

Catching the Wave

From High School to Miramar College



A Guide to Transition



Catching the Wave



A Guide to Transition from High School to College

This publication is designed to help students with disabilities transition from secondary school to college. It will guide students, parents, teachers, and administrators as they begin planning for college. Checklists may be duplicated for student use or for program planning. We hope that students will be “Catching the Wave” from high school to college.



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Note:

Editors give permission to copy and distribute this booklet in its entirety.

Table of Contents

i Title Page

ii Editors/Acknowledgements

iii Table of Contents

Page 1 Differences Between K-12 Education and College

Page 2 Laws that Protect the Rights of Adults with Disabilities

Pages 3-4 Educational Options after High School

Pages 5-7 Transition Goals Checklist

Page 8 Checklist for College Disability Services

Page 9 Verification of Disability

Page 10 Steps to Self-Advocacy

Page 11 Protecting Your Rights

Page 12 Self Quiz

Pages 13-15 Glossary

Pages 16-18 Community Resources

Differences Between K-12* Education and College

K-12 IDEA '97	K-12 504 Plan	College 504 and ADA
Success more of a right	No guarantee	No guarantee. Student responsible for own success
District identifies disability	Parent provides documentation of disability	Student provides documentation of disability and need for accommodation
Free evaluation of disability	Parent responsibility	Student's responsibility
District develops Individual Education Plan (IEP)	Parent/school develops plan	Student identifies accommodation needs
Entitled to services identified on IEP	Services determined by plan	College services not automatic; each college decides eligibility and services
District ensures that the IEP is implemented	District/parent/student responsible	Student responsible for own progress
Teacher advocate	Parent/student advocate	Student advocates for self
Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations to program of study permitted as identified on 504 plan	None allowed: Accommodation may not alter fundamental nature of course or impose an undue burden on an institution
Personal services: e.g., transportation, personal attendant, nurse	None provided	None provided

*The term K-12 refers to the years in school from kindergarten through the end of high school.

Laws that Protect the Rights of Adults with Disabilities

TITLE VI

CIVIL RIGHTS ACT OF 1964:

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.

TITLE VII

CIVIL RIGHTS ACT OF 1964:

Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

SECTION 504

REHABILITATION ACT OF 1973:

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...".

AMERICANS WITH DISABILITIES ACT OF 1990:

Extends a universal civil rights protection to individuals with disabilities, covering public and private sector employment, public accommodations, transportation, and telephone communications.

EDUCATIONAL OPTIONS

PROGRAMS	DESCRIPTION
<p><u>Bachelor's Degree</u> (University of California, California State Universities, and private colleges and universities.)</p>	<p>Consists of general education courses and courses for the major working toward a four-year Bachelor's Degree. Student may enter from high school or transfer from Community College.</p>
<p><u>Associate Degree</u> (Community Colleges)</p>	<p>The Associate degree consists of two components:</p> <ol style="list-style-type: none"> 1. courses of general education. 2. courses toward the major.
<p><u>College Certificate</u> (Community Colleges)</p>	<p>College certificate programs are designed to provide employment skills and open vocational opportunities. A college certificate is available upon completion of required courses.</p>
<p><u>Personal Enrichment</u> (Community Colleges)</p>	<p>Community Colleges offer personal enrichment courses that match your personal interests, e.g., career exploration, study skills, computer skills, art, and music.</p>
<p><u>Adult Education</u></p>	<p>Classes are designed to improve basic skills or for personal growth. Examples include adult basic education and English as a Second Language.</p>
<p><u>Regional Occupational Program</u> (ROP)</p>	<p>ROP courses are vocational and designed to prepare for employment.</p>

Notes:

AFTER HIGH SCHOOL

ACADEMIC STANDARDS	OTHER INFORMATION
Contact the college to which you are applying. Most colleges have progress policies or grade point average guidelines. If these standards are not met, student may be placed on academic or progress probation. Refer to the college catalog.	Colleges and universities may have different requirements for general admissions. Contact the Admissions Office of the college of your choice for more information. Buy a college catalog.
Same as above.	Some community colleges may offer programs to guarantee admissions into a UC or CSU. See a college counselor for information. Buy a college catalog.
Same as above.	These programs change with the current employment market.
These classes may be offered on a credit/no credit basis.	These courses may or may not be a part of a certificate and/or associate degree.
These courses usually are <i>not</i> offered for college credit. They may be repeated. These courses are open entry/open exit.	Contact the San Diego County Office of Education for more information.
Students earn an ROP certificate at the completion of course competencies.	ROP programs are offered throughout the San Diego County community. Contact the San Diego County Office of Education for more information.

