Resumes](#), also contains helpful tips. For more information read the Disability.Blog post “[Résumés: Opening Doors, Creating Results!](#)”

INTERVIEWS:

Many people with disabilities are not sure how much to say about their disability during a job interview. Whether to disclose your disability or not is a personal choice. You can read more about this subject in JAN's “[Disability Disclosure and Interviewing Techniques for Persons with Disabilities](#).” The publication, “[The 411 on Disability Disclosure](#),” is geared toward young adults with disabilities, but provides helpful hints on the topic for people of all ages. The Department of Labor's fact sheets, “[Youth, Disclosure and the Workplace](#)” and “[Advising Youth with Disabilities on Disclosure](#),” offer additional advice.

PORTFOLIO: <https://indiana.kuder.com/landing-page>

POST-SECONDARY EDUCATION:

Twenty-first Century
SCHOLARS



[21st Century Scholarship](#) guarantees up to four years of undergraduate tuition at a public college or university in the State of Indiana. In order to access this valuable scholarship, students must complete three college preparatory activities each year of high school. These activities must be logged in a ScholarTrack Account.

College/University

College and Post-Secondary Services for Persons with Disabilities in Indiana

- Directory and Descriptions of **Support Services offered at Indiana Colleges and Universities:**
<http://insource.org/files/pages/0086-2018-2019%20College%20listing.pdf>
- Special College Programs
 - **University of Indianapolis BUILD** - <http://www.uindy.edu/ssd/build>
(Baccalaureate for University of Indianapolis Learning Disabled)
 - **Vincennes University STEP** - <https://my.vinu.edu/step>
(Student Transition into Educational Programs)

Short-term training

Short-term training includes any class or program that lasts less than two years. All short-term training can help you find a job, get a promotion, or earn more money. Many programs lead to a certificate, which can give you a helpful edge in the job market.

- **Search online** for free training using “How to” and the name of a skill you want to learn.
- **Find a local library** to ask what training or workshops they offer -
<https://www.careeronestop.org/LocalHelp/CommunityServices/find-libraries.aspx>
- **Job Corps** - <https://www.careeronestop.org/GetMyFuture/Education/job-corps.aspx>

Certifications

A certification is a credential that you earn to show that you have specific skills or knowledge. They are usually tied to an occupation, technology, or industry. Certifications are usually offered by a professional organization or a company that specializes in a particular field or technology.

Certification Finder: <https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx>

Internships

An internship is a short-term job, often unpaid, that gives students and other adults hands-on work experience. Internships are available in a wide variety of fields in government, private business and non-profit organizations. In general, an internship:

- Is an agreement between a student (high school, college, or graduate) or adult and an organization or business.
- Allows a student or emerging professional to gain skills and experience in a short-term, real-world work environment.
- Can be paid or unpaid.
- Has to follow certain regulations of the Fair Labor Standards Act.

Internship Finder: <https://www.careeronestop.org/FindTraining/Types/internships.aspx>

Adult Education

At Wayne Township Adult Education (<http://abe.wayne.k12.in.us/>), you can now complete industry-recognized credentials in four different income-generating sectors. They offer on-site classes focused on Microsoft Office certification, Medical assisting, logistics, or any of twelve different manufacturing certifications.

- **Office Hours:** Monday-Friday from 8:00 AM-4:30 PM
- **Location:** The Adult Education Office is located at the Ben Davis University Campus Community. The entrance faces the south and is currently door #1
- (317) 988-7975 for registration information and an appointment
- Brochure: http://abe.wayne.k12.in.us/wp-content/uploads/sites/38/2017/05/abe_brochure_2.pdf

National Transportation Center

Basic Training

- Employability and Technical Skill Boot Camp for Industry
- Basic Training is a special program for building entry level workers for transportation, distribution, and logistics. Every worker you receive must pass a rigorous set of training and screening protocols.
 1. Technical Worker Scorecard
 - Comprehensive diagnostics to determine critical technical and employability factors.
 2. Employability and Technical Boot Camp
 - Competency-based daily training to build job-ready workers.

NTC Workforce Incubator

Hands-on, work-based development and training to pre-screen and pre-vet talent for the transportation industry.

The NTC and its partners deliberately builds great workers in a real job by developing and measuring them through a robust rubric. Workers produce evidence for accomplishments in four major areas.

- Employability -- Essentials for everyday work
- Safety -- Safety knowledge, practice, and commitment
- Results--Skills to drive performance and continuous improvement
- Relationships -- Skills to build healthy relationships with supervisors and coworkers and resolve conflict

<https://drive.google.com/file/d/12VfpgsZ71A7qvoYMCLq8z7rNLjxpIsn2/view?usp=sharing>

Apprenticeship

Apprenticeships are a great way to enter a number of well-paying occupations in the manufacturing, construction, health care and transportation industries, among others. An apprentice gains hands-on work experience in an occupation, while also taking classroom instruction. Apprenticeship programs are sponsored by employers, labor unions and associations. Programs last between one and six years and provide wage increases as you gain work experience. Minimum qualifications must be met to apply.

