

SECURING A FUTURE FOR YOUR CHILD WITH A DISABILITY

**A Parent Guide to Adult Services
In Alexandria, Arlington,
Fairfax and Falls Church**



Providing Opportunities, Information, Networking
and Transition Support

**Produced for the Transition POINTS Program
of The Arc of Northern Virginia**

March 2015

This guide is one of six developed for parents of children with intellectual disabilities under the auspices of The Arc of Northern Virginia's Transition POINTS program. Transition POINTS focuses on key life decision points: receiving a diagnosis and having a child with a disability enter an early intervention program; starting school; transitioning out of the school system; securing employment; finding a place to live outside the caregiver's home; and aging with a disability.

All of the guides can be found at <http://www.thearcofnova.org/programs/transition/transition-points>, or write to us at The Arc of Northern Virginia, Transition POINTS, 2755 Hartland Road, Suite 200, Falls Church, VA 22043 (703)208-1119.

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INTRODUCTION TO TRANSITION POINTS

Intellectual and developmental disabilities (ID/DD) by definition last a lifetime, so caring for a loved one with ID/DD is a lifelong responsibility. Because of the nature of these disabilities, caregivers must make crucial (and often very difficult) decisions throughout the lifespan of their loved one—where he or she will go to school, what they will do for recreation, where they will live, and how to ensure his or her financial security once the caregiver is no longer there.

While caregivers want to make the best choices for their loved one, research shows that many do not have the resources to do so. A national survey by The Arc found many families struggling to help their loved one with an intellectual disability:

- 80% of families surveyed don't have enough money for needed care and almost half report having more caregiving responsibilities than they can handle
- 85% report that their adult family member with ID/DD was not employed either full- or part-time
- 62% of families have no long-term care plan
- 75% can't find after school care, community services or summer activities for their loved one
- 59% report they don't have enough information to make good choices about housing options
- 65% report that they don't have enough help in planning for the future.¹

About Transition POINTS

Families need realistic, actionable information with which they can make a wide range of decisions as their child grows up. Providing this information is the mission of The Arc of Northern Virginia's Transition POINTS program (Providing Opportunities, Information, Networking and Transition Support).

Transition POINTS focuses on six key decision points in the lifetime of an individual with an intellectual disability:

1. Receiving a diagnosis and having a child enter an early intervention program;
2. Starting school and entering the special education

- system;
3. Transitioning out of the school system and into adult services;
4. Entering the world of work;
5. Finding a place to live outside the caregiver's home; and
6. Aging with a disability.

For each transition point, we are developing materials in both print and digital formats, online resources, workshops, podcasts, and webinars.

Help for You, the Parent

As a first step in Transition POINTS, we have written six guides to address important issues that parents should consider at each of these important life stages. The guides are designed to help you recognize opportunities, weigh options, and work through decisions. Checklists, timelines, worksheets, and links to other resources are included wherever possible. Each document has also been reviewed by a task force of parents and professionals with relevant experience and expertise.

Although each guide addresses issues related to a specific phase of life, each repeats information parents and caregivers need to know whether their loved one is two, 22 or 62 years old: how to protect your loved one's financial future, how to apply for benefits, and where to go for more help. All of the guides can be found on the website of The Arc of Northern Virginia at <http://www.thearcofnova.org/programs/transition/transition-points>

Your Rights and Responsibilities

This is not a legal document and does not spell out your or your child's rights and responsibilities under the law. Every effort has been made to verify the information in the document, but please be aware that items such as program regulations, deadlines, and contact information can change.

Referrals to organizations and individuals are for informational purposes and do not constitute an endorsement of their services. Please send any comments to Diane Monnig, The Arc of Northern Virginia, Transition POINTS, 2755 Hartland Road, Suite 200, Falls Church, VA 22043
dmonnig@thearcofnova.org

¹ Anderson, L.L., Larson, S.A., & Wuorio, A. (2011). 2010 FINDS National Survey Technical Report Family Caregiver Survey. Minneapolis: University of Minnesota, Research and Training Center on Community Living.

SECURING A FUTURE FOR YOUR CHILD WITH A DISABILITY

As the parent of a child with a disability, until now you and the school system have shared the responsibility of how your child will spend the majority of his or her time during the day. Most likely your child lives with you, goes to school, and perhaps engages in activities sponsored by the school system or in which other peers participate.

However, once a child becomes a legal adult at age 18, parents and family must take the lead in defining the future of the adult with a disability. This means researching and advocating for services in areas such as work, recreation, and housing. It also means making arrangements for your child's long-term financial security.

What's In This Guide

Making decisions for a grown up child with a disability is complicated. To help you with this task, this document addresses the following issues:

Who's in charge of key life decisions. Parents want to give their child the greatest degree of independence possible that still guarantees that person's safety and well-being. The law provides a range of options for safeguarding an adult with a disability, from powers of attorney to guardianship and conservatorship.

Whether your adult child is eligible for government support. Beginning at 18, a disabled adult may qualify for monthly income from the Social Security Administration and for Medicaid. Some persons with a disability may also benefit from various waiver programs under Medicaid.

What kind of jobs and day support programs are available. Planning for jobs starts early before a child gets out of school, with vocational assessments and (ideally) some volunteer job experience. If your child is found eligible for adult services, localities may offer vocational testing, as well as help in finding, training for and getting support on the job.

Which recreational activities are best. Recreational activities are important for keeping people healthy as

well as giving them a social outlet. Both local governments and non-profit groups offer recreational and sports programs for young adults with a disability.

How he or she will get around. Transportation training for persons with disabilities is available in all three localities. In addition, local transportation companies (including bus, subway, and taxis) in Alexandria, Arlington, and Fairfax offer programs to increase convenience and reduce the cost of transportation.

Where they'll live. This is likely the biggest unknown parents face—where their child will live. Safety, cost, availability, and convenience are all factors in deciding where an adult child with a disability can and wants to live. At present, there are not enough residential placements to meet demand. Priority for public-supported housing is given depending on the level of disability and urgency of need.

Even if your child won't graduate from the school system until age 22, several steps must be taken by the time he or she reaches age 18. Look at tasks marked ASAP in the "Checklist for Parents" for decisions to be made right now.

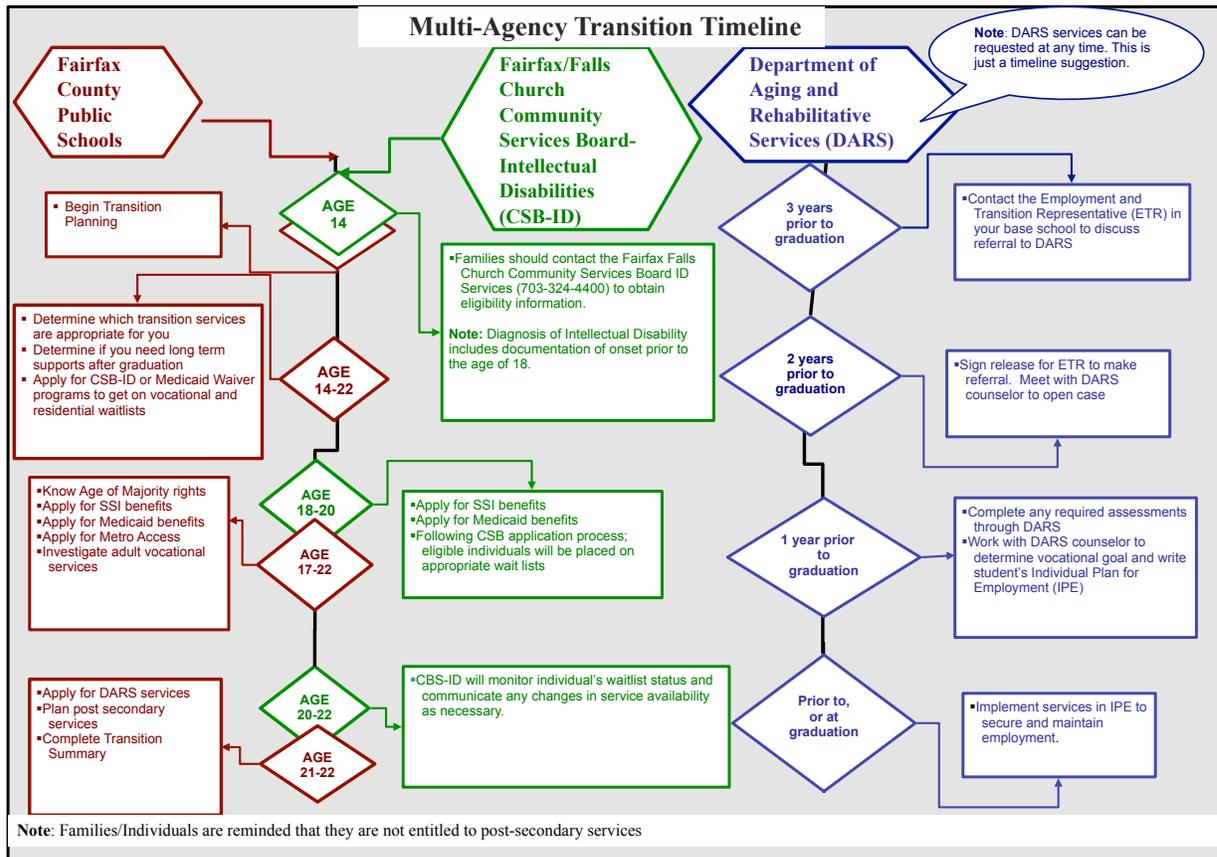
Securing a Future: A Checklist for Parents

Step to Take by Age	Estate/ Legal	Post-HS Education	Job/Day Support	Leisure	Transport	Housing
ASAP						
Create file for key documents	x					
Have a will drawn up for parents	x					
Create a Special Needs Trust	x					
Determine if child with disability qualifies for Supplementary Security Income	x					
Explore person's eligibility for Medicaid waivers. Get on wait list(s).	Eligibility MAY	& services BE	vary LONG	with WAIT	disability LIST	and age.
Ages 12-14						
Keep record of child's aptitudes, vocational & leisure interests			x	x		
Discuss child's needs with local therapeutic recreation department				x		
Age 14-16						
Include transition goals in IEP, as well as transportation & vocational ones; explore eligibility for Dept. of Aging & Rehabilitative Services (DARS) vocational training		x	x	x	x	
If using public transit, obtain Metro reduced-fare ID or MetroAccess cards					x	
Explore eligibility for adult services with school or CSB; fill out application and release of information forms			x			x
Age 16-18						
If college-bound, research colleges & visit campuses; meet w/ disability support services.		x				
Gather information on vocational and day support programs; open case with DARS	Eligibility	is not a	guarantee	x of	DARS	services
Determine eligibility for adult services through appropriate local agency			x			x
Age 17 (or 12-18 mo. before leaving school)						
For college-bound, take required tests; arrange interviews, visits. Interview with disability support services dept. & determine eligibility for on-campus services.		x				
Visit vocational/day support providers			x			

Securing a Future: A Checklist for Parents

Step to Take by Age	Estate/ Legal	Post-HS Education	Job/Day Support	Leisure	Transport	Housing
Fall of senior year						
Apply to post-secondary schools		x				
No earlier than 17 yrs., 6 months						
Decide on power of attorney, guardianship or other options. Contact attorney.	x					
1 month before 18th birthday						
Have attorney prepare final documents for new legal relationship	x					
Month of 18th birthday						
Apply for Supplementary Security Income (SSI)	x					
Age 18-22						
Update will. Inform family about wills, trusts, guardianship, etc.	x					
Explore adult recreational & social programs				x		
Prepare resume, do situational assessments, go on job interviews			x			
Once accepted for SSI, apply for Medicaid.	x					
Check that job income doesn't jeopardize Social Security benefits	x					
If not already done, determine eligibility for Medicaid waivers	x					
If not yet done, obtain Metro reduced-rate transit farecards/ID card					x	
If eligible for congregate housing, visit local residences. If eligible for public housing/vouchers, get on wait lists						x
Age 20-22						
Before graduating, decide on & choose day support or vocational services & the non-profit organization that might provide the service.			x			
Determine potential use of public transportation or specialized transportation services.					x	

Transitioning from School to Work: A Trip through the Process



Although this timeline is for Fairfax and Fall Church, Alexandria and Arlington CSBs support similar timelines, and their processes for working with the public schools and with the Virginia Department of Aging and Rehabilitative Services are similar. Residents of Fairfax County should call the Fairfax-Falls Church Community Services Board Entry and Referral (703-324-4400) for assistance with transition. City of Alexandria residents may call the Alexandria CSB Central Intake (703-746-3535). Arlington County residents should call DHS/IDD Services (703-228-1700).

ESTATE AND BENEFITS PLANNING

GOAL: Ensure your adult child will receive federal and state benefits for which he or she may be eligible and will be taken care of in the event of a parent's death or disability.

When to Take Action

What Needs to Be Done

Who Can Help

General Financial Planning
ASAP

A **will** is critical to ensuring that your wishes are carried out regarding how and to whom your assets are divided after your death. If you have an heir with a disability, this is doubly important. Find an attorney who understands how to address the unique needs of **each** of your children and not jeopardize the benefits or services of your heir with a disability and/or the relationship between the siblings and family members.

Contact your family attorney for a will and general estate planning. A separate document called a special needs trust should be created for the child with a disability (see below).

Some families also find it useful to see a financial planner.

Special Needs Trust
ASAP

Create a stand-alone trust document to allow a disabled person to have an unlimited amount of assets held in trust without affecting his/her eligibility for federal benefits programs.

For general information on special needs trusts, see www.nsn.com/frequently.htm
See also Appendix.

The Arc of Northern Virginia operates a pooled special needs trust program that provides the family and the individual with a disability an affordable way to save and invest resources to enhance the quality of the person's life. Find out more at: www.thearcofnovatrust.org

If not using The Arc of NoVa's trust program, contact an attorney about writing a special needs trust. *Not all attorneys are able to do these documents.* See the Appendix on Legal Resources for a list of attorneys.

See Appendix "Securing a Future: Estate Planning" for more information.

Letter of Intent
ASAP

This document provides detailed information on your child's life, as well as your wishes for his or her future. Not legally binding but invaluable to those who may have to take over child's care.

ESTATE AND BENEFITS PLANNING

GOAL: Ensure your adult child will receive federal and state benefits for which he or she may be eligible and will be taken care of in the event of a parent's death or disability.