Notes:

TRANSITION GOALS CHECKLIST

These are sample IEP or 504 Plan goals for transition from middle school to high school. They are followed by sample goals to help students and parents plan for the transition from high school to college. The time to plan is now! If the following activities are completed during middle school and high school, they will build confidence while preparing the student to enter high school and then college. The activities are organized in a checklist format and can be used in planning transition goals during the IEP process or when writing 504 plans. Use the Glossary at the back to help you understand the special disability vocabulary you need to learn.

Middle School Transition Goals Checklist:

FIND OUT ABOUT YOUR DISABILITY

- Name your disability and describe the weaknesses in learning it causes.
- Identify your strengths in learning; these will help you in school.
- Identify strategies to compensate for weaknesses and use your strengths in learning.
 1. Learn note-taking strategies for class and identify accommodations, e.g. use of tape recorder or copy of classmate's notes.
 2. Use memory strategies to remember information.
 3. Arrange accommodations for tests, e.g. extra time, and/or a reader.
 4. Pair up with a classmate doing well, to call for questions and study with for tests.
 5. Identify test-taking strategies for multiple choice, short answer, fill-in, and essay tests.

LEARN HOW TO ADVOCATE FOR YOURSELF

- Attend all your educational planning meetings, e.g. IEP, 504 Plan.
- Learn how to ask for accommodations and why it is important to use them now.
- Ask questions when you don't understand something and get help for all problems.

DEVELOP A PERSONAL INFORMATION FILE

- Obtain current school records including IEP and latest verification of disability, e.g. Psychoeducational Report, and/or doctor's medical report.
- Obtain a Social Security Card.
- Obtain a Birth Certificate.

INVESTIGATE POSSIBLE CAREERS

- Identify possible career interests and education needed.
- Identify high school classes you need to prepare for your career interests.
- Identify classes you need now to prepare for high school classes.
- Identify why current classes are important to meet your career goals.
- Complete sample college and job applications.

DEVELOP PROBLEM SOLVING STRATEGIES

- Identify possible social problems you may have in school and possible solutions.
- Identify possible educational problems in school and possible solutions.
- Name people who can help you solve these problems.

Transition Goals Checklist High School:

FRESHMAN

FIND OUT ABOUT YOUR DISABILITY (Review these each year of high school)

- Describe your rights under “Section 504” and the “ADA”.
- Define “disability” and “functional limitations” according to Section 504 and ADA.
- Identify your disability, functional limitations and the accommodations you want to request.
- Identify the written verification you will need to request services and accommodations in college. (If you have a learning disability you will need new testing as an adult, 17-18 years old using the WAIS-III or WJ-R Cognitive. You need to request this testing in writing from your high school.)

LEARN HOW TO ADVOCATE FOR YOURSELF

(By Junior year you should be able to advocate for yourself)

- Define what it means to “advocate for yourself” or to “self-advocate”.
- Identify your academic goals in high school and your plan to meet them.
- Identify people who can help you solve typical problems you may encounter in school.
- Define “Due Process” in school/workplace according to Section 504 and the ADA.
- Attend your educational planning meetings, e.g. IEP, 504 Plan, every year.

SOPHOMORE

PREPARE FOR COLLEGE

- Identify 5 colleges you are interested in attending and the majors you may want to study.
- List the entrance requirements for each college.
- Identify how your current classes now will help you in college.
- Contact the disability support office and find out what it offers.

PREPARE FOR COLLEGE ENTRANCE EXAMINATION (4-year colleges only)

- Identify what test(s) need to be taken.
- Study for the entrance exam. Enroll in SAT or ACT prep program if possible. Use the study guides.

JUNIOR

TAKE THE COLLEGE ENTRANCE EXAMINATION(S)

- Pick up test packet(s) from your high school counselor. Apply early and request academic accommodations on application(s) for tests.
- Begin taking exams as early as possible. This gives you time to retake exams.