Apprenticeship Finder: <https://www.careeronestop.org/Toolkit/Training/find-apprenticeships.aspx>

IN Training Finder – <https://webapps.dwd.in.gov/INTraining/search-flow.htm?execution=e2s1>

Statewide Options & Information:

- **ABC Indy** – Associated Builders and Contractors of Indiana/Kentucky has an apprenticeship program with training centers in Indianapolis, Muncie, Fort Wayne, Elkhart, Lafayette, Logansport and Columbus in Indiana. Training is available in carpentry, construction craft labor, concrete finishing, electrical, electronic systems technician, HVAC, insulation, heavy equipment operation, painting, pipefitting, plumbing, roofing and sheet metal. ABC partners with Vincennes University to offer an Associate Degree as part of the apprenticeship program.
- **Indiana Construction Association** - A list of union apprenticeship programs across the state.
- **Indiana Plan** – Indiana Plan training starts in high school with summer camps and pre-apprenticeship training. Apprentices include boilermakers, bricklayers, carpenters, electricians, elevator constructors and sheet metal workers. Located in Gary and Indianapolis.
- **Top Notch** – Learn how to enter the union construction trades, from boilermakers to sheet metal workers. Contact information for programs across the state is included.
- **Electrical Training Institute** - The Electrical Training Institute offers apprenticeships and the opportunity to earn an Associate's degree from Ivy Tech Community College.
- **Ivy Tech Community College** currently has partnering agreements in place with the U.S. Department of Labor, Office of Apprenticeship and JATCs in the State of Indiana

Teresa Hess

Executive Director of Apprenticeship

Ivy Tech Community College

50 West Fall Creek Pkwy., North Drive

Indianapolis, IN 46208-5752

Phone: (317) 916-7897 Fax: (317) 921-4348

Erskine Green Training Institute (EGTI)

Located in Muncie, IN, EGTI's primary goal is to provide postsecondary vocational training opportunities that successfully prepares individuals with disabilities for employment in the hospitality, food service and healthcare support industries.

EGTI's programming is designed for individuals whose academic, social, communication and adaptive skills are affected due to a disability. Most applicants would have received special education services in the K-12 setting and exited their secondary school with a diploma, GED or certificate of completion. EGTI is a certificate program (not an accredited college degree program). Participants may also earn additional industry recognized certifications depending upon the program selected.

- **Website:** <https://www.erskingreeninstitute.org/>
- **Video:** <https://vimeo.com/185577546>

ThinkCollege

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. With a commitment to equity and excellence, Think College supports evidence-based and student-centered research and practice by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families.

ThinkCollege National Program Finder: <https://thinkcollege.net/college-search>

- **Indiana Programs**

- **IUPUI SITE** (Skills for Independence, Transition and Employment)
<http://www.thinkcollege.net/component/programsdatabase/program/220>
- **Huntington University ABLE** (Achieving Balance in Life through Education)
<http://www.thinkcollege.net/component/programsdatabase/program/543>
- **Franklin College INSPIRE**
<http://www.thinkcollege.net/component/programsdatabase/program/540>
- **Vincennes University AIM** (Advocacy, Independence, Mastery)
<http://www.thinkcollege.net/component/programsdatabase/program/542>
- **Indiana Wesleyan University GWA** (Giant Wildcat Academy)
<http://www.thinkcollege.net/component/programsdatabase/program/541>

HANDSmade™ Program

The HANDSmade™ program is an initiative within the HANDS in Autism® Center that provides a structured work environment for individuals on the autism spectrum or with other social, communication, or behavioral challenges. Opportunities within the HANDSmade™ program not only provide assessment, teaching, and monitoring of outcomes related to employment and training, community participation, and living skills but also creates an environment for occupational growth, skill acquirement, and support leading to higher quality of life for participants as measure through individualized transition goals and outcomes. HANDSmade™ participants work independently and alongside or with the support of HANDS in Autism® staff on a wide variety of projects ranging from hospitality to data entry, filing, material assembly, and more.

Individuals can benefit from services through Vocational Rehabilitation, Pre-Employment Transition Services (Pre-ETS), scholarships, or private pay.

Located on IUPUI's campus in collaboration with Riley Hospital for Children at Indiana University Health
Fesler Hall (IUPUI Campus)
1130 W. Michigan St., Ste. 302
Indianapolis, IN 46202

Website: <https://handsinautism.iupui.edu/handsMade.html>

Application: <https://www.surveygizmo.com/s3/1709581/HANDSmade-Application>

Many high school graduates with disabilities choose to continue their education by attending college. There are several things to consider about going to college, including what is the right school, what sort of living situation is best (e.g., at home, in a dorm), whether or not to apply for student aid, which type of aid (grants, loans, scholarships) to apply for, etc. The following resources can help begin the college planning process:

Planning for College or Trade School:

- [“A Practical Guide for People with Disabilities Who Want to Go to College”](#) offers tips and ideas to help students with disabilities plan for college. The guide addresses topics such as finding the right school, applying for financial aid and determining what accommodations are needed.
- The U.S. Department of Education’s [College Navigator](#) tool helps students choose the right school based on location, programs and tuition.
- The HEATH Resource Center’s [College Application Process](#) online training provides information to help students with disabilities understand the college admissions process and outlines some of the differences between high school and college. The Center also offers free online trainings about preparing to take the [SAT](#) or [ACT](#) and how to write a [college application essay](#).
- [“College Planning for Students with Disabilities”](#) is a handbook that guides students with disabilities through the important steps and considerations necessary to prepare for college. It covers issues such as self-advocacy and a student’s legal rights and responsibilities.
- The [GetMyFuture](#) website offers tips on applying for college and finding scholarships.
- ISEEK’s [Tips to Prepare for College](#) webpage offers practical advice for students from middle school through adult learners on steps to take to prepare for college.
- The [KnowHow2Go](#) website offers information and resources for [middle and high school students](#) about planning for college, including making a plan, exploring your interests and how to pay for college. It includes the [4 Steps to College](#) online tool.
- The Education Quest Foundation’s [Students Transitioning to College](#) webpage offers information on managing money, selecting a major and what to expect from the first year of college.
- The U.S. Department of Education’s [“Funding Your Education: The Guide to Student Financial Aid”](#) provides information for students and families about federal student aid to pay for college, technical or training school or other post-secondary education. The guide explains the application process; the various federal loans, grants and work-study programs available; and how to apply for federal student aid. Find in-depth information about financial aid by reading Disability.gov’s [“Guide to Student Financial Aid.”](#) [Financial Aid for Students with Disabilities](#)” offers additional information for paying for college or trade school.
- [Affordable Colleges Online](#) offers information about post-secondary education options for every budget. Use the website’s search tool to find affordable options. The [“Guide to Online Learning for Students with Disabilities”](#) provides information about distance learning for students with disabilities. Learn how to work with student disability services to get accommodations and assistive technology for students with hearing, vision, cognitive or physical disabilities.
- Some colleges and universities offer programs specifically designed for students with intellectual and developmental disabilities. Examples of these types of programs include the George Mason University [LIFE program](#), Temple University’s [Academy for Adult Learning](#) and Virginia Commonwealth University’s [ACE-IT in College](#) program. There are also college programs specifically for students with [autism spectrum disorders](#), including [Asperger Syndrome](#).
- [Think College](#) offers additional college planning resources for people with intellectual disabilities and their [parents](#).
- The [College Programs for Students with Learning Disabilities](#) webpage offers a list of colleges that offer programs specially designed for students with LD.
- The PACER Center’s [“Off to College: Tips for Students with Visual Impairments”](#) offers tips and helpful hints for students with visual impairments getting ready to go to college, as does the [Texas School for the Blind and Visually Impaired](#).
- [PepNet 2](#) provides information on [equality](#) for students who are deaf or hard of hearing during college entrance exams and other tests.
- Use the Career OneStop [online tool](#) to learn about education and training programs that offer certificates or diplomas in a variety of fields, or browse programs [by occupation](#).