When to Take Action

What Needs to Be Done

Who Can Help

Supplementary Security Income (SSI)

ASAP for benefits for **child** with a disability

Determine if your **child (under age 18)** might qualify for SSI. The child must meet the Social Security Administration's strict definition of disability and must have few or no financial assets. *Parents' assets and income are taken into consideration.*

You can complete a large part of the application by visiting the website at <http://www.socialsecurity.gov/pgm/ssi.htm> You also need to call toll-free at 1-800-772-1213 and ask for an appointment with a Social Security representative to complete the application either by phone or in person. For help with general rules for applying, contact Marilyn Morrison at Community Work Incentives Coordinator, 571-339-1305 mmorrison@vaaccses.org

2 months before age 18 for benefits for disabled **adult**

Determine a person's eligibility for SSI as an **adult** with a disability. The adult with the disability must meet functional disability and income/asset requirements (less than \$2,000 of assets in their own name.) *Parents' income and resources are not counted.*

Start your application by visiting the website at <http://www.socialsecurity.gov/pgm/ssi.htm> You also need to call toll-free at 1-800-772-1213 and ask for an appointment with a Social Security representative to complete the application either by phone or in person.

NOTE: Try to fill out the forms and prepare supporting documentation before meeting with the Social Security representative.

Age 18

Apply for SSI, if your adult child meets the disability and income requirements.

NOTE: You may charge your disabled dependent who's receiving Social Security benefits for rent in the family home, food, medical expenses and clothing. Rent charged must be at least 30% of the current maximum benefit to get that maximum benefit. See Social Security regulations for details.

Once receiving Social Security benefits

Beneficiary **MUST** report any earnings to Social Security., including work income, one-time payments, child support, or payments from a trust.

For help in working and still maintaining public benefits: Marilyn Morrison (contact info above)

ESTATE AND BENEFITS PLANNING

GOAL: Ensure your adult child will receive federal and state benefits for which he or she may be eligible and will be taken care of in the event of a parent's death or disability.

When to Take Action

What Needs to Be Done

Who Can Help

Power of Attorney/ Guardianship/ Conservatorship

At age 17

Get information about the pros and cons of different types of legal relationships that guide decision making for an adult with a disability. Options range from a representative payee to guardianship and conservatorship.

See explanations of options in Appendix.

For information from the Virginia Guardianship Association, visit www.vgavirginia.org

Not before 17 years and 6 months

If you are seriously considering guardianship, contact an attorney experienced in such proceedings.

See attorneys listed for in the appendix under "Legal Resources" or contact The Arc of Northern Virginia (703-208-1119).

1 month before 18th birthday

Have attorney prepare final documents.

Medicaid Health Insurance ASAP

If your child has qualified for SSI, he or she is automatically eligible for Medicaid. You still need to fill out an application.

www.dmas.virginia.gov for general information. However, you must apply through your local Dept. of Human Services; *if already receiving SSI, ask for the Medicaid short form.*

Alexandria: Dept. of Human Services, 703-746-5700
Arlington: DHS/IDD Services, 703-228-1300
Fairfax: Department of Family Services, 703-324-7500

Private Health Insurance

A person with a lifelong disability can stay on their parents' insurance indefinitely. For new insurance plans, a disability cannot be considered a pre-existing condition for children under 19.

For help with understanding Medicaid and private insurance issues, contact Virginia Insurance Counseling & Assistance Program 703-324-5851

ESTATE AND BENEFITS PLANNING

GOAL: Ensure your adult child will receive federal and state benefits for which he or she may be eligible and will be taken care of in the event of a parent's death or disability.

When to Take Action

Medicaid Waiver Programs
ASAP to get on waiting list

Vocational/Day Support Services
ASAP

What Needs to Be Done

Persons with intellectual and developmental disabilities may also qualify for certain services under the Medicaid Waiver Programs.

Determine your child's eligibility for waivers with school transition coordinator and local support coordinator.

The State of Virginia funds waiver slots, but funding has generally been inadequate to meet needs statewide.

Each waiver has different rules regarding eligibility criteria, services offered and wait times, so even if your child qualifies it may be unlikely in the near future that he or she will receive services under this program.

Begin process of determining your child's eligibility for adult vocational and day support services from your locality.

Your child MUST have a diagnosis of an intellectual disability and meet level-of-functioning requirements to be funded by the local Community Development Board. You will need to fill out an application form and provide a psychological evaluation of your child and sign a release allowing DHS access to any needed medical/psychological records.

Who Can Help

See The Arc of Northern Virginia's website www.thearcofnova.org/programs/waivers or "Waiver Programs" in the appendix. Also, for general information, www.dmas.virginia.gov

For the ID Waiver

Alexandria City CSB: 703-746-3400
Arlington DHS/IDD Services:
703-228-1700
Fairfax/Falls Church CSB/IDS:
703-324-4400

For the EDCD Waiver

Alexandria Elderly & Aging Dept:
703-746-5999
Arlington DHS/IDD Services:
703-228-1700
Fairfax Coordinated Services Planning:
703-222-0880

For the IFDDS Waiver (all localities)

Begin by submitting a request for screening to your local Child Development Center. Contacts for these are at: http://www.dmas.virginia.gov/Content_pgs/ltc-screen.aspx

Alexandria: Alexandria Community Services Board Intake 703-746-3535

Arlington: DHS/IDD Services:
703-228-1700

Fairfax: Fairfax-Falls Church CSB/IDS Entry & Referral 703-324-4400
<http://www.fairfaxcounty.gov/csb>

POST-SECONDARY, VOCATIONAL AND DAY SUPPORT SERVICES

GOAL: To arrange for appropriate post-secondary, vocational, volunteer and/or day support activities for your child after he or she has left high school.

When to Take Action	What Needs to Be Done	Who Can Help
<p><i>Vocational Assessment</i></p> <p>Ages 12-14</p>	<p>Begin and maintain a record of your child's interests and strengths, career exploration activities, and skills</p> <p>Determine with teachers ways that school activities could prepare your child for vocational possibilities</p>	
<p>Ages 14-16</p>	<p>IEPs should include transition goals, including vocational ones, at age 14</p> <p>If not already done, determine your child's eligibility for adult vocational or day support services-- including support from The Department of Aging & Rehabilitative Services (DARS)-- with school transition coordinator and county support coordinator</p>	<p>Vocational assessments and habilitation services may be coordinated prior to graduation, depending on eligibility and available funds, through your local school system or the Virginia Dept. for Aging & Rehabilitative Services (DARS).</p> <p>DARS assists adults with disabilities to prepare for and engage in gainful employment. Students must meet DARS eligibility criteria. See Appendix for more information on state vocational programs. www.vadrs.org 703-359-1124</p> <p>The transition coordinator at your child's high school is the best first stop resource for information on post-secondary vocational options.</p> <p><i>Alexandria Transition Coordinators</i> James Cooney, Employment Support Specialist, 703-824-6892 james.cooney@acps.k12.va.us</p> <p>Angela Brown, Employment Support Specialist, 703-824-6800, X6254 angela.brown@acps.k12.va.us</p> <p>Ameeta Shah, Employment Specialist, Project SEARCH, 703-619-8023, ameeta.shah@acps.k12.va.us</p>

POST-SECONDARY, VOCATIONAL AND DAY SUPPORT SERVICES

GOAL: To arrange for appropriate post-secondary, vocational, volunteer and/or day support activities for your child after he or she has left high school.

When to Take Action

What Needs to be Done

Who Can Help

Arlington Transition Coordinators

Joyce C. Kelly, Wakefield: 703-228-6728
joyce.kelly@apsva.us

Linda Saiidifar, Alternative Programs &
Job Development: 703-228-6063
linda.saiidifar@apsva.us

Karen Sherman, Yorktown: 703-228-2545
karen.sherman@apsva.us

Brian Stapleton, Arlington Career Center:
703-228-8691, brian.stapleton@apsva.us

Thomas Sweet, Washington-Lee:
703-228-6265, thomas.sweet@apsva.us

Lisa Lee, Stratford: 703-228-63495
lisa.lee@apsva.us

Fairfax County Career and Transition Services 571-423-4150

Fairfax also has Employment and
Transition Representatives at each of its
29 high schools and centers. Go to [http://
www.fcps.edu/is/careertransition/
contactsheet.pdf](http://www.fcps.edu/is/careertransition/contactsheet.pdf)

Arlington County employment services DHS/IDD Services, 703-288-1700

Alexandria City employment services

Alexandria CSB 703-746-3350 or
teri.bertsch@drs.virginia.gov

Fairfax County employment services:

Fairfax-Falls Church CSB, Entry and
Referral Services, 703-324-4400

POST-SECONDARY, VOCATIONAL AND DAY SUPPORT SERVICES

GOAL: To arrange for appropriate post-secondary, vocational, volunteer and/or day support activities for your child after he or she has left high school.

When to Take Action	What Needs to be Done	Who Can Help
Age 12-17	Get information about organizations that provide vocational and day support programs through written materials and resource fairs	<p>Vendor Resource Fairs. Arlington and Fairfax County jointly hold annual fair in the fall.</p> <p>Flash Forward. Postsecondary Education & Employment Options. Held annually in April; hosted by Fairfax County Public Schools..</p>
Age 17 or 18 months before leaving school	<p>Meet with support coordinator who can help you arrange visits with provider organizations</p> <p>Before graduating, decide on & choose day support or vocational services, & the non-profit org that might provide the service.</p>	<p>Future Quest (George Mason Univ.) College/career event for middle and high school students held every other year; the next one is November 2015.</p> <p>Alexandria: Alexandria Community Services Board, 703-746-3350</p> <p>Arlington: CSB/ID Services, 703-228-1700</p>
<i>Post-secondary Academic Options</i>	If your child is interested in post-secondary education, many programs exist to help students with disabilities take courses and/or get a degree.	<p>Fairfax: Fairfax-Falls Church CSB/ID Entry & Referral, 703-383-8500</p> <p>Also visit the Heath Center, an online clearinghouse on post-secondary education for individuals with disabilities, at www.heath.gwu.edu For other options, see www.thinkcollege.net</p>
2 years before leaving high school	Research college programs and make visits with the student; meet with the disability support services office on campus	<p>George Mason Univ. LIFE Program Program Director: Heidi J. Graff, Ph.D. Program Coordinator: Kudy Giwa-Lawal Phone: (703)993-3905 http://masonlife.gmu.edu</p>
Junior year of high school	Take required tests; arrange interviews and more visits	<p>Strive Program at NVCC Dr. Jean E. Robinson, 301-292-7600 http://www.striveinclud.org/</p>
Fall of senior year	Apply to post-secondary schools or programs	<p>College Living Experience Ann Marie Stripling astripling@experiencecle.org 703-850-0019 www.experiencecle.com</p>

RECREATION

GOAL: To enable your child to participate in recreational and leisure activities.

When to Take Action

What Needs to Be Done

Who Can Help

By age 12

Begin and maintain a record of your child's interests and strengths.

Alexandria

Alexandria Recreation, Parks & Cultural Activities, Therapeutic Recreation Jackie Person, TR Supervisor

Jackie.Person@alexandriava.gov

703-746-5422

<http://alexandriava.gov/recreation>

Beginning at 12 and repeated as needed throughout lifetime of child

Fill out any required accommodation forms; this varies by jurisdiction. These would be updated each year and continue on into adulthood.

Contact your local therapeutic rec office or talk to a teacher/case manager to determine activities that would match your young adult's interests.

Arlington

Department of Parks and Recreation
Therapeutic Recreation Office

Becky Suttell, Unit Manager

bsuttell@arlingtonva.us 703-228-4740

<http://parks.arlingtonva.us/therapeutic-recreation/>

18+

If new to a TR/adapted program, ask to complete an intake with a Certified Therapeutic Recreation Specialist (CTRS)

Fairfax

Fairfax Therapeutic Recreation Services,
703-324-5532 or

www.fairfaxcounty.gov/ncs/trs

See also FCPS Parent Resource Center
Adapted Sports and Recreation

www.fcps.edu/dss/osp/prc/resources/packets/index.html

When ready to take a class

Call the Therapeutic Recreation office and register; request an accommodation if needed.

Your locality may also be able to make accommodations in general recreation (non-TR) classes or camps. Be sure to request accommodations in advance.

See phone numbers and websites above.

Both public and private organizations run sports, social, and therapeutic programs for individuals with disabilities. See list in Appendix.

Many private organizations have their own intake and assessment processes. Be sure to ask if a free evaluation or intake is available. When requesting accommodations for programs, ask which accommodations they are willing and/or able to make.

TRANSPORTATION

GOAL: To enable as much independence as possible in getting to/from activities by teaching transportation skills and taking advantage of lower-cost transportation options

When to Take Action	What Needs to Be Done	Who Can Help
Beginning at age 12	Consider child's readiness to learn travel skills and what skills need to be taught	See DMV web site at http://dmv.state.va.us/webdoc/citizen/legal_presqa.asp , or call the agency's toll-free telephone number at 1-866-DMV-LINE
Once child/adult is traveling away from home	Obtain a non-driver identification card from the Virginia Dept of Motor Vehicles. These cards have no age restriction and are available for anyone who does not hold a learner's permit or driver's license.	
Age 12 - graduation	Include travel skills goals as part of IEP and as part of the Transition Plan	Travel training is provided free of charge by the ENDependence Center of Northern Virginia. www.ecnv.org 703-525-3268
	To ensure reduced transit fares, obtain a Metro Disability ID card from Washington Metropolitan Transportation Authority. The card enables eligible persons with a disability to obtain reduced rates on Washington-area bus, subway and rail.	Contact the Transition Coordinator for your child's school and/or Special Education support coordinator at school in advance of the IEP meeting To download an application for the ID card, see: http://www.wmata.com/accessibility/doc/Reduced_Fare_Application.pdf Applications are also available at Commuter Stores in Arlington Find out more about accessible transportation options in Virginia, see: www.commuterpage.com/paratran.htm . Investigate MetroAccess options. See Appendix for a list of places to obtain applications for the Metro Disability ID card and to purchase SmarTrip cards.

RESIDENTIAL OPTIONS

GOAL: To have your child live in the community when the time is right for him or her to leave the family home.