SELECT THE COLLEGE(S) YOU ARE INTERESTED IN ATTENDING

- Plan to visit college(s) if possible. Include disability support office in your visitation.
- Based on your investigation, pick the college(s) you feel have academic programs that match your interests and will provide you the services you need to be successful.

SENIOR Transition Goals Checklist:

SELECT THE COLLEGE(S) TO WHICH YOU WILL APPLY (fall semester)

- Request an application from the college(s). Fill out the forms and send them in on time.

APPLY FOR FINANCIAL AID

- Pick up a financial aid packet from your high school counselor's office. Complete the application.
- Contact the colleges you're applying to and request any other financial aid applications.
- Request information about other scholarships from your high school counselor.
- Contact local service clubs, state and national disability organizations, and search the local library and Internet for information on scholarships.

YOU'VE BEEN ACCEPTED TO COLLEGE

- Apply with the college disability support office to receive services.
- Provide current written verification of your disability. This must include the name of your disability, functional limitations and academic accommodations you want.
- Make an appointment to meet with a staff member from the disability office.
 1. Identify accommodations you will request and campus procedures to obtain them.
 2. Find out how "Due Process" works on the campus.
- Arrange for other supports not provided by college.
 1. Arrange housing, attendant care, and transportation as appropriate.
 2. Develop a contact list for equipment repairs, interpreters for non-school activities, and medical services, as appropriate.
- Plan classes with a college counselor. Review your selections with the disability support office. Buy a college catalog.
 1. Register as early as possible if you need books on tape or sign language interpreters.
 2. Plan sufficient time between classes to arrive on time and to allow extended time on tests if this is an accommodation you plan to use.
 3. Before classes begin make sure your classrooms are accessible. Problems should be reported to the disability support office.
 4. If you know you need your materials in an alternate format (enlarged print, tape, Braille) request this as soon as possible from the disability support office.
 5. Use breaks between classes to review information from your last class and to preview your notes, syllabus, and homework for your next class.
- Advocate for yourself:
 1. Report problems with accommodations to the disability support office immediately. Don't be talked out of an accommodation authorized for you.
 2. Learn about all the support services offered on your campus, e.g. tutoring, writing lab, computer lab, and/or counseling center.

INVESTIGATE COMMUNITY AGENCIES SERVING PERSONS WITH DISABILITIES

- Identify community agencies that provide support to persons with disabilities.
- Contact the Department of Rehabilitation to identify what services it offers.
- Identify your local disability advocacy office. Note the services it offers.

Checklist for College Disability Services

The disability support office is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities.

In order for the disability support office to determine a student's eligibility for services and to provide services, the following steps are recommended:

- APPLY TO THE COLLEGE**
Fill out a college application for admission. Return it to the college Admissions office.
- APPLY FOR FINANCIAL AID**
Pick up a financial aid packet from your high school counselor's office or contact your financial aid office early to apply for financial aid. If you plan to attend a community college, investigate the Board of Governors Fee Waiver (BOGFW).
- APPLY FOR DISABILITY OFFICE SERVICES**
You will need to provide:
 1. Current IEP or 504 Plan
 2. Current psychoeducational report and/or medical verification of disability
- TAKE THE COLLEGE ASSESSMENT TESTS AS APPROPRIATE**
Sign up to take the college placement tests. You may need to contact the disability support office for disability-related accommodations on the college assessment tests.
- SIGN UP FOR AN ORIENTATION THROUGH YOUR COLLEGE AND/OR DISABILITY SUPPORT OFFICE**
- MAKE AN APPOINTMENT WITH COUNSELOR/SPECIALIST**
Make an appointment to meet with your disability support office counselor/specialist to: complete intake procedures, discuss accommodations, and plan classes.
- REGISTER FOR CLASSES**
Instructions are in the class schedule. Be prepared to pay all fees when you register. When the Department of Rehabilitation pays tuition, documentation from the Department of Rehabilitation is required when you register.
- BUY TEXTBOOKS**
Books are expensive. Visit the campus bookstore for specific prices. If the Department of Rehabilitation pays for books, contact your DR counselor for the correct form and procedure.

Verification of Disability

Verification is written proof that a current disability exists. **Verification of the disability is the responsibility of each student seeking accommodations and services.** A licensed professional in the disability related field must provide the verification. Services and accommodations are offered after the formal verification of a current disability.