COLLEGE AND POST-SECONDARY SERVICES FOR PERSONS WITH DISABILITIES IN INDIANA

2018-2019 EDITION

Revised for:

Indiana Department of Education

by:

IN*SOURCE

(Indiana Resource Center for Families with Special Needs)

1703 South Ironwood Drive

South Bend, Indiana 46613

(574) 234-7101, (800) 332-4433

FAX: (574) 234-7279, TDD: (574) 239-7575

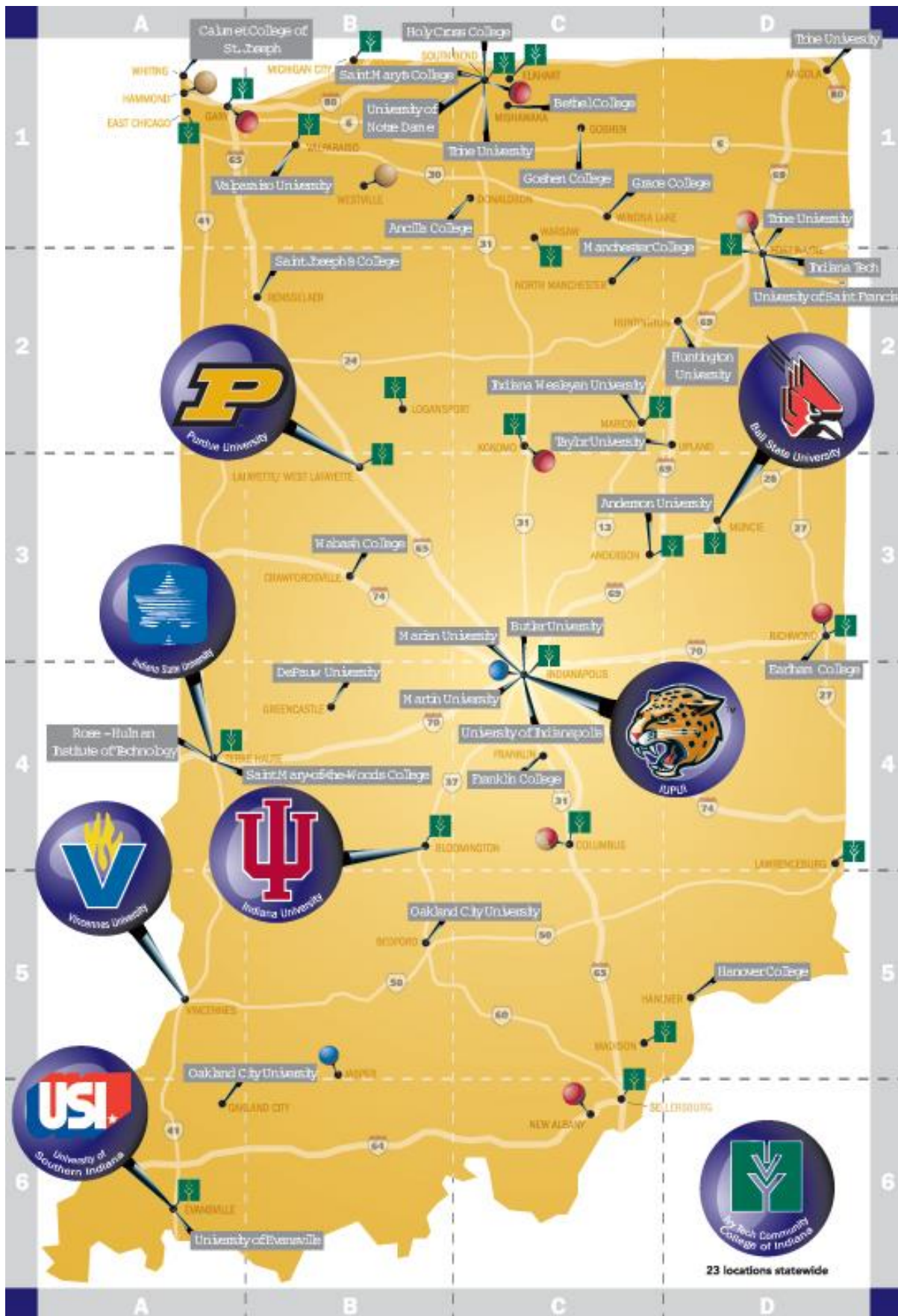
Email: insource@insource.org Website: www.insource.org



NOTE: Information provided was self-reported by the colleges and universities. All information is believed to be correct at time of reporting, but is subject to change. Indiana Department of Education and IN*SOURCE do not endorse or recommend colleges and universities. Verify all particulars and information with college or university prior to registering.