When to Take Action	What Needs to Be Done	Who Can Help
ASAP	Get on waiting lists for housing as early as possible. Sign up for newsletters such as http://e-ffordable.org/ (Fairfax County) to keep informed on waiting lists.	Alexandria: Alexandria Community Services Board 703-746-3350
In child's teenage years	Planning for housing is very challenging for a variety of emotional and financial reasons. Begin the planning process in early adulthood, even if you want your child to live with you for the fore-seeable future. It is much better for housing decisions to be made thoughtfully and methodically over a period of years than in a crisis situation.	Arlington: DHS/IDD Services, 703-228-1700
At age 18	With support coordinator, learn the distinctions among options. Visit potential residences and look at virtual house tours on YouTube https://www.youtube.com/user/videosatTheArcofNoVa	Fairfax: Fairfax-Falls Church CSB/ID Services, 703-324-4400
	By 18, be sure to apply for Medicaid, determine guardianship, set up a special needs trust, and be assigned a support coordinator. If not already done, get on housing wait lists.	See appendix for types of housing options available.
	A person's housing options depend on the level of functioning and what support programs (such as SSI, Medicaid waivers) the child qualifies for.	A list of contracted residential providers is in the Appendix.
	Placements are based on urgency of need rather than length of time on a waiting list. If a family's need is less critical than that of others who've applied, the process may take several years.	
	<i>As of February 2015, housing choice voucher and public housing waiting lists are closed</i>	

APPENDIX 1: KEEPING GOOD RECORDS

Gathering information for and keeping key documents on hand will make it easier to carry out the advocacy and caregiving tasks you will face through-out the lifetime of your child with a disability. For example, when applying for SSI, you must demonstrate that your child has a qualifying disability. If you are a Representative Payee, you must file annual reports on how benefits were spent. You may have to prove guardianship to doctors, pharmacies, health insurance companies, banks, and social service agencies.

The first step is to establish a filing system that works for you. Then copy or scan important documents for easy access and keep originals in a safe place. **Be sure family members and your attorney know where these documents are.**

Letter of Intent

One of the most important documents to have in your child's file is a Letter of Intent in which you describe your child's current life and express your values, wishes and vision for his or her future. Although not legally binding, a Letter of Intent is invaluable to those who will take over the care of your child. What goes into the document will vary with the individual but would probably include:

- **Your vision of your child's future:** what goals you have for your child's life, where they would live and with whom, and what activities to maintain.
- **Your child's vision of his or her future.** Whenever possible, include your child's ideas and desires in the document, such as ensuring that a favorite family remains a strong presence in their life, keeping a pet, or working in a specific industry or worksite.
- **Description of personal qualities.** Future care-givers would benefit from knowing the unique aspects of your child: overall personality and mood, talents and strengths, degree of independence, medical or behavioral challenges, and sense of humor.
- **Specifics on the individual's daily life:** school or work schedules; weekend activities, including religious education or attendance; bedtime routines; food and clothing preferences and sensitivities; preferred toys, games, and exercise routines; and typical outings, for example.

- **Medical history:** This section can be brief (diagnosis, current treatment and medication regimes) but then should state where to find more detailed information (see below).

- **Living expenses.** Consider including annual costs of items such as food and rent, medical visits and equipment, health insurance, recreational activities and vacations, etc., to give future caregivers an idea of how the individual's special needs trust and benefit monies might have to be spent.

- **Contact information:** family members, friends, doctors/therapists, preferred pharmacy, school or employer information, lawyers, trustees and backup guardians, insurance agents, banker and financial planners, etc.

For more on the rationale for a Letter of Intent, see <http://www.child-autism-parent-cafe.com/letter-of-intent.html>

Documents to Keep on File

In addition to a Letter of Intent, create and/or collect and keep on file:

- **Basic identification documents:** Birth certificate (often need the original), Social Security card, driver or non-driver's license, passport, Medicaid card, health insurance card.
- **Bank information,** including any accounts opened for the benefit of your child, Representative Payee accounts, numbers of any debit or credit cards your child is allowed to use and associated PIN numbers.
- **Legal documents** such as wills, special needs trusts, guardianship orders, power of attorney or conservatorship papers. Names of backup guardians and trustees can be kept here as well as named in the Letter of Intent.
- **Medical history,** including diagnosis, evaluations, past and current treatments and therapies (including providers' contact information, dates of treatment, and facility where treated), and prescription records.
- **Financial records,** including any evidence relating to assets or resources of the disabled person, tax returns, pay stubs or other evidence of income, and payments for medical services and equipment.

APPENDIX 2: ENSURING HEALTH INSURANCE

Having adequate health insurance is an important element in securing your child's financial as well as physical health. Adult children with a lifelong disability may stay on their parents' health insurance indefinitely (non-disabled children are not covered after age 26). Steps you can take now include:

--Applying for Supplemental Security Income payments for your child with a disability. If your child qualifies for this program, it is much easier to get him or her Medicaid coverage.

--Exploring options and costs of health insurance for your child once you are no longer working.

Private Employer Health Plans

The Affordable Care Act of 2010 extended healthcare coverage for families and individuals and provided important protections for individuals with disabilities.

Dependents with a lifelong disability can remain under your employer-sponsored policy beyond age 26. Also, job-based and new individual plans won't be allowed to deny or exclude coverage to any child under age 19 based on a pre-existing condition, including a disability. Starting in 2014, these same plans won't be able to exclude anyone from coverage or charge a higher premium for a pre-existing condition including a disability.

Medicaid

Medicaid is a federal health insurance program available to low-income persons, the elderly and people with a disability. One way to get Medicaid is to qualify for Supplemental Security Income (SSI). If you meet the requirements for SSI, you will meet those for Medicaid.

You can have private health insurance and still be covered by Medicaid or FAMIS Plus (excluding Plan First). *If you have other insurance, the other insurance plan pays for medical services first.* Having other health insurance does not change the Medicaid co-payment amount, if one is required, that you will pay to providers as a Medicaid enrollee.

Health Insurance Premium Payment Program

If your child has Medicaid, the Health Insurance Premium Payment (HIPP) can help pay all or part of your health insurance premiums.

Your health insurance plan may cover services that are not covered by Medicaid. HIPP allows you to have health insurance you might not otherwise be able to afford. HIPP evaluates the services covered under your health insurance plan and compares the average Medicaid cost for your Medicaid eligible family member to the cost of your health insurance premium.

Information is available on the DMAS website at http://www.dss.virginia.gov/files/division/bp/medical_assistance/intro_page/more_facts/hipp.pdf or call the HIPP Program at 800-432-5924.

Information Resources

For more information on changes to private healthcare under the Affordable Care Act, see www.healthcare.gov.

For help with understanding Medicaid and private insurance issues, contact Virginia Insurance Counseling & Assistance Program, 703-324-5851.

Download a copy of the booklet "Medicaid and FAMIS -PLUS Handbook" at http://dmasva.dmas.virginia.gov/Content_atchs/atchs/medbook-eng.pdf

APPENDIX 3: APPLYING FOR BENEFITS: Social Security Disability Programs

You may begin the application process for Social Security benefits in the month your child turns 18. The first step is to *determine eligibility* for any benefit program; the Social Security Administration (SSA) will decide which program is appropriate.

SSI vs. SSDI

For both Supplemental Security Income (SSI) and Social Security Disability Income (SSDI), *a person must meet SSA's definition of disability*. Disability is defined as the inability to engage in Substantial Gainful Activity (SGA) by reason of any medical (physical and/or mental or blind) impairment. Your disability must have lasted or be expected to last for a continuous period of not less than 12 months or result in death. For 2015, the wage limit for the SGA is \$1,090 gross income/month.

SSI. SSI is a cash assistance program for those with limited income AND are either 65 years old or older or blind or disabled. Adult SSI beneficiaries must have limited income and resources (\$2,000 in assets); parents' income does not count for adult applicants. You do not have to have any work history. Monthly benefit payments are determined by the current benefit rate (\$733 a month in 2015), minus any "countable income." If eligible for SSI, you will also be eligible for Medicaid.

SSDI. While SSI is a needs based program, SSDI is an insurance program with benefits dependent on previous payments into the system. In other words, SSDI beneficiaries must have worked enough (or their parents or spouses must have worked long enough) to have made contributions into FICA. Monthly benefit payments are based on the worker's lifetime average earnings covered by Social Security.

Applying for Benefits

The steps for applying are:

Start with a disability report. Go to the website at <http://www.socialsecurity.gov/pgm/ssi.htm> and click on Disability Report for Adults. (You may also call 1-800-772-1213 or go to a Social Security Field Office.) Fill in as much information here as as you can prior to your appointment at the local office. The application asks for names, addresses and telephone

numbers of doctors and therapists who have treated your child and information on any hospitalizations. More descriptive medical records—such as a letter explaining a diagnosis or evaluations by therapists or schools—can be brought to the intake meeting (make copies!).

You may also complete the application at the appointment at the local SSA office, although this means taking all your medical records with you and considerably more time with the interviewer. If you do not have access to a computer, you can request an application be mailed to you when you call the 800 number.

You cannot complete the application for benefits online; you must call Social Security for an appointment.

Call Social Security. To make an appointment, call **1-800-772-1213 (TTY 1-800-325-0778)** between 7 a.m. to 7 p.m., Monday through Friday or contact your local Social Security office. It is best to call the 800 number rather than the local office as field offices are under staffed and the hold times can be very long. You will be greeted by an automated answering attendant, who will prompt you to state why you are calling; say "Apply for SSI."

The auto attendant will ask for you to say or key in your child's Social Security number. You will then be directed to a representative. During the phone interview, the representative will take information and enter it into a computer, which will secure the date of the application.

--Paperwork will be mailed to you. Fill it out and return within the allotted timeline.

--The document generated during the phone interview will also be mailed, to be signed for accuracy.

--Before mailing anything back to the agency, be sure to make copies.

Set up a screening interview. During the previous phone interview, the representative will set up a screening, which continues the application process, at your local Social Security of office.

Alexandria Office
PLAZA 500, Suite 190
6295 Edsall Road
Alexandria, VA 22312
1-800-772-1213

Arlington Local Office
401 Wilson Blvd. Suite 200
Arlington, VA 22209
703-235-1188

Fairfax Local Office
11212 Waples Mill Rd
Fairfax, VA 22030-7401
1-800-772-1213

SSA Office Hours:
Monday, Tuesday, Thursday, Friday 9:00 - 3:00
Wednesday 9:00 - 12:00

Go to the screening interview. Bring any and all information to prove your child's age, citizenship, disability, and lack of assets/resources:
--Original birth certificate (or other proof of age and citizenship) and Social Security card
--Documentation to verify your address
--Copy of special needs trust, guardianship or conservator order
--Individual Education Plan (IEP)
--Income slips if your child has income
--Information on any assets your child owns like a savings account, investments, title to a car or life insurance. *These cannot total more than \$2,000 for SSI benefits* (unless held in a special needs trust). Note that for programs with income limits, SSA considers parents' income and assets up until your child turns 18; **individuals over 18 years of age are considered independent households.**
--If you have *not* completed the application online, bring the required medical records and contact information to the screening.
--Checkbook or other papers that show a bank account number to have benefits deposited directly to a Representative Payee account
--A signed rent agreement between parent and child (to receive the full benefit). See "Housing and SSI Benefits" in this section.

Wait for eligibility determination. The agency will send your Disability Report Form and medical history to the Disability Determination Service (DDS). DDS may or may not request more information, such as work history, when the disability began, and what treatment has been given. DDS may also request, on behalf of SSA, a medical or psychological exam (SSA pays for the exam by a physician chosen by SSA).

A decision is made in approximately 60 days about eligibility for benefits. If denied, you have 60 days to appeal.

Set up a Representative Payee account. Once your child receives benefits, you will need to set up a Representative Payee account; be sure to title the account correctly (SSA has suggested wording). *Automatic deposit of benefits is required.*

The Representative Payee

A representative payee is appointed by SSA to receive Social Security and/or SSI benefits for someone who cannot manage his or her money. Rep Payees should be comfortable handling financial records and be trusted to keep in mind the best interests of the disabled beneficiary.

A payee must keep records of expenses and be able to account each year for all spending of SSI funds. SSA sends out a "Representative Payee Report" annually; fill out the report promptly and mail it back, or you may submit the report online.

To be designated a Rep Payee, contact the local SSA office (see above). You must then submit an application, form SSA-11 and documents to prove your identity. SSA requires you to complete the payee application in a face-to-face interview.

Note that having power of attorney, being an authorized representative or having a joint bank account with the beneficiary *do not* give you the legal authority to negotiate and manage the beneficiary's Social Security and/or SSI payments. See www.socialsecurity.gov/payee

Housing and SSI Benefits

SSI is intended to cover living expenses like rent, food, and utilities. For example, it is recommended that you **charge your adult child rent** if he or she lives in the family home. **Rent charged must be at least 30% of the current federal benefit amount** (\$733 a month for 2015) to get the maximum SSI benefit. Be aware that SSI benefits may be reduced under the following circumstances:

In general, about one-third of your SSI benefit is assumed to be paying for housing expenses (rent or mortgage, utilities, property insurance/renter's

insurance, etc.) and the other two-thirds for other eligible expenses like food and clothing. If monies from a special needs trust are used to purchase a home with a mortgage, and the **trust makes monthly mortgage payments**, then the beneficiary's SSI payments will be reduced by about one-third each month (the portion of SSI associated with housing).

Whether the home is purchased outright or with a mortgage, SSI payments will be reduced by slightly more than one-third if the **trust pays for household expenses** such as taxes, heat, electricity, water, sewer and trash collection.

See <https://secure.ssa.gov/poms.nsf/lnx/0500835300> and <https://secure.ssa.gov/poms.nsf/lnx/0500835901>

Reporting Income

SSI beneficiaries **must** report any earnings to Social Security. This includes work income, one-time payments, child support, trust payments, etc. SSI is a needs-based month-to-month benefit. Any delay in reporting to SSA could mean an overpayment of benefits.

APPENDIX 4: APPLYING FOR BENEFITS: Medicaid Waiver Programs

For an introduction to Medicaid Waivers, watch this YouTube video (https://www.youtube.com/watch?v=6DtP_krOU2w). This information was correct at the time of publication. However, the waivers are in the process of being redesigned; parents may find the latest information at www.dbhds.virginia.gov/individuals-and-families/developmental-disabilities/my-life-my-community

Eligibility Criteria

There are three criteria an individual must meet in order to be eligible for a Medicaid waiver:

(1) **Functioning:** This will be determined upon intake and screening.

(2) **Diagnostic:** Persons applying for waivers must meet the diagnostic requirements in the law.

-- *ID Waiver:* A diagnosis of intellectual disability (an IQ of 70 or below) or be under age 6 and at developmental risk.

--*Individual & Family Developmental Disabilities Support (DD) Waiver:* Developmental disability or related condition; apply at age 5yrs. 9mos.