Application Process to Receive Disability Services

High school students frequently think they are automatically eligible for disability support services at the college level. It is important to understand that this is not true. Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, you must take the following steps:

1. Complete an application for services.
2. Formally disclose and name your disability.
3. Provide current written verification that:
 - a. names the disability.
 - b. identifies educational limitations that the disability causes.
 - c. identifies reasonable accommodations.
4. Documentation verifying the disability must be recent and from a professional.
 - a. physical, health and psychological disabilities will require documentation from a physician or psychologist.
 - b. learning disabilities and speech and language disabilities require a recent assessment with adult measures.

According to federal laws, you must be able to identify the reasonable accommodations you want to request from the college.

It is recommended that you contact the disability support office at your college for assistance with this process.

Steps to Self-Advocacy

Self-advocacy is the ability to identify and explain your needs.

- 1st step** to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure.”
- 2nd step** is to ask yourself, “How does my disability affect me as a student? How do I explain my disability to others? What are my abilities and how can I use them to lead me to success?”
- 3rd step** is to develop good communication skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs.
- 4th step** is to recognize when you need help and to ask for it.
- 5th step** is to be organized. It relieves stress and demonstrates good planning ability. Here are some helpful hints:
 - ❖ Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
 - ❖ Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
 - ❖ Establish a regular study schedule and study 2-3 hours for each hour you spend in class.
 - ❖ Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
 - ❖ Arrive to class on time with homework and assignments completed.
 - ❖ Discuss and arrange disability services and accommodations you will want at the beginning of each semester with your instructor.
 - ❖ Allow time for the unexpected such as traffic jams on the way to campus, illness, transportation glitches, or work schedule changes.

Now take some time to think about explaining your disability and accommodations to a professor or your counselor. What would you say? Please fill in the blanks below:

My disability causes the following problems in learning: (e.g., difficulty taking notes, finishing tests on time) _____

These problems mean I would like: (list the accommodations you will request)

Protecting Your Rights

LEGAL RIGHTS FOR ADULTS WITH DISABILITIES

Protection of rights for people with disabilities began with the Civil Rights Act of 1964. Since then, two important laws, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, have been enacted. What do these laws provide to you as a college student?

- Both laws prohibit discrimination solely on the basis of a disability.
- Both laws require a college to provide *reasonable accommodations* so that a student with a disability has *equal opportunity* to take part in a college's programs, activities, and courses.

STUDENT RESPONSIBILITIES:

As a student with a disability you:

- Must identify your disability and present verification of your disability from a qualified professional to either the disability support office or your professor.
- Must request the accommodations you want from your professor and give reasonable time to arrange them.
- Must comply with the student code of conduct adopted by the college and all other applicable statutes and regulations related to student conduct.
- Must monitor your grades in classes and ask for help at the first sign of a problem.

INSTITUTIONAL RESPONSIBILITIES:

The college or university:

- Must provide reasonable accommodations based on the problems the disability causes. The institution may not discriminate against you solely on the basis of your disability.
- Does not have to provide the accommodations you request. The institution does have to negotiate reasonable accommodations. The accommodation may not cause an undue financial burden to the institution.
- Does not have to alter admissions or graduation requirements, or change the basic nature of an individual course. This policy is specifically defined in both Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

Self Quiz

EVALUATING YOUR READINESS FOR COLLEGE

College involves many new responsibilities, so you should begin now to develop skills for success. How prepared are you? Check your readiness with this list:

- | | <u>YES</u> | <u>NO</u> | |
|-----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | I am self-motivated to study. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | I need someone to push me to study. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | I do not hesitate to ask questions in class. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | I hesitate to ask questions in class. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | I complete assignments on time. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | I put off assignments and do not complete them on time. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | My class notes are organized and complete. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | My class notes do not make sense when I review them. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | I pay attention even if a class is not interesting. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | I frequently tune-out when a class is not interesting. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | I avoid studying subjects I do not like. |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | I study all my subjects, whether I like them or not. |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | I practice good time management. |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | I frequently don't plan my time and end up not finishing tasks. |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | I recognize that success or failure is up to me. |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | I believe success is a matter of luck. |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | I have good computer/word processing skills. |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | My computer/word processing skills are weak. |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | I accept that my disability poses challenges, but I seek opportunities to overcome them. |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | I focus on my disability limitations and avoid challenges. |

Check your responses. Odd number responses reflect important steps you have already taken toward success. Even number responses indicate areas you need to improve. Highlight those that need improvement and start making changes today toward a successful college career.