[ONLINE LINK](#)

Indiana College Map



COLLEGE ENTRANCE EXAMS

College entrance exams are tests that score you on your comprehension of high school concepts. Most colleges require you earn a certain score on the test, but higher scores can benefit you in other ways, too. Many scholarships are available to students with high entrance exam scores.

SAT

It's recommended that you take the SAT in your junior year. That way, you can retake it as a senior if you want to improve your scores. The SAT includes reading, writing and math sections, with optional subject tests available. You can get registered and find practice activities at the [College Board](https://collegeboard.org).

ACT

Like the SAT, the ACT should be taken in your junior year so you have an option to retake it as a senior. The ACT includes English, math, reading and science. There is also a writing option, which adds a 30-minute writing test. Make sure to find out if the colleges you are applying to require a writing test. Sign up for the ACT and find out what's included on the test at the [ACT homepage](https://act.org).



Test Date	Registration Deadline
August 25	July 27
October 6	September 7
November 3	October 5
December 1	November 2
March 9	February 8
May 4	April 5
June 1	May 3

Test Date	Registration Deadline
September 8	August 10
October 27	September 28
December 8	November 2
February 9	January 11
April 13	March 8
June 8	May 3
July 13	June 14

Which test is better for you?

- <https://www.princetonreview.com/college/sat-act>
- <https://www.princetonreview.com/college/sat-vs-act-infographic>

BENEFITS & WAIVERS:

For information on disability benefits read “[Disability.gov’s Guide to Disability Benefits.](#)”

Social Security Disability Benefits

Before You Apply

- Use SSA’s [Benefits Eligibility Screening Tool \(BEST\)](#) to find out if you may be eligible for Social Security benefits.
- Read the [Child Disability Starter Kit](#). This kit answers common questions about applying for Supplemental Security Income (SSI) benefits for children, and includes a worksheet that will help you gather the information you need. Or, read the [Adult Disability Starter Kit](#) fact sheet to learn about the application process and what you need to know before you apply for Social Security disability benefits.
- Watch SSA’s [video series](#) on applying for disability benefits. It addresses topics such as SSA’s definition of “disabled,” medical evidence required to apply, and the appeals process.
- Learn more about the medical evidence required to apply for disability benefits by reading “[Disability Evaluation Under Social Security: Evidentiary Requirements](#)” or visiting Disability.gov’s “[Medical Documentation for Social Security Disability Applications](#)” section.

	Gross monthly income BELOW the dollar amounts shown means a disabled child may be eligible for SSI benefits.			
	Amounts given are general guidelines only.			
Number of ineligible children in household	All income is earned		All income is unearned	
	One parent in household	Two parents in household	One parent in household	Two parents in household
0	\$3,065	\$3,801	\$1,510	\$1,878
1	\$3,433	\$4,169	\$1,878	\$2,246
2	\$3,801	\$4,537	\$2,246	\$2,614
3	\$4,169	\$4,905	\$2,601	\$2,982
4	\$4,537	\$5,272	\$2,982	\$3,350
5	\$4,905	\$5,641	\$3,350	\$3,718
6	\$5,273	\$6,009	\$3,718	\$4,086

When You Apply

- If the results from BEST show that you may be eligible for Social Security benefits, you can apply [online](#). Before you begin, review the [Adult Disability Checklist](#).
- You will need to fill out the [Disability Benefit Application](#) and [Adult Disability Report](#); then, complete the [Authorization to Disclose Information Form \(SSA-827\)](#). This form can be completed electronically as part of the Adult Disability Report.
- If you don’t want to apply online or if you have questions about the process, call SSA at **1-800-772-1213** (TTY: 1-800-325-0778), Monday through Friday from 7 a.m. – 7 p.m. Eastern Time to make an appointment to apply for benefits. Y

Social Security Office Information

Address: 6745 NETWORK PL
INDIANAPOLIS, IN 46278

Quick Links:

- [How Does the Disability Benefits Application Process Work?](#)
- [How Do I Check on the Status of My Social Security Disability Benefits Application?](#)
- [How Do I Appeal SSA’s Decision to Deny My Benefits Claim?](#)
- Disability.gov’s [Applying for Social Security Disability Benefits](#)

Where does the money go? If a child under age 18 is awarded SSI, his parent or legal guardian will be responsible for receiving the money as a “representative payee,” and using the money only for the child’s needs. If an adult age 18 or over is awarded SSI, the money will go to the adult unless the adult designates someone else as his or her “representative payee,” or unless he or she has a legal guardian who takes on the role of “representative payee.” (Parents who wish to be their adult child’s guardian must go through a legal process. See FVI fact sheets on Guardianship and Guardianship Alternatives.) Just as with children, an adult or his/her representative payee must make sure the money is used for the recipient’s needs, and should keep detailed records of the expenses for which the money is used. These records must be turned in regularly. More information about the representative payee’s responsibilities is available in the SSI representative payee booklet at <https://www.ssa.gov/pubs/EN-05-10076.pdf>.

How to handle the money It’s recommended to keep the recipient’s money in a separate bank account so as not to confuse the funds with other household money. That account must include the recipient’s name (and the representative payee’s) and must hold no more than \$2,000. Amounts over \$2,000 in the recipient’s bank account will disqualify him or her from SSI and other government benefits such as Medicaid, which is not available to adults with disabilities who have a bank account with a balance more than \$2,000. Food and shelter (such as rent) must be paid first from the monthly SSI stipend, then other medical and personal needs of the recipient may be paid. Any money that would put the recipient in jeopardy of having more than \$2,000 in their account must either be spent or placed in a special needs trust that will not count as a resource for the recipient.