--*Elderly or Disabled Consumer Directed (EDCD) Waiver:* person needs skilled nursing

--*Day Support Waiver:* Diagnosis of intellectual disability; apply at 18 yrs. When a day support waiver opens up, it goes to the person on the ID waiting list who has been waiting the longest.

--*Technology Waiver:* Individual needs skilled nursing care and technological medical support (such as a ventilator).

(3) **Financial:** If functioning and diagnostic criteria are met, then none of the parent's income will be considered when determining the child's financial eligibility.

Wait List Eligibility

You **CANNOT** be on the ID Waiver AND the DD Waiver waiting list. You **CAN** be on either list AND receive services from the EDCD and the Technology Waivers. Day Support Waiver slots go *only* to people on the waiting list for the ID Waiver, not to those on the DD Waiver waiting list. **Apply now** as waiting lists are very long.

Services Covered Under Waivers

Both the ID and the DD Waivers cover case management, day support, supported employment, personal or attendant care, respite care, in-home residential support, adult companion care, assistive technology, environmental modifications, therapeutic consultations, and Personal Emergency Response System (PERS).

The **ID Waiver** also covers congregate residential care (group homes), clustered supervised apart-ments, and residential supports (see page 16).

Services covered under the **EDCD Waiver** are: personal care aide services, adult day health care, respite care, Personal Emergency Response System (PERS), medication monitoring, and consumer-directed services.

The **Day Support Waiver** covers day support services, pre-vocational services, and supportive employment services.

Services covered under the **Technology Waiver** are: personal care (adults only), private duty nursing, respite care, environmental modifications, and assistive technology.

Where to Apply

For the ID Waiver

Alexandria City CSB: 703-746-3400

Arlington DHS/IDD Services: 703-228-1700

Fairfax/Falls Church CSB: 703-383-8500

For the EDCD Waiver

Alexandria Elderly & Aging Dept: 703-838-0920

Arlington DHS/IDD Services: 703-228-1769

Fairfax Coordinated Services Planning: 703-222-0880

For the DD Waiver (all localities)

Start with the Request for Screening form:

www.dmas.virginia.gov/Content_atchs/forms/DMAS-305.pdf

The screening form should be completed and sent to your local health department

Arlington County Health Department
PIE Program, Margaret Jones 703-228-1640

Fairfax County Health Department
Terri Morris 703-246-8631

Alexandria City Health Department
Veronica Aberle 703-746-4921

DMAS works through a number of service coordinators to provide DD waiver services. Several organizations in the Northern Virginia area provide DD waiver case management and service facilitation. Two of these are: **The Arc of Northern Virginia**, Director of Services, 703-208-1119, <http://www.thearcofnova.org>. Or, **The Endependence Center**. Contact 703-525-3268. <http://www.ecnv.org>

For a list of other DD waiver case managers and service facilitators operating in Northern Virginia, see Resources “Selected List of Case Managers.”

APPENDIX 5: CREATING AN ESTATE PLAN

All parents should have a will, and those who have children with a disability also need to create a special needs trust to protect any public benefits that child may receive.

If your child is approaching his or her 18th birthday (age of majority), you might also consider some form of legal support if he or she needs and will continue to need help with medical, financial, and legal decision-making. (See the next appendix on guardianship.)

Creating a Will

A will is critical to ensuring that your wishes are carried out regarding how and to whom your assets are divided after your death. While many wills create family trusts, to avoid jeopardizing the benefits or services of your heir with a disability you need to create a separate *special needs trust* (see below).

Retirement accounts (such as an IRA or 401K), are considered outside the will; if you wish to leave part of those retirement monies to your disabled heir (and keep him or her eligible for benefits), you will need to designate the special needs trust as the beneficiary.

Special Needs Trusts (SNT)

Special needs trusts (sometimes called supplemental benefits trusts) allow families to provide for the future financial stability of their loved one with a disability. Since some federal benefits programs impose severe limits on beneficiary's assets and resources, your son or daughter could be disqualified from benefits if he or she received (for example) an inheritance or proceeds from a lawsuit. However, the law allows families to set up a special needs trust (SNT) that can act as a repository for an inheritance, stocks, property, insurance settlements or other assets *without* a loss of public benefits.

If your family member with a disability receives Supplemental Security Income (SSI) and Medicaid (or you are contemplating having them apply for these benefits), creating a special needs trust is a necessity; these programs limit your loved one to just \$2,000 in assets to remain eligible.

Although no income or asset limits currently exist for the Social Security Disability Income (SSDI) program, individuals receiving SSDI benefits may also set up a first-party special needs trust (see below) for money management purposes.

Two Kinds of Trusts

Most special needs trusts are *third-party trusts* (family-funded trusts) established by parents or with an authorized non-profit, such as The Arc of Northern Virginia, for their children with a disability. The person establishing the trust, usually called the settlor, chooses to make some of his or her own assets available for the benefit of the beneficiary. These trusts may be funded during the parents' lifetime (you can put money in them), but that money would no longer be available to you as the parent once it is in the trust. This is why most third-party trusts are usually funded from inheritances and life insurance policies.

First-party trusts (self-funded or self-settled) are established by the beneficiary and always funded with *their own* resources. Common sources of funding for first-party trusts are structured settlements, paybacks from Social Security, and inheritances that mistakenly were given directly to the individual with the disability.

While many legal matters can be undertaken with a lawyer with a general background, SNTs are complicated enough to require the services of an elder law or estate attorney or an organization such as The Arc of Northern Virginia that has expertise in disabilities and this particular kind of trust.

Setting Up a Trust

Special needs trusts can, and should be, set up as early as possible as part of the parents' overall estate planning. Third-party special needs trusts can be funded while the parents are still alive (with the caveat that any money put in the trust cannot be withdrawn except to pay for services for the beneficiary).

Special needs trusts may be set up using an attorney in private practice (see the resources section) or through the auspices of a trust managed by a nonprofit such as The Arc of Northern Virginia (www.thearcofnovatrust.org).

For either option, you will have to pay fees to set up the trust and, possibly, to manage the funds. The Arc of Northern Virginia's Special Needs Trust program does not require a minimum deposit.

Uses of Trust Funds

Funds from the trust are usually not distributed directly to the beneficiary as that may jeopardize government benefits. Instead, they are usually disbursed to third

parties who provide goods and services for the use and enjoyment of the beneficiary. Trust funds can be used for a variety of life-enhancing expenditures without compromising your loved one's eligibility for government benefits:

- Supplemental education and tutoring
- Out-of-pocket medical & dental costs
- Transportation (including purchase of a vehicle)
- Maintenance of vehicles
- Materials for a hobby or recreational activity
- Trips or vacations
- Entertainment such as movies or ballgames
- Computers, videos, furniture, or electronics
- Athletic training or competitions
- Special dietary needs
- Personal care attendant or escort
- Housing costs (this may reduce SSI benefits)

Acting as Trustee

A trustee is the person who oversees trust assets and administers the trust provisions, including investing, account reporting and tax reporting, check writing, and disbursements. Professional legal and investment advice are crucial for trustees administering a special needs trust themselves.

However, for trusts set up with The Arc of Northern Virginia, the family does not have this burden: trust staff perform all administrative tasks and client relations and SunTrust Bank handles all fiduciary and investment duties.

For more information about being a trustee, download a free handbook at:

<http://www.specialneedsalliance.org/free-trustee-handbook>

APPENDIX 6: CONSIDERING GUARDIANSHIP¹

Guardians and conservators are appointed by a local court to protect an incapacitated person-- that is, someone who cannot receive or evaluate information effectively to meet his or her health, care and safety needs, or to manage property or financial affairs.

A guardian and/or conservator is often appointed for a person with a disability. However, **only a Circuit Court judge can decide that a person is incapacitated** and appoint a guardian and/or a conservator to act for the person. The appointment of a guardian or conservator is not a routine matter, and it is appropriate to take it very seriously, as the legal system does.

In essence, **guardianship** makes someone (like parents) responsible for *making financial, medical, social, and legal decisions* on behalf of a person who cannot make those decisions completely by themselves. In Virginia, a guardianship can be structured to fit the individual, with some rights taken away and others retained. An experienced attorney can assist you in crafting a guardianship that fits the individual and allows you to remain as a strong advocate for the individual with a disability.

A **conservator's** decision-making responsibility is focused on managing a person's financial and property affairs. A conservator's authority, like that of a guardian, may also be limited depending on the situation of the incapacitated person.

The court may appoint only a guardian, only a conservator, or both. For most young adults with a disability, only a guardian is necessary. The extent of the guardian's or conservator's authority will be set forth in the judge's order and in the Virginia Code.

Typically, the young adult has less than \$2,000 in assets; the only income is from SSI or earnings that typically can be managed by a Representative Payee or by the individual with some assistance.

Considering Guardianship

In a guardianship, the law strikes a balance between preserving the rights and personal autonomy of an adult

and the duty of the State of Virginia to protect individuals who lack sufficient capacity to make decisions regarding themselves or their property.

Typically, the young adult has less than \$2,000 in assets; the only income is from SSI or earnings that typically can be managed by a representative payee or by the individual with some assistance.

Families should consider less restrictive alternatives before petitioning for guardianship if they believe the individual may not fit the criterion of "incapacitated." Parents considering guardianship should keep in mind that:

--**Your child will not be labeled "incompetent."** Virginia has eliminated that term from the law. Now a person is found to be "incapacitated" to the extent that they cannot make certain decisions.

--Overall, it is important to realize that guardian-ship is a **very flexible system in Virginia**.

--Guardianships can be **tailored to the needs of your child**, allowing parents to remain in a strong advocacy position.

--As part of that flexibility, **guardianship need not take away all or even most of the individual's rights**. It is very common, for example, to preserve the right to vote, the right to hold a driver's license, and other rights.

--Even under guardianship, your adult child **can still participate in decision-making** about his or her life to the extent of their capabilities. The guardianship order will typically say that the individual with a disability will be consulted and his/her wishes taken into account.

--**Your child remains eligible for government benefits**. There is no loss of government benefits because someone has a guardian. The guardian's income and assets are not counted when computing benefits for an adult individual with a disability.

--Guardianship **does not make you financially responsible for the person under guardianship**. For example, parents who are guardians do not have to provide food and shelter for their child but would be responsible for making the *decisions* about where their child would live and the kind of care he or she would receive.

¹Thanks to Kelly Thompson, Esq., for her work on this section and her insights on issues parents face in deciding on guardianship

--As a guardian, **you are not responsible for the financial, civil or criminal liabilities of your child.** If an individual under guardianship hurts someone or something, the guardian is not liable. If they were, few people would be willing to serve as a guardian

Parents are frequently appointed as guardians, but other family members, an attorney, a friend, or a public guardian may also serve in this capacity.

To help determine if guardianship is the appropriate choice for your young adult, fill out the screener at <http://www.thearcofnova.org/wp-content/uploads/2011/05/Thinking-about-Guardianship-checklist-2.pdf>

Obtaining Guardianship

To obtain guardianship, parents need to file a petition with the Circuit Court of the jurisdiction in which the individual lives. Typically parents are appointed as co-guardians, which allows either to act independently. You must provide a medical or psychological evaluation of your loved one that supports the need for guardianship. You may ask the court to appoint “standby” guardians who would serve when you no longer can.

When the petition is filed, the court appoints a guardian ad litem (GAL). The GAL is an attorney in private practice appointed from an approved list. The GAL’s primary job is to ensure that the rights of the individual with the disability are protected. The GAL will therefore meet the individual, serve him or her with the court paper-work, and explain their rights. The GAL will also make a report to the Court giving an opinion as to whether the appointment of a guardian is necessary and who should be appointed.

After the GAL has filed a report, a hearing is held at the Court. Typically the persons being appointed as guardians must attend the hearing, and after the hearing will go to the Clerk of the Court’s office to complete all necessary paper-work. The individual for whom the guardian is being appointed may choose to attend the hearing or not.

As a guardian, you are required to submit a report every year to the local Department of Social Services; the court will provide a form.

Weighing Alternatives

The appointment of a guardian or a conservator should be considered only as a last resort. Petitioners for guardianship must provide evidence, and a judge must determine, that an individual is “incapacitated” in

terms of making certain decisions.

However, if the person is not considered “incapacitated” but still needs help, the individual and his or her family may choose among several other options. These alternatives range from having a caregiver (who has no legal authority to make decisions) to giving a trusted person a durable power-of-attorney (may make all medical, legal and financial decisions).

For example, an individual needing some assistance may be able to sign a Power of Attorney or Advance Medical Directive, appointing you or another family member as their agent for decision-making.

It’s important to remember that the individual must be capable of understanding what they are doing when they execute a Power of Attorney or Medical Directive. A Power of Attorney or Medical Directive *does not allow you as the agent to override the decision of the individual with the disability.* So if the individual enters into a contract he or she did not understand, the agent under a Power of Attorney cannot void that contract. If the individual is in the emergency room yelling that they do not want a shot or test, the agent under the Medical Directive cannot override that decision.

Determining a Decision-Making Role

Type	Decision-making Responsibilities	Notes
Full guardianship	All financial, legal, personal care, and social decisions	Individual must be incapacitated Guardian must file an annual report with Dept of Social Services
Limited guardianship	Decisions on specific issues (e.g., just health care), as determined by the judge	Individual must be incapacitated Guardian must file an annual report with Dept of Social Services
Standby guardian	Person designated in guardianship order to become guardian when current guardian dies	Does not assume any duties until death of primary guardian
Full conservatorship	All financial decisions, including paying bills, investing money, and selling property. Conservator must post a surety bond.	Individual must be incapacitated Conservator must file annual report on all financial transactions
Limited conservatorship	Decisions on specific financial matters, such as paying bills or filling out tax returns, as specified by the judge. Conservator must post surety bond.	Individual must be incapacitated Conservator must file report on income and expenses
Representative payee	Receives another person's government benefits on behalf of that person; responsible for using benefit to pay beneficiary's living expenses	Rep Payee must report annually to the Social Security Administration
Advance medical directive	Person with disability provides instructions about his or her wishes for health care treatment and designates an agent to make health care decisions when he or she cannot	Agent's powers are defined in the document Agent cannot override decisions
Durable power of attorney	Written authority giving a parent or another person (agent) power to make decisions on behalf of the individual with a disability (the principal). Agent may act even if principal becomes incapacitated.	Agent cannot override decisions Power ends if principal revokes it or dies
Emergency order for adult protective services	Short-term guardianship (15 days) to handle an emergency or correct conditions causing an emergency	Local Department of Social Services must apply to Circuit Court for temporary guardianship order
Caregiver	Individual providing care, paid or unpaid, to someone who cannot care for him or herself.	No power to make medical, legal or financial decisions

APPENDIX 7: WORKING WITH SCHOOL-BASED TRANSITION PROGRAMS

All three localities offer some degree of transition and employment services to students aging out of the school system and into the work world. Ask the transition coordinator in your student's high school about how the transition process works and for referrals to both school-based and public vocational programs.