Glossary

Accommodations: Adjustments made in learning. Alternative ways to access information and show what a student has learned. Accommodations requested must be based on the student's functional limitations.

ADA: Americans with Disabilities Act of 1990: A Civil Rights Law for adults that extends the protections of Section 504 to private schools and businesses.

College Entrance Examinations: Examinations taken in the high school years to determine college eligibility.

SAT: Scholastic Aptitude Test

ACT: American College Test

CSU: California State University: Public universities in California.

Disability: A structural, physical or psychological difference resulting in functional limitations that cause significant problems with learning or work.

Disability Support Office: Offices or departments on each campus providing services and accommodations for students with disabilities. In California many offices go by the following names:

DSPS: Disabled Students' Programs & Services

DSS: Disabled Student Services or Disability Support Services

OSD: Office for Students with Disabilities

DR: Department of Rehabilitation: State agency that provides support to adults with disabilities in seeking education/training toward employment. Adult must apply and meet employment-related eligibility requirements.

Due Process: Legal procedures that determine if a law is being followed. Every college has a procedure for Due Process. When it is believed that a legal right has been denied to a student, the student has the right to request a review using Due Process.

FAPE: Free and Appropriate Public Education: PL 94-142 is the civil rights law passed in 1974 that provides free and appropriate public education for all, including students with disabilities. Applies to K-12 ONLY. (The term K-12 refers to the years in school from kindergarten through the end of high school). This law has been updated and is currently known as IDEA '97.

Financial Aid: Financial assistance to students who might otherwise be unable to continue their education due to financial need.

BOGFW: Board of Governor's Fee Waiver for community colleges only. If eligible, some enrollment fees may be waived.

FAFSA: Free Application for Federal Student Aid. This is the required application to receive federal grants, loans, and work-study assistance.

Functional Limitation: Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school/work.

IDEA '97: Individuals with Disabilities Education Act of 1997: Federal legislation that states the civil rights of students with disabilities in K-12. Latest version was passed in 1997.

IEP: Individual Educational Plan: IDEA 1997 requires an annual IEP meeting to review and plan goals and objectives (Applies to K-12 ONLY).

K-12: The term K-12 refers to the years in school from kindergarten through the end of high school.

Learning Disability: A persistent condition of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school.

Psycho-Educational Report: Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

ROP: Regional Occupational Program (see Community Resources).

SEC: Student Education Contract: A required community college plan of study for students with disabilities developed by disability support office and the student.

Self-advocacy: The ability to identify and explain your needs. Students with disabilities should understand the laws that protect them and help them achieve their academic goals.

Section 504: Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support.

504 Plan: 504 plan is used to outline accommodations and services for students with disabilities in K-12.

Student Code of Conduct: Defines expected behavior of a college student and consequences. Colleges have both policy and procedures about expected behavior. This information is usually found in the college catalog. Serious misconduct may result in suspension/expulsion. Students with disabilities are held to the same standards as all students.

TAG: Transfer Agreement Guarantee: An agreement between the community college student and the receiving four-year school.

Title VI-Civil Rights Act of 1964: Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal funding.

Title VII-Civil Rights Act Of 1964: Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

Transition: Here refers to passage from K-12 to postsecondary education.

Verification: The written proof that a disability exists. A doctor or professional in the field must sign it. It names the disability and identifies functional limitations.

UC: University of California: Public universities in California.

Community Resources

The following agencies provide services to adults with disabilities. Phone numbers and addresses change over time. Please check your phone book.