A special needs trust should be set up with the advice of an attorney familiar with estate, elder and family law to be sure it will protect an individual receiving SSI and/or Medicaid from losing his or her benefits. Special needs trusts are available from The Arc of Indiana, MetLife, and other financial organizations. Able accounts, made possible through the 2014 Able Act, would allow individuals with disabilities keep a much larger amount of funds available without fear of losing benefits.

Record keeping As your own or your adult child’s representative payee, you’ll be required to maintain detailed records of how SSI money is spent, and provide this to the Social Security Administration (SSA) regularly. Records may include: • Receipts • Bank statements • Leases (rental agreements) • Cancelled checks (including electronic versions) • Bills • Invoices • Statements signed by the claimant confirming receipt of funds for personal use

NOTE: A payee must save records for at least two years and make them available to SSA upon request.

The Deeming Eligibility Chart for Children does not apply when:

- The parent(s) receives both earned income (for example, wages or net earnings from self-employment) and unearned income (for example, Social Security benefits, pensions, unemployment compensation, interest income, and State disability).
- The parent(s) receives a public income maintenance payment such as Temporary Assistance for Needy Families (TANF), or a needs-based pension from the Department of Veterans Affairs. See [SSI AND ELIGIBILITY FOR OTHER GOVERNMENT AND STATE PROGRAMS](#) for more information on TANF.
- The parent pays court-ordered support payments.
- The child has income of his or her own.
- Any ineligible child has income of his or her own, marries, or leaves the home.
- There is more than one disabled child applying for or receiving SSI benefits.
- Your State supplements the Federal benefit.

HOME & COMMUNITY-BASED MEDICAID WAIVERS:

Community Integration and Habilitation Waiver (CIHW): This waiver provides Medicaid Home and Community-Based Services (HCBS) to participants in a range of community settings as an alternative to care in an intermediate care facility for individuals with developmental disabilities(ICF/IDD) or related conditions. The waiver serves persons with a developmental disability, intellectual disability or autism and who have substantial functional limitations, as defined under the paragraph for “Persons with related conditions” in 42 CFR 435.1010. Participants may choose to live in their own home, family home, or community setting appropriate to their needs. Participants develop an Individualized Support Plan (ISP) using a person centered planning process guided by an Individualized Support Team (IST). The goal of the CIH Waiver is to provide access to meaningful and necessary home and community-based services and supports, seeks to implement services and supports in a manner that respects the participant’s personal beliefs and customs, ensures that services are cost-effective, facilitates the participant’s involvement in the community where he/she lives and works, facilitates the participant’s development of social relationships in his/her home and work communities, and facilitates the participants independent living. [Community Integration and Habilitation Waiver \(CIH\)](#) Effective July 1, 2015.

Family Supports Waiver (FSW): This waiver provides Medicaid HCBS waiver services to participants in a range of community settings as an alternative to care in an intermediate care facility individuals with developmental disabilities(ICF/IDD) or related conditions. The waiver serves persons with a developmental disability, intellectual disability or autism and who have substantial functional limitations, as defined under “Persons with related conditions” in 42 CFR 435.1010. Participants may choose to live in their own home, family home, or community setting appropriate to their needs. Participants develop an Individualized Support Plan (ISP) using a person centered planning process guided by an Individual Support Team (IST). The IST includes the participant, their case manager and anyone else of the participant’s choosing but typically family and/or friends. The participant, with the Team selects services, identifies service providers of their choice and develops a plan of care and is subject to an annual waiver services cap of \$16,545. The FSW provides access to meaningful and necessary home and community-based services and supports, implements services and supports in a manner that respects the participant’s personal beliefs and customs, ensures that services are cost-effective, facilitates the participant’s involvement in the community where he/she lives and works, facilitates the participant’s development of social relationships in his/her home and work communities, and facilitates the participant’s independent living. [Family Supports Waiver \(FSW\)](#) Application Effective April 1, 2015.

Below are all services that are approved under Indiana’s Family Supports Waiver (July 2015):

<ul style="list-style-type: none">• Adult Day Services• Behavioral Support Services• Case Management• Community-Based Habilitation – Group and Individual• Extended Services (ongoing employment support services)• Facility-Based Habilitation – Group and Individual• Facility-Based Support Services• Family and Caregiver Training• Intensive Behavioral Intervention• Music Therapy (Group and Individual)• Occupational Therapy***	<ul style="list-style-type: none">• Participant Assistance and Care (Group and Individual)• Personal Emergency Response System• Physical Therapy***• Prevocational Services• Psychological Therapy***• Recreational Therapy (Group and Individual)• Respite• Specialized Medical Equipment and Supplies• Speech/Language Therapy***• Transportation• Workplace Assistance
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For further help in understanding Indiana's Medicaid Waivers for children and adults with developmental disabilities, and/or assistance in applying, contact an advocacy organization.

- **Family Voices Indiana** is one such organization. To check on Waiver changes posted by FV, visit their website at <http://www.fvindiana.org> or call 317-944-8982 for assistance.
- **Arc of Indiana** (<http://www.arcind.org/>) can also be helpful with these types of questions and information. For further help in understanding Indiana's Medicaid Waivers and/or assistance in applying for the Family Supports Medicaid Waiver, contact the Arc of Indiana at 800-382-9100 and ask to speak with a Family Advocate.
- **About Special Kids**, <http://www.aboutspecialkids.org/>, or 1-800-964-4746 offers professionals and families with special needs access to information and resources about a variety of topics such as health insurance, special education, community resources and medical homes.