Localities vary in the services they offer to transitioning students. Ask if your school system offers any of the following:

Functional life skills programs to provide various skill development activities to increase career/technical integration, social competence, community integration, personal growth, health and fitness, domestic living, and functional academic skills.

Job coaching services for students who display job-readiness skills for independent employment, but who will need specialized, short-term support and training.

School-based career assessments to provide simple career interests and aptitude reviews to assist students in selecting fields of exploration or training.

Individualized career assessments, which may include individualized set of interest inventories, standardized tests and exploration activities designed to build a comprehensive picture of a student's interests, aptitudes, employability behaviors and career decision-making skills.

The State of Virginia also offers programs to help transitioning students:

Post-Secondary Education Rehabilitation and Transition Program (PERT)

The PERT program provides public high school students with disabilities with a 5-10 day comprehensive assessment of vocational, and independent living, social and recreational skills. Eligible students must be age 16 and older, with a full scale IQ of 60 or evidence of good adaptive skills; the student must be returning to school the fall after the PERT session (in other words, you cannot be in your last year of school).

PERT offers the following:

- Life Skills Training Program
- Vocational Evaluations

- Therapeutic Evaluations
- Vocational Training Programs

To apply for PERT, contact the transition coordinator in your high school. You would need to have an open case with DARS to be considered. For more information, go to: <http://wwrc.virginia.gov/PERT.htm>

Department of Aging and Rehabilitative Services Employment Evaluations provides employment assessment opportunities to eligible students getting ready to graduate from high school and enter employment. This program is focused primarily on those students who could work independently. See the next section on "Preparing for Work."

City of Alexandria

Transition Coordinators

Timothy Brown, Special Projects Coordinator
Office of Special Education Services
703-619-8315
timothy.brown@acps.k12.va.us

James Cooney, Employment Support
Specialist, 703-824-6892,
james.cooney@acps.k12.va.us

Angela Brown, Employment Support Specialist
703-824-6800, ext. 6254
angela.brown@acps.k12.va.us

Ameeta Shah, Employment Specialist, Project
SEARCH, 703-619-8023
ameeta.shah@acps.k12.va.us

For more information on transition services available in Alexandria City Public Schools, please visit <http://www.acps.k12.va.us/curriculum/special-education/transition/>

Arlington County

Transition Coordinators

Joyce C. Kelly, Wakefield H.S. and Gunston &
Jefferson M.S., 703-228-6728
joyce.kelly@apsva.us

Karen Sherman, Yorktown H.S. and Swanson &
Williamsburg M.S., 703-228-2545
karen.sherman@apsva.us

Thomas Sweet, Washington-Lee H.S. and Kenmore
M.S., 703-228-6265, thomas.sweet@apsva.us

Linda Saiidifar, H.B. Woodlawn H.S. and M.S.,
Alternative Programs & Job Development,
703-228-6063, linda.saiidifar@apsva.us

Brian Stapleton, Career Center
703-228-8691, brian.stapleton@apsva.us

Lisa Lee, Stratford: 703-228-63495
lisa.lee@apsva.us

Program for Employment Preparedness (PEP)

Arlington's Program for Employment Preparedness (PEP) aims to increase students' work readiness skills to enhance the possibility of their obtaining and maintaining work as an adult. PEP replaces the Experienced-Based Career Education Program (EBCE) and the Supported Work and Transition Program (SWAT) programs. Combining the two programs will allow more students with more types of disabilities to take advantage of this training.

Depending on student's needs, job experiences may range from a fully supported on-campus program to a fully independent work experience at a local business. Certain students will participate in Career Technical Education (CTE) courses as an adjunct to their job site experiences. PEP teachers and administrators coordinate with DARS and Arlington County IDDS case managers to support a smooth transition into adulthood.

Arlington students aged 18-21 with IEPs may be eligible for PEP. Contact your high school transition coordinator for more information or email the program at PEP.Program@apsva.us.

Fairfax County

Transition Coordinators

Career & Transition Services, 571-423-4150

Fairfax also has Employment and Transition Representatives (ETRs) at each of its 29 high schools and centers. See <http://www.fcps.edu/is/careertransition/contactsheet.pdf> for contacts. ETRs facilitate students' transition to post-secondary life by providing transition and employment services while the student is still in school.

Employment services include job-seeking skills, job development and job placement, job maintenance and work-based learning. Transition services include information sharing about postsecondary options and resources, referrals to school-based services, support to

students in their final year of school, and referrals to adult service agencies upon graduation.

Career and Transition Services also provides a number of services and instructional programs to enhance career and college readiness. These include Career Assessment, Work Awareness & Transition class, Education for Employment class, Office Technology and Procedures class and Career Academy Support. For students choosing to continue their education up to age 22, Career and Transition Services offers a number of programs focused on employability and life skills including the Davis and Pulley Career Centers and the Secondary Transition to Employment Programs (STEP) based at Chantilly and South Lakes High Schools.

Exploring Other Resources

Good sources of information for special education are the school-based Parent Resource Centers:

Alexandria City PRC
Special Education Family Resource Center
T.C. Williams High School, 3801 West Braddock Road,
Room 134, Alexandria, VA 22302 703-824-0129
<http://www.acps.k12.va.us/curriculum/special-education/prc/>

Arlington Public Schools PRC
2110 Washington Boulevard, Suite 158,
Arlington, VA 22204 703.228.7239
www.apsva.us/Domain/153

Fairfax County Public Schools PRC
<http://www.fcps.edu/dss/osp/prc/index.shtml>
Dunn Loring Center for Parent Services
2334 Gallows Road, Rm 105
Dunn Loring, Virginia 22027

High school transition coordinators can also give you more information on the following resources:

Vendor Resource Fairs—Arlington and Fairfax County jointly hold an annual fair in the fall for students seeking vocational or day support programs.

Flash Forward – Postsecondary Education & Employment Options. Held annually in April and hosted by Fairfax County Public Schools. The event includes a vendor fair and workshops.

Future Quest (George Mason Univ.) College and career event for middle and high school students held every other year; the next one is November 2015.

George Mason University LIFE Program

Program Director: Heidi J. Graff, Ph.D.

Program Coordinator: Karen Ingram

Phone: (703)993-3905

<http://masonlife.gmu.edu>

Northern Virginia Community College

Director of Disability Services

Estela Landeros Dugourd, PhD

www.nvcc.edu

eldugourd@nvcc.edu

703-764-5032

College Living Experience

Provides post secondary supports to young adults with varying disabilities.

www.experiencecle.com

401 North Washington Street, Suite 420

Rockville, Maryland 20850

Ann Marie Stripling

Regional Director of Transition Services

astripling@experiencecle.com

CLE also offers a 3-week summer program for diverse learners entering their senior year or who have recently graduated. <http://experiencecle.com/summer-program-2/>

College Internship Program (CIP)

www.cipworldwide.org

A comprehensive post-secondary support program for young adults on the autism spectrum and for those with learning differences.

Strive Program at NVCC

Dr. Jean E. Robinson

301-292-7600 <http://www.striveinclud.org>

To find out more about post-secondary options visit the Heath Center, an online clearinghouse on post-secondary education for individuals with disabilities, at www.heath.gwu.edu

For other post-secondary options, see

www.thinkcollege.net

To help your student take on some of the responsibility for his or her transition planning, take a look at this document: "Dude, Where's My Transition Plan?": *A guide to promote student involvement in planning for life after high school.* <http://www.tnstep.org/uploads/files/Final%20Dude%20Transition%20Book.pdf>

**HIGH SCHOOL vs. COLLEGE
Individuals with Disabilities Education Improvement Act
And the Americans with Disabilities Act**

High School (IDEIA)	College (ADA)
An IEP drives all accommodations and services, involves the teachers and counselors, and always requires a parent's signature for students under age 18.	There is no educational plan, and instructors are not contacted except by the student. Parents often may not receive a student's grades without written permission from the student.
A student qualifies for public education because he/ she is the appropriate age and has a disability.	<i>Otherwise qualified</i> means that a student must meet all entrance and academic requirements, whether or not they receive accommodations.
Under IDEA, children with disabilities are entitled to a "free and appropriate public education."	Students have civil rights for which they must advocate to ensure equal access to higher education. No one is entitled to anything.
Public schools are responsible for appropriate assessment of a student's disabilities.	Colleges are not required to assess students, but can expect students to provide proof of disabilities with accepted guidelines.
Student placement is determined by the student's IEP team. Placement must be in the least restrictive environment that is appropriate for the student.	Students are integrated in the college community, and the environment may be adjusted through accommodations. Colleges do not deliberate to select an environment in advance.
A student's disability and needs are documented in his/her IEP. This information is available for staff involved with the student.	Need to Know: Students must give express permission for college professors to be notified of their disabilities. Students must initiate all actions toward receiving accommodations with each individual professor, for each course, for each semester. Students have the civil right to refuse accommodations they do not want or need.
Assessment, physical or occupational therapy, speech and language services, personal care and/ or any other therapy is provided by the school, as outlined in the student's educational plan.	College students are responsible for any and all personal services, such as personal or medical care, just as if they were living independently and not attending college.
A student may receive untimed tests if the need is documented in his/her educational plan.	Untimed tests are not considered reasonable. Time extensions may be reasonable (typically time and one-half, but no more than double time).

APPENDIX 8: PREPARING FOR WORK

Figuring out what to do for a job or career is a challenge for every young adult. While your child may already know what jobs he or she would be good at (or what they really *don't* want to do), most young adults are not very familiar with what it takes to prepare for and get a job.

And it takes time to figure it all out. Parents and students should take these five steps and get started in middle and high school thinking about work and work-related skills. For more information on employment for individuals with disabilities, see “Entering the World of Work: A Guide to Employment Programs for Adults with Disabilities in Alexandria, Arlington, Fairfax & Falls Church” online at <http://www.thearcofnova.org/programs/transition/transition-points>.

Step 1: Get Work-Type Experience

Be creative in thinking about what your child already does and how that might teach job skills or be expanded into a career interest. Most people begin learning about the world of work through activities such as: chores at home; volunteering; activities pursued in Boy or Girl Scouts; and through courses that teach job-related skills like computer repair or animal care.

Step 2. Assess Work Interests and Skills

Use the Positive Personal Profile to get an overall picture what your son or daughter would like to do for a job or career and what talents, traits and skills they bring to the workplace. As much as possible, have your transitioning student participate in this conversation; this is the place for him or her to be honest about likes and dislikes and about any support they feel might be needed at the worksite.

The profile will also help you figure out what things *other* than skills and talents would make you happy and successful on a job, such as:

- the type of job you'd prefer, such as service jobs that entail a lot of customer/client contact vs. production or materials handling jobs that may involve less contact with the public or co-workers.

- the on-the-job environment, which includes the size of the physical space you'd work in, noise level, and indoors vs. outdoors.
- your boss and co-workers (preferences for working as part of a team vs. more independently)
- your work schedule: full time, part time, weekdays vs. weekends, day vs. night shifts, etc.
- commute. Factoring in how to get to a job, how long that commute takes, and how much it costs is important in considering a job's suitability.

The profile should be a work-in-progress; consider reviewing it every year as you get more academic, volunteer or paid work experience.

Step 3. Meet with the Transition Coordinator

The transition coordinator at your high school is the best first stop for information on post-secondary options, including vocational programs, college, and DARS. Localities vary in the services they offer to transitioning students.

Starting in 9th grade, IEPs should begin to include transition objectives to be achieved while the student is still in school. See list of Transition Coordinators in previous section.

How Parents May Help

- Help your child draft a resume. Share with transition staff at school and DARS counselor.
- Attend IEP meetings, share the Positive Personal Profile, and contribute your ideas for IPEs and other plans or goals related to your student's employment.
- Discuss with the transition team any accommodations and supports that you and your student have agreed might be needed.
- Advocate when needed, but let your child speak for him or herself as much as possible.

POSITIVE PERSONAL PROFILE

Name: _____

Dreams and Goals	Talents
Skills and Knowledge	Learning Styles
Interests	Positive personality traits
Temperament	Values
Work Experiences	Support System
Specific Challenges	Solutions and Accommodations

Work Experience ideas and possibilities to explore:

Source: Richard G. Luecking. *The Way to Work: How to Facilitate Work Experiences for Youth in Transition*. (Baltimore: Paul H. Brooks Publishing Co., 2009), pg. 55

4. Pursue Eligibility for DARS

The Virginia Department for Aging and Rehabilitative Services (DARS) helps individuals with disabilities prepare for the workplace, find a job, and get needed support once on the job. DARS focuses on community-based competitive employment (offering at least minimum wage); it does not fund services in non-integrated employment settings such as sheltered workshops.

While participation is voluntary, it's worth exploring eligibility for the program while still in school, as research shows getting help early usually results in better employment outcomes. The agency contracts with companies (employment service organizations) to provide many DARS services. A list of these companies is at the end of this section.

To review the DARS brochure, see:
<http://www.vadars.org/downloads/publications/TransitionServicesGuideFinal08272013.pdf>

Begin the process by asking your transition coordinator for a meeting with the DARS counselor assigned to your high school.

Your DARS counselor will determine your eligibility for DARS services, help identify any barriers to competitive employment, and work on your Individualized Plan for Employment with you. To participate, you will go through the following steps: referral, intake, eligibility determination, needs assessment, and plan development and implementation.

5. Look Ahead to the World of Work

Although some individuals with developmental disabilities may be able to get and maintain employment with little or no assistance, many others need ongoing help to find and perform on a job (called Supported Employment).

Who Pays

As long as you want to work, if you are eligible for DARS, the agency will pay for initial job preparation, development and placement services. However, once DARS funding ends, **money for continuing support** may come either from a waiver, the local Community Services Board (public funds), or the family. Who pays and when depends on whether you are in independent job situation or working as part of group supported employment (see below and graphic on "Funding for Job Development & Supported Employment). It's also important to remember that although a student may be found eligible for DARS assistance in high

school, in all likelihood the agency will not begin working with him or her until after graduation.

Types of Employment Support

At present, supported employment for individuals with disabilities falls into one of three models. However, under the Employment First legislation, the first option should always be placement of individuals with disabilities in community *competitive* employment, making *minimum wage or higher*, in an integrated setting.