Access Center of San Diego

1295 University Avenue, Suite 10
San Diego, CA 92103
(619) 293-3500

Adult Education

Escondido:(760) 780-3140
Grossmont:(619) 579-4770
Mira Costa(619) 795-6658
San Dieguito(619) 573-7073 x 5100
Vista Adult(619) 578-7122 x 3009
San Diego Community College District
(619) 527-5242

The Arc of San Diego-Main Office

9575 Aero Drive
San Diego, CA 92123
(858) 571-0881

Branch of ARC of San Diego

Starlight Center
1280 Nolan Avenue
Chula Vista, CA 91911
(619) 427-7524

Acquired Brain Injury Program

San Diego Community College District
(619) 388-6983

American Diabetes Association

225 Broadway, Suite 310
San Diego, CA 92101
(619) 234-9897

Arthritis Foundation Of San Diego

9089 Clairemont Mesa Blvd.
San Diego, CA 92123
(858) 492-1090

Braille Institute

90894555 Executive Drive, Suite 100
San Diego, CA 92121
(858) 452-1111

California Relay Service

Voice to TTY: 1-800-735-2922
TTY to voice: 1-800-735-2929

Canine Companions For Independence

P.O. Box 4568
Oceanside, CA 92052-4568
(760) 754-3300

County Medical Services

P.O. Box 939-016
San Diego, CA 92193
(858) 492-4444

Department Of Rehabilitation

7575 Metropolitan Drive, Suite 107
San Diego, CA 92108
(619) 767-2100

Deaf Community Services

7851 Mission Center Ct., Suite 310
San Diego, CA 92108
(619) 682-5001
(619) 682-5000 TTY

East County Career Center

San Diego Workforce Partnership
924 E. Main
El Cajon, CA 92020
(619) 590-3900
(619) 590-3923

East County Service Center

924 E. Main
El Cajon, CA 92020

Goodwill Industries

3663 Rosecrans Ave.
San Diego, CA 92101
(619) 225-2200

Heath Resource Center

(800) 544-3284

Literacy Network Of San Diego County

1420 Kettner Blvd., Suite 321
San Diego, CA 92101
1-800-231-0959

National Multiple Sclerosis Society

8840 Complex Dr., Suite 130
San Diego, CA 92123
(858) 974-8640

Orton Dyslexia Society

(800) 222-3123

Recording for the Blind and Dyslexic

1-800-221-4792

San Diego Career Center

8401 Aero Drive
San Diego, CA 92123
(858) 974-7620

Epilepsy Society

2055 El Cajon Blvd.
San Diego, CA 92104
(619) 296-0161

Head Injury Foundation

Helpline: (619) 569-5699

Learning Disabilities Association

4550 Kearny Villa Rd.
San Diego, CA 92123
(858) 467-9158

Muscular Dystrophy Association

3914 Murphy Canyon Rd., Suite A170
San Diego, CA 92123
(858) 492-9792

National Spinal Cord Injury Assoc.

6645 Alvarado Rd.
San Diego, CA 92120
(619) 229-7001

Professional Community Services

900 N. Cuyamaca
El Cajon, CA 92020
(619) 449-8703

Regional Opportunity Program

(ROP) Metro Service Center
735 Gifford Way
San Diego, CA 92111
(858) 627-7208

San Diego Center for the Blind and Vision Impaired

5922 El Cajon Blvd.
San Diego, CA 92115
(619) 583-1542

San Diego County Mental Health Services

8799 Balboa Ave., Suite 120
San Diego, CA 92123
(858) 974-9828

San Diego Regional Center

4355 Ruffin Rd., Suite 204
San Diego, CA 92123
(858) 576-2996

Sharp Rehabilitation Center

Vocational Unit Reentry Program
9449 Balboa Ave., Suite 101
San Diego, CA
(858) 541-4415

Social Services Department

220 South First St.
El Cajon, CA 92019
(619) 514-6885 TDD (619) 514-6889

Speech, Hearing and Neurosensory Center

(858) 576-5838

United Cerebral Palsy

3821 Calle Fortunada
San Diego, CA 92123
(858) 571-7803

San Diego Parks And Recreation

War Memorial Bldg. MS-33
3325 Zoo Drive, Balboa Park
San Diego, CA 92101
(619) 525-8247

San Diego State University Communications Clinic

(619) 594-6477

Social Security Administration

846 Arnele
El Cajon, CA 92020
(619) 440-5054

South County Mental Health Center

3177 Ocean View Blvd.
San Diego, CA 92113
(619) 595-4400

Transportation

San Diego Transit: (619) 233-3004
Red Cross Wheels: (619) 297-3947
Laidlaw: (619) 440-1215
Lifeline: (619) 726-1111

Notes