BDDS Waiver Journey - <http://www.in.gov/fssa/ddrs/4307.htm>

- How to get started
- What happens after an application is submitted
- When waiver services will begin

For the current Division of Disability and Rehabilitative Services, frequently asked questions page see: <http://www.in.gov/fssa/ddrs/4245.htm>. If you have additional questions that cannot be answered by these sources, you can also contact the Bureau of Developmental Disabilities Helpline: BDDSHelp.BDDSHelp@fssa.IN.gov.

Kate McGill

Service Coordinator – District 5

Bureau of Developmental Disabilities Services

[2620 Kessler Boulevard East Drive, Suite 105](#)

[Indianapolis, IN 46220](#)

Phone: 317-205-0102

Fax: 855-525-9373

MEDICAID APPLICATION CHECKLIST

This checklist may be used as a tool to assist an individual applying to be placed on the Medicaid Waiver waiting list.

...see instructions, attached

- complete **Application for Developmental Disability Services** form

...to be filled out for the individual seeking Medicaid Waiver services

- Have a physician sign the **Confirmation of Diagnosis** form
- complete **Authorization for Disclosure of Personal & Health Information** form

...fill out completely; parent/guardian signature required if individual is a minor

- gather **Supporting Documents**

...include copies of information that explains/substantiates an individual's limitations due to their disability diagnosis (ex. psychological evaluations, school IEP, case conference notes, physician reports, other professional reports)

- Keep copies of paperwork for your records
- Mail completed & signed paperwork, along with any supporting documents, to the individual's local BDDS office.

<p>BDDS District 5 Office 2620 Kessler Blvd. E. Dr., Suite 105 Indianapolis, IN 46220-2890 Phone: 317-205-0101 Toll Free: 1-877-218-3530 (V/VRS/711)</p>

Medicaid Provider Search: <http://www.indianamedicaid.com/ihcp/ProviderServices/ProviderSearch.aspx>

General Topics to Discuss with Service Providers:

- 1) Discuss all areas of service that are requirements for you/your family member such as: medications always given out on time, direct supervision, sign language training, etc.
- 2) What makes you/your family member happy and how will the provider maximize those opportunities? What causes pain and how will the provider reduce or eliminate those instances?
- 3) What things do you/your family member want to have happen? Find employment? Become a member of a church or local group? How many housemates? Living within a half hour drive of family? Anything else? Are these wishes or requirements?
- 4) What are the risks for you/your family member? For example, daily seizures; no street safety skills; does not talk or use sign language; forgetful; hits others when angry, etc. How will the provider deal with those risks?

DDRS Home (<http://www.in.gov/fssa/2328.htm>)

The Division of Disability and Rehabilitative Services (DDRS) manages the delivery of services to children and adults with intellectual and developmental disabilities.



APPLICATION FOR DEVELOPMENTAL DISABILITY SERVICES

Print Form

State Form 55068 (8-12)
Indiana Family and Social Services Administration (IFSSA)
Division of Disability and Rehabilitative Services
Bureau of Developmental Disability Services

*THIS STATE AGENCY IS REQUIRING DISCLOSURE OF YOUR SOCIAL SECURITY NUMBER PER IC 4-1-8-1. THE INFORMATION OBTAINED ON THIS FORM IS CONFIDENTIAL UNDER STATE AND FEDERAL REGULATIONS. THIS INFORMATION WILL NOT BE RELEASED EXCEPT AS PERMITTED OR REQUIRED BY LAW OR WITH THE CONSENT OF THE APPLICANT.

Note: An electronic version of this form may be found on the Division of Disability and Rehabilitative Services' website at www.IN.Gov/fssa/2328.htm. This document may be located at "DDRS" and then under "APPLY FOR SERVICES".

Please complete the form, print, sign and return to the local BDDS office.

APPLICANT INFORMATION

Last Name First Name Middle Name

Street Address County of Residence

City State ZIP Code

Telephone with Area Code E-mail Address

Gender Social Security Number Date of Birth

Medicaid Number Medicare Yes No

Marital Status Single Married Divorced Other

Ethnicity White Native American Asian (specify:) African American
 Hispanic (specify:) Multiracial Other (specify:)

Highest Level of Education 8th Grade or less Grades 9 - 11 High School
 Technical or Trade School Other

Applicant's Housing Situation Family Home Foster Home Group Home Correctional Facility Nursing Home
 Own Home, rent, subsidized Own Home with others Psychiatric Facility Other (explain:)

GUARDIAN INFORMATION

Does the applicant have a legal guardian? Yes No Name of Guardian, if applicable

Telephone Address E-mail Address

Relationship Type/Role Lives with applicant Yes No

DESCRIBE HOW YOUR DISABILITY AFFECTS YOUR LIFE:

Age first Disabled

Have you ever been assessed by Vocational Rehabilitation Services? Yes No

SIGNATURE

Signature of Applicant _____ Date

Signature of Guardian _____ Date



Physician Note: An electronic version of this form may be found on the Division of Disability and Rehabilitative Services' website at www.IN.Gov/fssa/2328.htm.

This document may be located at "About DDRS" and then under "FORMS".

Please complete the form, print, sign and return to the consumer to take to his/her local BDDS office.

I - CONSUMER INFORMATION

Last Name First Name Initial

Street Address City

State ZIP Code County of Residence

Date of Birth Sex Telephone Number Last 4 digits of Social Security

II - DD DIAGNOSIS

Federal and state regulations require a physician's confirmation that the individual's developmental disability/intellectual disability (DD/ID) condition manifested before the age of twenty-two 22.