Note that not all vendors take all the waivers or even private pay.

Individual Supported Employment. This is the "one person, one job" model that most people are familiar with. The individual gets help finding and interviewing for jobs; once a job is obtained, a job coach provides support on a short-term basis.

Group Supported Employment. An individual is placed in a small group of people in a contract position with a local agency or company, or for a mobile work crew that does jobs in a variety of places around the community.

Several employment service organizations in the Northern Virginia area have Ability One contracts, www.abilityone.gov which use the purchasing power of the federal government to buy products and services from participating, community-based nonprofit agencies.

Day Support/Community Integration Centers. This option typically serves individuals who have a high level of daily living support needs throughout the day and who need more support to develop vocational skills. Some individuals in day support settings may receive occasional opportunities to work on intermittent job contracts, but the groups may also do volunteer work in the community and recreational and lifeskill activities at a center.

Fee-based day support services in this area are offered by a few vendors.

Specially Adapted Resource Clubs (SPARC) is a clubhouse model day program that has been supporting adults with life-long disabilities in a community-based setting since 2006, and is the only non-Medicaid provider of day program services in Northern Virginia. Young adults with disabilities gather together in local community centers in Reston, Fairfax, and McLean to

do all the things people without disabilities like to do. Fees are \$400 per month for 3+ days a week, \$340 per month for 2 days a week, and \$260 per month for 1 day a week. www.sparcsolutions.org

The Adults with Disabilities Day Program (ADDP) run by the McLean Bible Church focuses on spiritual formation, literacy, vocational, personal care and independence, social and community navigation skills and self-advocacy. Fees are based on the number of days of week your child participates, with a minimum of two days a week. Participants must be post-high school with a primary diagnosis of developmental delay. http://mbctyson.org/pages/page.asp?page_id=156780 For more information, please contact [Fran Smith](mailto:Fran_Smith), Adult Day Program Coordinator, 703-770-4393.

In addition, the MOST Program through Jewish Foundation for Group Homes is a one-year vocational development program designed to help an individual explore different work options and also work on daily/ community living skills. DARS is not needed for this option. <http://www.jfgh.org/services/services/>. Contact [Marcy Bennett](mailto:Marcy_Bennett), MOST Program Administrator, 240-283-6031 MBennett@JFGH.org

6. Explore other Resources

Abilities at Work

Lauren Soljanyk Lee, Director
202-276-3313
abilitiesatworkllc@gmail.com

Best Buddies Jobs Virginia

www.bestbuddiesvirginia.org
703-533-9420
Karen Glasser, Jobs Program Supervisor
KarenGlasser@bestbuddies.org

The Choice Group

www.thechoicegroup.com
804-278-9151
Chris Lavach, Supported Employment Program
Although The Choice Group is headquartered in Richmond, individual staff are available throughout Northern Virginia.

Next Level Transition Consulting

www.nextleveltransition.com
Scott Wilbur, Transition Director
scottwilbur@nextleveltranstion.com
571-332-2992

Provides support for transition services, career exploration, career planning and job coaching, and drop-in independent living support.

Starfish Savers

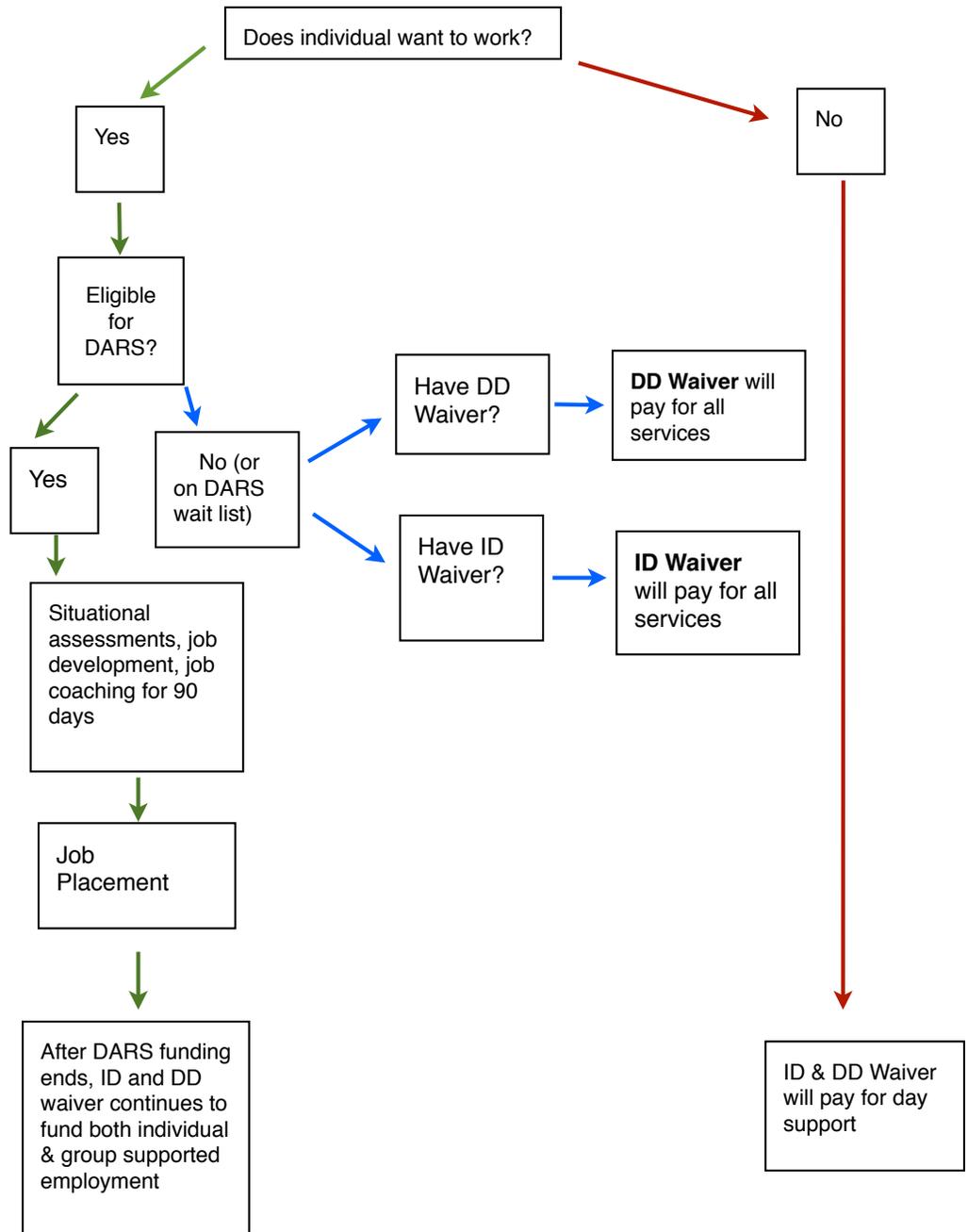
www.starfishsavers.com
703-631-9551
Larrie Ellen Randall
Larrie.Ellen@starfishsavers.com

Offers a variety of services for teens, young adults and adults 22+ in the areas of advocacy, social skills building, transition planning, individual work awareness training, and social and life skills coaching.

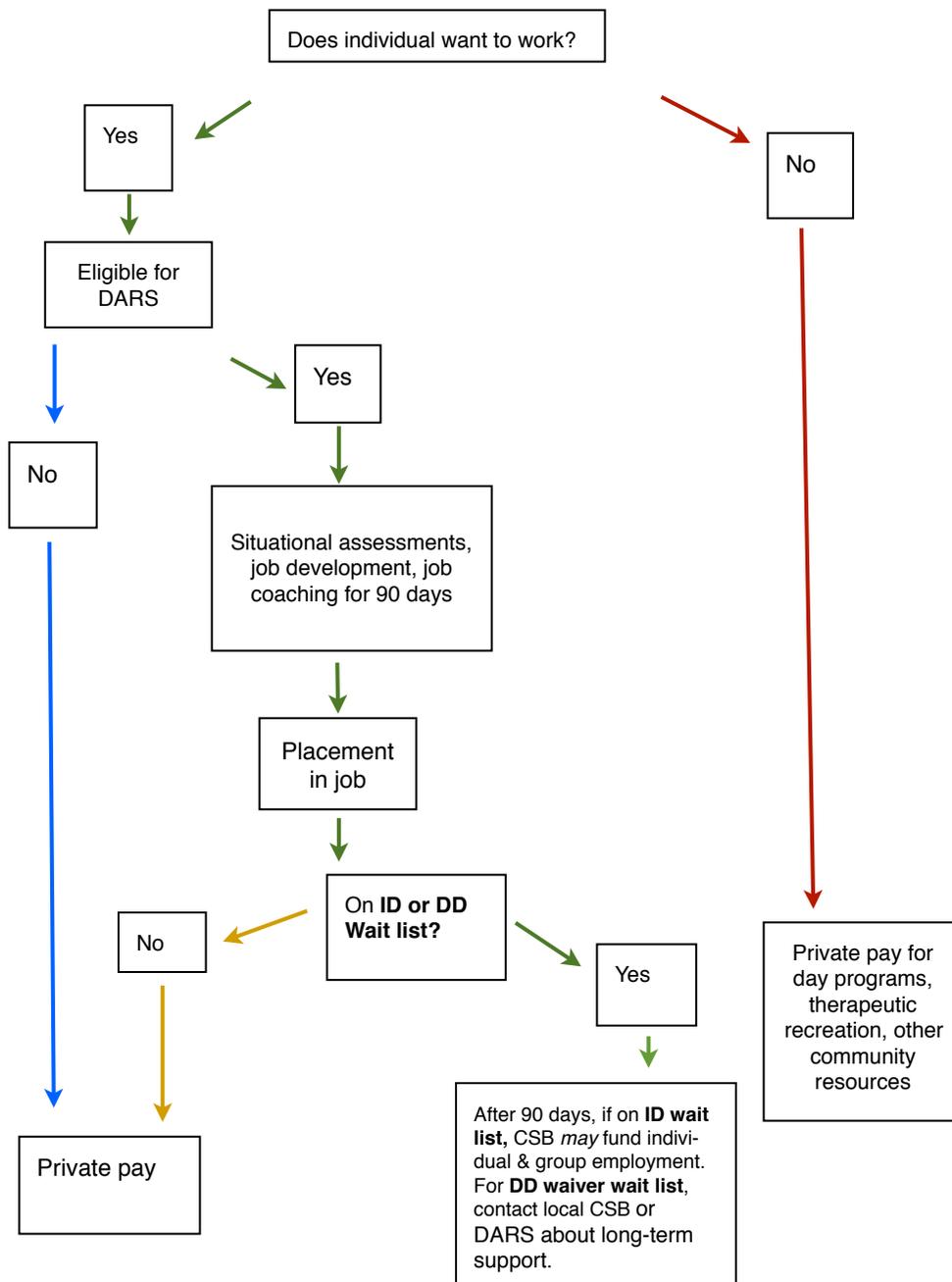
Project Search

www.projectsearch.us/Home.aspx
Locally, Project SEARCH operates a program at Inova Alexandria Hospital. This high school transition program is a one-year, school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates classroom instruction, career exploration, and relevant job skills training.

**FUNDING FOR JOB DEVELOPMENT
AND SUPPORTED EMPLOYMENT
WITH ID or DD WAIVER**



**FUNDING FOR JOB DEVELOPMENT
AND SUPPORTED EMPLOYMENT
WITH *NO WAIVER* OR *ON WAIT LIST***



**CONTRACTED DAY SUPPORT & EMPLOYMENT SERVICE ORGANIZATIONS
For Alexandria, Arlington, & Fairfax ID/DD Services**

Vendor	Websites	Services Provided	Funding Sources
The Arc/Greater Prince William 13505 Hillendale Drive Woodbridge, VA 22193 703-670-4800	www.arcgpw.org	Day Support	
Chimes, Inc. 3951 Pender Drive, #120 Fairfax, VA 22030 703-267-6558	www.chimes.org	Day Support	ID Waiver CSB DRS private pay
Community Concepts- Horizons 14000 Crown Court, Suite 206 Woodbridge, VA 22193 703-680-5127	http://comconinc.net	Developmental/Day Health & Rehab Services	ID Waiver DD Waiver CSB DRS private pay
Community Residences-- Newbrook Place 14160 Newbrooke Drive Chantilly, VA 22151 571-344-5990		Day Support for persons with challenging behaviors	ID Waiver CSB DRS private pay
Cooperative Employment Program 11150 Fairfax Blvd., Suite 300 Fairfax, VA 22030-5066 703-359-1124		Individual supported employment services	CSB DRS private pay
Didlake, Inc. 8641 Breeden Ave. Manassas, VA 20110 703-361-4195	www.didlake.org	Individual Supported Employment Group Supported Employment Day Support	ID Waiver DD Waiver CSB DRS private pay
Every Citizen Has Opportunities P.O Box 2277 Leesburg, VA 20177 703-779-2100	www.echoworks.org	Group Supported Employment Day Support Services	ID Waiver DD Waiver CSB DRS private pay
E-TRON 9406F Gunston Cove Road Lorton, VA 22079 703-690-2731	www.etransystems.com	Group Supported Employment	ID Waiver DD Waiver CSB DRS private pay

CONTRACTED DAY SUPPORT & EMPLOYMENT SERVICE ORGANIZATIONS
For Alexandria, Arlington, & Fairfax ID/DD Services

Vendor	Websites	Services Provided	Funding Sources
Job Discovery, Inc. 10345 Democracy Lane Fairfax, VA 22030 703-385-0041	www.jobdiscovery.org	Individual & Group Supported Employment Day Support Services	ID Waiver DD Waiver CSB private pay
Linden Resources, Inc. 750 South 23rd Street Arlington, VA 22202 703-521-4441	www.linden.org	Individual & Group Supported Employment Day Support	ID Waiver DD Waiver CSB DRS private pay
MVLE, Inc. 7420 Fullerton Road Suite 110 Springfield, VA 22153 703-569-3900	www.mvle.org	Individual & Group Supported Employment Day Support Services	ID Waiver DD Waiver CSB DRS private pay
PORTCO, Inc. 800 Loudoun Street Portsmouth, VA 23707 757-399-2333	www.portco.org	Group Supported Employment	ID Waiver CSB DRS private pay
Service Source Virginia Regional Office 10467 White Granite Drive Oakton, VA 22124 703-461-6000	www.servicesource.org	Individual & Group Supported Employment Day Support Services	ID Waiver DD Waiver CSB DRS private pay
Saint Coletta of Greater Washington 207 S. Peyton Street Alexandria, VA 22314 571-438-6940	www.stcoletta.org	Day Support Services	ID Waiver CSB DRS private pay
St. John's Community Services, Inc. 7611 Little River Tnpk, #404 703-914-2755	www.sjcs.org	Individual & Group Supported Employment Day Support Services	ID Waiver DD Waiver CSB DRS private pay

APPENDIX 9: HAVING FUN: Recreational & Respite Options

All three localities have Therapeutic Recreation Offices providing recreation and leisure opportunities for individuals with disabilities. Offerings for young adults include adapted classes, social clubs, and summer camps.