Primary Diagnosis Date of Primary Diagnosis

Other Conditions (excluding Mental illness)

Secondary Diagnosis Date of Secondary Diagnosis

Tertiary Diagnosis Date of Tertiary Diagnosis

Signature of Physician Date Signed

Name of Physician Telephone Number

Street Address City State Zip Code

III - FOR OFFICE USE ONLY

Signature of BDDS Staff Name of BDDS Staff Date

Comments



AUTHORIZATION FOR DISCLOSURE OF PERSONAL AND HEALTH INFORMATION - DDRS

State Form 54584 (2-11)

FAMILY AND SOCIAL SERVICES ADMINISTRATION / DIVISION OF DISABILITY AND REHABILITATIVE SERVICES



Purpose

For you to authorize the disclosure of your personal information, which may include health information, to persons or organizations outside of the Division of Disability & Rehabilitative Services (DDRS). Your privacy is protected by state and federal privacy laws. As such, we need your explicit permission to make the requested disclosure. Please complete each section of this form.

Your Name and Identification Information

Name _____			
Address _____			
City _____	State _____	ZIP Code _____	
Telephone (____) _____	E-mail Address _____		
Date of Birth _____	Last 4 Digits of Social Security # _____		

What personal information, including health information, are we to disclose?

Please describe the type of information we are allowed to disclose; for example, your contact information, your benefits status, your medical condition, your healthcare payment status and history, or "as requested by the authorized person/organization."¹

contact information, benefit status, medical needs & history, and other information as requested by the authorized

person/organization

What is the purpose of the requested disclosure of your personal information?

Please describe the purpose for the disclosure (e.g., assistance with obtaining or using DDRS benefits/services, legal assistance, the person is involved in my use of DDRS benefits/services, or simply "at my request").

obtaining DDRS benefits/services and at my request

To whom are we authorized to disclose your personal information?

Please state the names of the individuals or organizations, including contact information.

(school, agency(ies), medical professionals, service provider(s), parent(s)/guardian(s), etc.)

¹ If the personal information to be disclosed is identified "as requested by the authorized person/organization", then we will rely on them to identify what information is to be disclosed when receiving their request for disclosure; we will also rely on them to specify the minimum amount of personal information, including health information, that is reasonably necessary to accomplish the purpose of the request.

Which DDRS program areas are you authorizing to disclose your personal information?

Bureau of Child Development Services (BCDS)

Bureau of Developmental Disabilities Services (BDDS)

Bureau of Quality Improvement Services (BQIS)

Other _____

Expiration Date or Event

This authorization will automatically expire sixty (60) calendar days from the date you sign it. You may specify an earlier or later expiration date, or you may specify an event upon which this authorization will expire (e.g., "when my concern has been addressed"). Please select one of the following three:

Allow to automatically expire in sixty (60) calendar days

Expire on this date (month, day and year): _____

Expire on this event: when my concern has been addressed

Right to Revoke

You have the right to revoke this authorization at any time. You may revoke this authorization by giving written notice, including e-mail notice, to the DDRS contact below. Any disclosures of your personal information, including health information, which we may have made under this authorization prior to revocation will not be affected (they were made while this authorization was still in effect).

Further Disclosure

Once we disclose your personal information, including health information, to the above persons/organizations, the information may no longer be protected under state or federal privacy laws. We cannot control what these persons/organizations do with your information.

Signature

Having had full opportunity to read and consider the contents of this authorization, including my rights and the risks of further disclosure as described above, I am authorizing DDRS to disclose my personal information, including health information, to the persons or organizations I have identified above. I understand DDRS will disclose only that information which is necessary to accomplish the stated purpose of the disclosure. The information disclosed will be limited to the minimum necessary. I also understand that I am under no obligation to sign this authorization. I also understand that the services and benefits provided to me by or through DDRS will not be affected whether or not I sign this form.

Signature _____ Date _____

If this authorization is signed by an individual's personal representative on behalf of the individual, please complete the following:

Personal Representative's Name	_____
Contact Information (include telephone no.)	_____
Relationship to the Individual	_____

It is the policy of DDRS to verify that an individual's authorized representative is identified as such in our files prior to acting on this authorization.

You will be provided with a copy of this authorization after you sign it.

Contact Information

For questions about this authorization or to revoke this authorization prior to the expiration date or event, contact:

The Division of Disability and Rehabilitative Services

402 W. Washington, Room W451, MS26

Indianapolis, IN 46207-7083

Toll Free: 1-800-545-7763 or E-mail: BDDSHelp@fssa.IN.gov



How to Check the Medicaid Waiver Waiting List Status

Step 1

Go to: <http://www.in.gov/fssa/ddrs/4328.htm>

Step 2

Click on: [BDDS Waitlist Web Portal](#)

Family and Social Services Administration
BDDS Waitlist Portal

FSSA HOME

- FSSA Home
- DDRS Home
- DFR Home
- Medicaid Policy Home
- Bureau of Child Care Home
- Aging Home
- Paths to QUALITY Home
- First Steps Home

BDDS WAITLIST WEB PORTAL

To better serve consumers on the Family Supports Waiver waiting lists, DDRS has developed the BDDS Waitlist Web Portal. The Portal will allow for consumers or their guardians to review and update their contact information and waiver application dates the Bureau of Developmental Disabilities Services has on record.

To access the information please click on [BDDS Waitlist Web Portal](#) and provide the following information:

- Last four digits of Social Security Number or Dart -ID
- First and Last Name
- Date of Birth
- Requestor's name if not the Consumer

Step 3

- Enter the last 4 digits of the person's social security number and other requested information.
- Click on '**Perform Info Search**' to learn about the Medicaid Waiver Waiting List Status.

Consumer Information

Note: You may enter either the (partial) SSN of the consumer OR their Dart-ID (if known) in the first line. In addition, the First Name, Last Name and DOB values of the consumer are **ALL** required.