If you are new to the area, you may request that an assessment be completed to help the staff understand the needs of your child.

City of Alexandria

The Therapeutic Recreation Office can be reached at 703-746-5422 or visit <http://alexandriava.gov/recreation> and click on “Therapeutic Recreation” on the right.

Arlington County

The Therapeutic Recreation Office can be reached at 703-228-4740, TTY 711 or TRInfo@arlingtonva.us. You can visit www.arlingtonva.us/dpr; click on “Individuals with Disabilities” under “Come Play with Us” on the left.

Fairfax County

The Therapeutic Recreation Office can be reached at 703-324-5532, or www.fairfaxcounty.gov/ncs/trs

Private Vendors

Adaptive Learn-to-Skate. Kettler Iceplex offers Adaptive Learning I and II on Saturday mornings. Call 571-224-0555, LTS@kettlercapitalsiceplex.com, or visit <http://kettlercapitals.pointstreaksites.com>.

Adaptive Martial Arts (4-18) Jhoon Rhee Tae Kwon Do has beginner thru advanced classes to improve motor skills, coordination, focus and self control. Call Anna Rome at 703-532-7433, visit www.adaptivetkd.com, or email adaptivetkd@tkdlifeskills.com for more information.

ArtStream. Drama and movement classes for children and adults with disabilities. Classes in Silver Spring, MD, and Arlington, VA. <http://www.art-stream.org> or call 301-565-4567

Capernaum. An outreach mission of Young Life, a non-denominational Christian youth organization, Capernaum offers summer camp and twice-monthly social gatherings for teens 14-22 with physical and intellectual disabilities. Arlington & McLean: caleb.younglife@gmail.com

Central Fairfax: wonkamas@gmail.com

Northwest Fairfax: younglifemike@gmail.com

Easter Seals of Northern Virginia. Recreational day programs offered at Walter Reed Community Center in Arlington (for adults only, 18+), minimum 2 days a week. 703-228-0964

Eddies’ Club, Inc. Ages 4-21. Offers supervised, volunteer-run recreation program for children and teens with any disability. Activities located in Springfield. Fee based. 703-304-2330; www.eddiesclub.org

Expressive Therapeutic Movement. Classes for ages 13+ with intellectual disabilities. Yoga, breathing exercises, rhythmic music, and body awareness are used to develop strength, flexibility, calmness, motor planning and self-empowerment. Springfield & Herndon, 703-218-0751 etm.movements@gmail.com

Lifechanging Fitness. (all ages) Group and individual fitness sessions for individuals with disabilities. Program can help with cardio, strength, and even learning sports skills. Visit their website www.lifechangingfitness.org or call Ricardo Cunningham at 703-909-7971.

Little League Baseball/Challenger League.

Ages 5-22. This volunteer-run program provides an opportunity to play ball. Players are teamed with a Majors 1 player, who acts as a buddy. Season is spring and fall. 703-351-5111 or visit www.arlingtonlittleleague.org

Special Olympics. Provides opportunities for ages 8+ with intellectual disabilities to train and compete in a variety of Olympic-type sports. Contact Northern VA Special Olympics at 703-359-4301 or see www.novasova.org/contact.html

TOPSoccer. Ages 4-19. This is a volunteer-run skill development program. Season runs fall, winter and spring. In Alexandria, contact Bill Dwyer, wmdwyerprop@aol.com, 703-684-5425 or <http://www.alexandria-soccer.com/tops.htm>. In Arlington, see www.arlingtonsoccer.com/clubs/topsoccer, or contact Joe Lerner, 703-522-5866 (home); 703-395-7379 (cell).

For TOPSoccer in Burke, Chantilly, McLean and Reston, see the TOPSoccer website <http://www.vysa.com/programs/34617/34707.html>

Short-Term Respite Care

For occasional, short-term respite care:

Jill's House

www.jillshouse.org

9011 Leesburg Pike, Vienna, VA 22182

703-639-5660

Provides respite for children with disabilities (ages 6 to 17) in the Greater Washington DC area.

Camp Baker

<http://www.richmondarc.org/services/developmental-services/camp-baker-services/>

3600 Saunders Avenue, Richmond, VA 23227

Contact (804) 748-4789

or CampBaker@RichmondARC.org

Respite care services and summer camp for ages 6 through adult.

Hartwood Foundation

<https://www.hartwoodfoundation.com/programs/>

Contact info@hartwoodfoundation.com 703-273-0939

3702 Pender Dr. Suite 410

Fairfax, VA 22303

Provides respite services for children and adults with intellectual disabilities.

Summer Camps

Local therapeutic recreation agencies offer summer programs for youngsters with disabilities. In addition, look at the following resources:

Parent Educational Advocacy Training Center (PEATC)

List of summer camps/programs in Virginia for individuals with physical and developmental disabilities

http://www.peatc.org/peatc.cgim?template=news_and_events.template

College Internship Program, Summer at CIP

Two-week program teaching independent living skills and giving young adults a taste of the college experience

www.cipworldwide.org

College Living Experience

Three-week summer program for diverse learners entering their senior year or who have recently graduated. <http://experiencecle.com/summer-program-2/>

www.experiencecle.com

Jewish Community Center Camp JCC

<http://www.jccgw.org/camp-youth-teens/camp-jcc/>

Summit Camp

www.summitcamp.com

Sleep-away, travel and weekend camps for teens and young adults with attention and social issues

Young Life Capernaum Camp

Five-day camp at Rockbridge in Goshen, VA for children, teens and young adults up to 23 years old.

APPENDIX 10: GETTING AROUND

People with disabilities may benefit from travel training and from reduced fares for Washington-area bus and subway. Taxi companies also provide reduced rates and special services for persons with disabilities.

Non-Driver Identification Card

Since many reduced fare programs—whether for students, persons with a disability or senior citizens—require proof of age and/ or photo identification, a worthwhile first step is to obtain a non-driver identification card from the Virginia Department of Motor Vehicles (DMV). (This ID can also be used as photo identification when traveling by air).

You must be a resident of Virginia to obtain an ID card. These cards have no age restriction and are available for an adult or child who does not hold a learner's permit or driver's license.

An adult ID card expires at the end of the month in which you were born when you reach an age divisible by five; e.g. 20, 25, 30, etc. A child ID card expires on the child's 16th birthday.

All of the information a customer needs to prepare for a DMV visit is available on the DMV web site at http://dmv.state.va.us/webdoc/citizen/legal_presqa.asp, or by calling the agency's toll-free telephone number at 1-866-DMV-LINE

Travel Training

A key element of independence is being able to get around on public transportation for one's work and social life. The ENDependence Center of Northern Virginia offers *free* travel training on Washington-area bus and subway routes for people with disabilities. www.ecnv.org 2300 Clarendon Blvd., Arlington, VA. Call 703-525-3268.

Metro Disability ID Card

All jurisdictions in the Washington area offer reduced transportation fares, but you will first need to obtain a free Metro Disability ID card. You will need to fill out an application and have a health care professional certify the individual's disability. Call 202-962-2700 or download an application from http://www.wmata.com/accessibility/doc/Reduced_Fare_Application.pdf

Cards are issued for one or five years as recommended by the health care provider that completes the application.

The Metro Disability ID card is good on Metro buses in the District as well as ART in Arlington. CUE, Fairfax Connector, RideOn, TheBus, VRE and MARC also accept it.

Reduced Farecards/Bus Passes and/or SmarTrip Card

One option for reduced fares is a reduced fare bus pass or farecard (metro). These are sold at many area Giant and Safeway stores, Metro sales offices and transit stores. You may have to show your Metro Disability ID and photo identification.

Use your Metro Disability ID to purchase a SmarTrip card that is encoded for discount fares. SmarTrip cards can be purchased online at www.MetroOpensDoors.com and click under "Fares." (you must be a registered Metro Disability ID cardholder and you'll have to use a major credit card); at Metro sales offices; and transit stores (see list at end of this appendix). Every public transit service in the region is using SmarTrip *except* for The Bus, OmniRide, OmniLink, MARC and VRE.

It is highly recommended that you register your SmarTrip card. If you lose it, you will get a replacement card for \$5 that includes the fare value of the lost card at the time you reported the loss.

Add value to your SmarTrip card in any Metro station at the farecard machines or on Metrobus.

If the individual's health care professional indicates on the application that the applicant needs a personal care attendant (PCA) when traveling, a card can also be issued for the PCA, allowing them to use bus and rail at the same reduced rate as the individual.

Using Public Transportation

A good place to start to learn about available routes is CommuterPage.com with links to Virginia and Maryland bus and rail services. See <http://www.commuterpage.com/localtran.htm>

Commuter stores carry information about routes and fares in all three localities. They also sell reduced farecards, weekly bus passes, and the SmartTrip card. Applications for the Metro Disability ID are also available.

Locations and hours for Arlington Commuter Stores can be found at <http://www.commuterpage.com/stores.htm>. In Alexandria, visit the Old Town Transit Shop at

<http://www.dashbus.com/services/default.aspx?id=20498>

In Fairfax, see <http://www.fairfaxcounty.gov/connector/contact/connectorstores.html>

Handicapped Placard/Plates

In Virginia you need to get a MED-10 form for a handicapped parking placard or license plate. You can pick one up at the Department of Motor Vehicles (DMV), or you can get one from their website at <http://dmv.state.va.us>. A physician must fill out the form. Bring the completed form to the DMV.

You can get a placard or a plate, or both. Placards offer flexibility since you can move it into any car in which you are the driver or a passenger.

You will need to pay a fee and you will receive your placard or plate on the spot. You can do it by mail, but the process does take longer.

Paratransit Options

MetroAccess is the regional shared-ride door to door service established by the Washington Metropolitan Area Transit Authority (WMATA) under provisions of the Americans with Disabilities Act. MetroAccess provides transportation services to persons who, under certain circumstances, are unable to travel to or from a bus stop or rail station.

To be eligible for MetroAccess service, a person must meet one of the following conditions:

(1) Have a disability as defined by the ADA **AND** be unable as a result of disability to utilize fixed-route transportation (Metrobus and Metrorail);

OR (2) Need to use a ramp or wheelchair lift to use a public transit vehicle, but an accessible public transit vehicle is not being used at the time, date, and on the route you would travel. (Please note: All Metrobuses are wheelchair accessible);

OR (3) Be unable to travel to or from a bus stop or rail station due to a disability.

An application must be completed and certified by a health care professional detailing your disability and the need for paratransit services. An in-person interview and functional assessment is also required. This process can take up to three months.

You may register to travel with a personal care assistant at the time of application. The personal care assistant rides free of charge when travelling with you on MetroAccess. (301) 562-5360 (Voice), (301) 588-7835 (TTY) www.wmata.com/metroaccess.

STAR (Arlington County)

STAR is Arlington's prearranged, reserved-trip service for persons with disabilities who are eligible for MetroAccess. STAR fares and ticket books for discounted taxi fares are available through the Commuter Stores and CommuterDirect.com. Eligible seniors and disabled persons may register to order these products by calling Commuter Direct.com® at 703-228-RIDE (7433), TDD (Virginia Relay Center - hearing impaired only): (800) 828-1120.

Arlington County residents currently certified eligible for MetroAccess are automatically certified for STAR. Drivers park in front of the address and assist riders into and out of the vehicle.

For more information on STAR: (703) 892-8747 (Voice) STAR@arlingtontransit.com (E-mail)

TaxiAccess (Fairfax County)

TaxiAccess is a program that provides subsidized taxicab service to Fairfax County residents who are registered with MetroAccess. Like STAR in Arlington, TaxiAccess users can purchase coupon books good toward taxicab rides at one-third of the face value. See <http://www.fairfaxcounty.gov/fcdot/taxiaccess.htm> for information on how to apply, obtain coupons, and Fairfax-area cab companies that accept the coupons.

Fastran (Fairfax)

Fastran offers specialized transportation services for Fairfax County and the Cities of Fairfax and Falls Church residents who participate in human service agency programs. All Fastran riders must be certified by a participating agency before utilizing the service. <http://www.fairfaxcounty.gov/ncs/forms/darapprev5.pdf>

DOT

DOT is the City of Alexandria's specialized transportation service for residents of Alexandria and visitors who cannot use regular transit buses or rail due to their disability. Trips are provided by taxicabs and wheelchair accessible vans. The eligibility process is similar to that for Metro Access. For more information or to receive an application, please contact the Paratransit Coordinator at 703-746-4079.

APPENDIX 11: EXPLORING HOUSING OPTIONS

Finding safe, convenient and affordable housing for an adult with a disability is one of the most difficult challenges facing families at the moment. This section outlines in very general terms the housing options available for persons with and without a Medicaid Waiver. For more detailed descriptions of the housing options listed here, see *Finding a Home for Adults with Disabilities* on the Arc of Northern Virginia's website at <http://www.thearcofnova.org/programs/transition/transition-points>.

Housing vs. Residential Services

Many individuals with developmental disabilities will need both housing and residential support services to be able to live in the community. It's important to understand the difference between these two in order to understand your adult child's options.

Housing is the physical place (house, apartment, rented room), the bricks and mortar, where one lives **or** the rental assistance to pay to stay in the physical home. (Group homes are not housing in this sense, see below).

Residential services refers to the support and supervision provided by caregivers hired by individuals or through an agency.

However, for residential programs such as group homes, the physical housing and the residential services are tied together; the *housing is considered a residential service (not bricks and mortar)*. *Because the cost of these programs is so high, only persons with Medicaid waivers typically can afford them.* Even with a waiver, the individual still has to pay a residential fee.

Thus, the two basic options are:

For those with an ID Waiver (individuals with IQs of 70 or below and who meet other eligibility requirements), the cost of support services is paid for (in certain approved settings) but cost of rent is separate and must be paid for by the individual with ID.

For those without an ID Waiver, it will be necessary to find resources to pay for the physical housing **and** support services (if needed by the individual).