SSN (last 4 digits): Dart-ID:

First Name: Last Name:

DOB(mm/dd/yyyy):

Requested By:

Requestor First Name: Requestor Last Name:

FINANCES:

In addition to Social Security disability benefits, there are many government and nonprofit organizations that help low-income individuals and families pay for their basic needs, such as food, housing, electricity and medications. To find out which government benefits you may be eligible to receive, use the [Benefit Finder](#) on Benefits.gov.

Disability.gov's [Benefits](#) section provides a broad range of resources to help low-income individuals and families. In addition, we have developed this guide to connect you to programs, services, government agencies and organizations that can help you find financial assistance in your community.

- **Community Action of Greater Indianapolis, Inc.**
Edgar N. Tipton , President
3266 North Meridian Street
Indianapolis, IN 46208
Telephone: (317) 396-1800
Email: etipton@cagi-in.org
URL: <http://www.cagi-in.org/>
- **Special Needs Trust** - <http://www.thearctrust.org/>
The purpose of a Special Needs Trust is to provide a person receiving government assistance with the highest possible quality of life without jeopardizing his or her eligibility for those benefits. Special Needs Trusts are used to supplement a person's lifestyle by providing the extras in life, above and beyond the basic needs that government assistance programs provide. A Special Needs Trust can either be a single, privately drafted trust or a pooled trust and must be used for the beneficiary's sole benefit.
- **ABLE Accounts** - <http://www.ablenrc.org/about/what-are-able-accounts>

For more information about getting financial assistance to help pay for prescription drugs, groceries and other basic needs check out the following sections of this guide:

- [Food/Groceries](https://www.disability.gov/how-do-i-get-help-paying-for-food/) - <https://www.disability.gov/how-do-i-get-help-paying-for-food/>
- [Heating or Cooling My Home](#)
 - **Ms. Gina Kerr**, Community Programs Manager
 - Indiana Housing and Community Development Authority
 - 30 South Meridian Street, Suite 1000
 - Indianapolis, **Indiana** 46204
 - PUBLIC INQUIRIES: 1-800-872-0371
 - (317) 234-5303
 - GiKerr@ihcda.in.gov
 - www.ihcda.in.gov
- [Housing Assistance](#) (help paying for rent or home repairs and avoiding foreclosure)
- [Internet Service or a Computer](https://www.disability.gov/how-do-i-get-help-paying-for-the-internet/) - <https://www.disability.gov/how-do-i-get-help-paying-for-the-internet/>
- [Phone Bill](https://www.disability.gov/get-help-paying-phone/) - <https://www.disability.gov/get-help-paying-phone/>
- Most states have a [Temporary Assistance for Needy Families \(TANF\) program](#) that helps low-income families care for children and achieve self-sufficiency. <http://www.acf.hhs.gov/ofa/help>
- Eskenazi Health Financial Counseling
 - <http://www.eskenazihealth.edu/our-services/financial-counseling>
 - 1-888-202-1053

HEALTH & WELLNESS:

<p>Medicaid www.in.gov/fssa/2408.htm 800-457-8283</p>	<p>Children’s Special Health Care Services (CSHCS) www.in.gov/isdh/19613.htm</p>	<p>CHOICE/State funded home and community based supports www.in.gov/fssa/da/3508.htm 888-673-0002</p>
<p>Healthy Indiana Plan www.in.gov/fssa/hip</p>	<p>Indiana Comprehensive Health Insurance Association (ICHIA) www.onlinehealthplan.com 800-552-7921</p>	<p>Indiana Women, Infants, and Children Program (WIC) www.in.gov/isdh/19691.htm 800-522-0874</p>

Whether you already have health insurance or are in the process of applying for it, [finding quality, affordable health care](#) is not always easy. In addition to a [network of community health centers](#) around the country that provide free or low-cost care, there are also a number of [online tools](#) you can use to find and compare doctors, hospitals, home health care and other health care services. Visit [your state Department of Health’s website](#) and Disability.gov’s section on [Finding Health Care](#) to begin your search for health care near you.

- **Health Care:** When young people graduate from high school, they often move from being covered by their parents’ health insurance to needing coverage of their own. Although the [Affordable Care Act](#) (ACA) now requires health insurance companies that offer dependent coverage to make that coverage available until an adult child reaches the age of 26, there are still many issues to consider about health care when making the move from school to higher education or the workforce.
 - [“Transition to Adulthood: A Health Care Guide for Youth & Families”](#) includes information on helping young adults make health care decisions, figuring out health care insurance options, and finding a doctor.
 - The [Youthhood](#) website has information on health care options and related issues, such as self-advocacy.
 - HealthNet free clinic: <http://www.indyhealthnet.org/> or 317-957-2550
 - Citizen’s Health Center: www.hhcorp.org/adv_where.htm or 317-924-6351
 - Genesaret Free Clinic: www.genesaret.org or 317-639-5645
 - Eskenazi Health Advantage: 1.855.202.1053
<http://www.eskenazihealth.edu/patients-and-visitors/health-advantage>
- Vital Records: Marion County Public Health Department – (317) 221-2400 – www.vitalcheck.com

[Center for Youth & Adults with Conditions of Childhood \(CYACC\)](#): A program of IU Health that seeks to steer youth with special health care needs toward a successful adult life. The CYACC team consists of physicians, nurses, a social worker, and other staff—many of whom have personal experience in the management of chronic conditions and developmental delay—to support the transition to adulthood.

- Phone: 317-948-0061
- Toll Free: 866-551-0093
- Email: cyacc@iupui.edu
- Website: <http://www.eskenazihealth.edu/health-services/cyacc>



ESKENAZI
HEALTH

[Hoosier Healthwise \(HHW\)](#) is the State of Indiana's health care program for children and pregnant women with low income. Based on family income, children up to age 19 may be eligible for coverage. HHW covers medical care like doctor visits, prescription medicine, mental health care, dental care, hospitalizations, surgeries and family planning at little or no cost to the member or the member's family.