Because access to public housing and group home-type options is very limited, parents and housing advocates are working to develop alternatives.

Residential (Public) Program Options

Alternatives that tie housing and supports into one residential program include:

1. Residential Options Funded by Medicaid Waiver.

If your loved one has a Medicaid Waiver, he or she may be able to live and get supports in a congregate setting ("group home"), a sponsored residential model (person with a disability lives with their caregiver) or, with some service providers, an apartment (as long as long as they're receiving services from that provider).

Visit <http://www.youtube.com/user/VideosatTheArcofNoVA> to see "virtual tours" of group homes, a sponsored residential, and a supported apartment.

2. Public Housing.

Public housing is federally funded housing made available to people with low incomes. Units are often owned by a local housing authority (PHA) and funded by the federal Department of Housing and Urban Development (HUD). To qualify for public housing, an individual must meet the public housing authority's low income requirements.

Unfortunately, the waiting lists for public housing units are very long. At the present time, no one is even able to get onto the waiting lists for Alexandria or Fairfax.

3. Housing Choice Vouchers

Housing Choice Vouchers (HCVs) used to be called "Section 8 Vouchers." A voucher allows low-income individuals and low-income families to rent from private landlords at a reduced cost. Once you have received a voucher, you can take that voucher with you anywhere in the country.

Waiting lists are long for this program, and at the present time the waiting lists are closed in Arlington, Alexandria, and Fairfax.

As with public housing, a person with a disability could use staff funded under the ID, DD, or EDCD Waiver to receive supports in a home they rent with a Housing Choice Voucher. In that situation, the person would be the tenant of the apartment.

Options with Private Funding

Many individuals with disabilities do not qualify for a Medicaid Waiver; their families must not only find appropriate housing but find ways to pay for it. However, housing created by families often has the

advantage of more closely matching the individual's needs and preferences, as well as having "built-in" monitoring and quality assurance mechanisms.

1. Microboards

A circle of support is a group of family and friends who care about a person with a disability and volunteer their time to help support that person. When a circle of support incorporates itself as a corporate entity, it can engage in business transactions on behalf of the individual with a disability and become a microboard.

This formal designation as a microboard allows the board to qualify for low-interest home loans through the Virginia Housing Development Authority (VHDA), www.vhda.com. Or contact Bruce DeSimone at 804-343-5656 bruce.desimone@vhda.com.

In addition, microboards can:

- manage waiver supports (e.g. hire and train staff);
- provide property management and upkeep;
- hire a private vendor to provide waiver services;
- help problem solve during a crisis;
- provide referrals to and/or coordinate resources;
- act as a sounding board

Microboards are meant to be sustainable. The microboard will develop bylaws, a meeting schedule, a succession plan, and a scope of authority. To learn more, contact the Virginia Microboard Association at 757-460-1569 or VirginiaMicroboards@gmail.com.

2. Shared Apartments

A shared apartment is simply a rented apartment (home, condo, or townhome) shared with one or more other people. The advantages are cost sharing and companionship.

In a shared apartment, one, some, or none of the household members can have a waiver and/or care staff. However, with the waiver, you cannot "pool" support hours to have staff on site 24 hours/day. Each staff person must provide care for one individual with a disability according to that person's plan of care.

3. Renting a Room

In this arrangement, the person renting the room typically has a private bedroom as well as access to common areas, like the kitchen and living room. The advantages are cost sharing and companionship. Another advantage is that the homeowner or primary

lease-holder is responsible for the day-to-day needs of the home.

Again, the person renting the room could have a waiver and/or care staff, but they would need to be up front about this need and plan when they contact potential homeowners or lease holders to ensure everyone is comfortable with this situation.

4. Life Estates

In a life estate, a homeowner grants a "life tenancy" to a person with a disability (your child, for example) who is then entitled to live in that home for the remainder of his or her life. Upon the death of the life tenant, ownership of the home would revert to another family member, a non-profit, or a combination of both.

This may be a good option if the family has already paid off their mortgage or only has a small amount of the mortgage remaining. The family could deed or will the home to the adult child. If the home were deeded to the person with a disability while the parents were still alive, the parents could continue to reside there or decide to move out while the person with a disability continues to stay in the home.

Keep in mind that *many service providers would be hesitant to manage supports for a life tenant if they were not deeded the home after the life tenant passed away*. You would also need to have an agreement on care arrangements if the life tenant is no longer able to stay in the home because their needs or wishes change.

5. Shared Home Purchase

A group of families could get together and purchase a home. For example, three families could each put up a portion of the cost of a three-bedroom home. One person with a disability from each family would then live in the home.

For this model to work, the families would likely have to buy the home outright. If there were a mortgage, it would be very difficult to get the loans and deeds to work together, particularly if/when one of the residents wanted to move out. The families should work with their lawyers to draw up rules for selling shares of the home and shared costs.

Finding a Roommate

It can be difficult to afford rent or a mortgage in Northern Virginia without having a roommate. Unfortunately, there are few resources for people with disabilities to find a roommate. You or your circle of support may find a roommate through friends, people in

social or recreational clubs like Special Olympics, the Endependence Center of Northern Virginia, or online sites such as craigslist.org.

Keep in mind that good friends do not necessary make good roommates. To find out if someone may be a good roommate, try the following:

- Spend time together.
- Meet the person's friends.
- Find someone who has the same interests or hobbies as you.
- Come up with clear rules for what you need and can tolerate in a roommate (privacy, tidiness, noise, pets, etc.)
- Consider asking for a background check, references from past roommates, or proof that they can afford the rent and utilities.

Northern Virginia Residential Service Providers (Medicaid Waiver Only)

Provider	Address	Website	Phone	Services Provided	Contracted CSBs
Alexandria City CSB	720 North Saint Asaph St. , Suite 103 Alexandria, VA 22314	www.alexandriava.gov/CSB	703:746-3400	Residential	Alexandria
Chimes	3951 Pender Dr., Suite 120 Fairfax, VA 22030	www.chimesva.org	703:267-6558	Residential	Fairfax Alexandria
Community Concepts, Inc.	14000 Crown Court, Suite 206 Woodbridge, VA 22193	www.Comconinc.net	703:680.5127	Residential	Fairfax Alexandria
Community Living Alternatives	9401 Lee Hwy, Suite 406 Fairfax, VA 22031	www.cla-va.org	703:352-0388	Residential	Fairfax Alexandria Arlington
Community Residences	14160 Newbrook Dr. Chantilly, VA 20151	www.communityresidences.org	703:842-2300	Residential In-home supports	Fairfax Alexandria Arlington
Community Systems, Inc.	8136 Old Keene Mill Road, Suite B300 Springfield, VA 22152	www.communitysystems.org	703:913-3150	Residential Independent Living	Fairfax Arlington
Elite Healthcare Services LLC		None	240:460-8083	Residential	Alexandria
Estelle Place/Jireh Place LLC	17290 River Ridge Blvd. Woodbridge, VA 22191	www.estelleplacellc.com	703:221-9600	Residential	Alexandria
Gabriel Homes	PO Box 710207 Herndon, VA 20171	www.gabrielhomes.org	703:476-1592	Residential	Fairfax
Hartwood Foundation	3702 Pender Dr., Suite 410 Fairfax, VA 22030	www.hartwoodfoundation.com	703:273-0939	Residential In-home supports	Fairfax Alexandria
Heritage House of Virginia	1075 Garrisonville Rd., Suite 109 Stafford, VA 22556	www.hhofva.com	540:657-9399	Residential	Fairfax
Jewish Foundation for Group Homes	1500 East Jefferson St. Rockville, MD 20852	www.jfgh.org	240:283-6000	Residential	Fairfax
Job Discovery Inc.	10345 Democracy Lane Fairfax, VA 22030	www.jobdiscovery.org	703:385-0041	Residential	Fairfax Alexandria Arlington
Langley Residential Support Services	2070 Chain Bridge Rd., Suite G55 Vienna, VA 22182	www.langleyresidential.org	703: 893-0068	Residential In-home supports	Fairfax
L'Arche of Greater Washington, DC	2474 Ontario Road NW Washington, D.C. 20009	www.larchewashingtondc.org	202:436-1133	Residential	Arlington
Pathway Homes	10201 Fairfax Blvd, Suite 200 Fairfax, VA 22030	www.pathwayhomes.org	703:876-0390	In-home supports Supported Living	Fairfax
Resources for Independence of Virginia	10340 Democracy Lane, Suite 103 Fairfax, VA 22030	www.sunrisegroup.org	703:218-1800	Residential Sponsored residential In-home supports	Fairfax Alexandria Arlington
St. John's Community Services	7611 Little River Turnpike Suite 203 West Annandale, VA 22003	www.sjcs.org	703:914-2755	Residential In-home supports	Fairfax Arlington
Volunteers of America	12940 Harbor View Drive Woodbridge, VA 22192	www.voachesapeake.org	703:497-9320	Residential In-home supports	Arlington

LEGAL RESOURCES

Private Attorneys (Estate Planning)

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Needham, Mitnick & Pollack
703-536-7778 srabrams@nmpattorneys.com

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lwilliams@haleball.com

Public Referral Services

Virginia Lawyer Referral Service
Phone: 800-552-7977 www.vsb.org/vlrs.html

Fairfax Bar Association

Lawyer Referral Service
703-246-3789 www.fairfaxbar.org

Virginia Academy of Elder Law Attorneys

www.vaela.org

Legal Services of Northern Virginia

Free legal assistance in civil matters for individuals who qualify. www.lawhelp.org

--Fairfax: Phone: 703-246-4500

--Alexandria: Phone: 703-684-5566

--Arlington: Phone: 703-532-3733

Guardianship and Conservatorship

Supreme Court of Virginia Certified

Guardians ad Litem. <http://www.courts.state.va.us/courtadmin/aoc/cip/programs/gal/adult/home.html>

This is the public listing of approved Guardians ad Litem in the Commonwealth used by the Virginia Circuit Courts.

Virginia Guardianship Association 804-261-4046.

Website: www.vgavirginia.org

Offices of the Virginia Public Guardian and Conservator Program.

There is a waitlist for this program. Individuals can be on the state waitlist and identify The Arc of Northern VA as a choice of provider. To get on the waitlist, contact Debra A. Smith 804-840-0978, Debbie.Smith@DBHDS.Virginia.gov:

Referrals can be faxed to 804-371-7959, attention Carrie Ottoson. For a referral form or questions about the referral process, call 804-774-4472.

Publications

Virginia Handbook for Guardians and Conservators: A Practical Guide for Court-Appointed Guardians and Conservators of Adults

To order: <http://www.vgavirginia.org/handbooks.asp>

**Senior Citizens Handbook – Laws & Programs
Affecting Senior Citizens in Virginia**

Phone: (804) 775-2548

Guide to Consent & Substitute Decision Making

Virginia Association of Community Services Boards (VACSB). Download from www.vacsb.org; click on Resources and Links, then VACSB Special Projects.

Planning for the Future by L. Mark Russell, Arnold E. Grant, Suzanne M. Joseph, and Richard W. Fee.

**SELECTED LIST OF CASE MANAGERS
Individual & Family Developmental Disabilities
(DD) Waiver**

Ability Home Care Services **

102 Grey Hawk Drive, Winchester, VA 22602
540-247-3275 (cell); 540-877-1326 (fax)

Contact: Darlene Pine, tripleiofva@msn.com

Service area: Winchester, Shenandoah Valley, Clarke Co., Paige Co., Fauquier Co., Loudoun Co., Leesburg, and Fairfax

Ability Unleashed, Inc.

1422 Decoy Court, Suite 100, Woodbridge, VA 22191,
(703) 497-1580; 1-866-542-3601 (fax)

Contact: Jill Jacobs, jacobs@abilityunleashed.com or Dana Heino danak@abilityunleashed.com

Service area: Alexandria, Annandale, Burke, Arlington, Stafford Co., Fort Belvoir, Dale City, Montclair, Springfield, Dumfries, Woodbridge, Independent Hill, Lorton, Prince William Co., South Fairfax Co., Spotsylvania Co., Fredericksburg, Richmond, all military installations in Northern Virginia

Access and Inclusion**

7912 New Market Rd., Alexandria, VA 22308
703-765-6646; 703-768-2482 (fax)

Contact: Tracy Nordin

AccessandInclusion@msn.com

Service area: Fairfax County, Arlington County, Alexandria City, Prince William Co., Leesburg, Woodbridge, Vienna, Herndon, Reston, Fort Belvoir, Annandale, Falls Church, Springfield, Burke, and Lorton

Access Pediatric Care (up to 17)

Access Family Care (18 & up)

3021 Camrose Drive, Suite 100
Williamsburg, VA 23185-8712
757-525-2595; 757-273-1133 (fax)

Contact: Jeannie Cornett

jcornett@accessfamilycare.net

Jessica Hayes jhayes@accessfamilycare.net

540-915-4835; 757-216-0131 (fax)

Service Area: Statewide

The Arc of Northern Virginia**

2755 Hartland Rd., Suite 200
Falls Church, VA 22046, 703-208-1119

Contact: Lisa Fong, lfong@thearcofnova.org or Cheryl Johnson cjohnson@thearcofnova.org

Service area: Falls Church, Fairfax County, Alexandria City, Arlington County, Warrenton, Prince William County

Endeppence Center of Northern Virginia

2300 Clarendon Blvd., Suite 305
Arlington, VA 22201, (703) 525-3268

Contacts: Hannah Manila, hannahm@ecnv.org or Layo Osiyemi, layoo@ecnv.org

Service area: Fairfax City, Fairfax County, Falls Church, Loudoun County, Alexandria, Arlington

Kavanagh Consulting, Inc.**

3121 Erika Drive, Manassas, VA 20112
(571) 334-3672.

Contact: Dana Heino, danaheino@gmail.com

Service Area: Northern Virginia

Kultural Konnections Consultants

PO Box 150356, Alexandria, VA 22315
703-921-1552, 703-296-1371; 703-921-5222 (fax)

Contact: Denise Kirkley-Cain

kultural2010@gmail.com

Service Area: Arlington, Alexandria, Fairfax, Prince William, Loudoun County, Prince William, Leesburg, Fauquier County, Culpepper, Spotsylvania, Fredericksburg, Stafford, Orange, Gordonsville, Front Royal

La Casa, Inc.

P.O. Box 72922, Richmond, VA 23235
(804) 353-0461.

Contact: Tia Ross LaCasaInc@comcast.net;

Tiashe3@comcast.net

Service area: Northern Virginia, Danville, Richmond metro area, Lynchburg area, Fredericksburg, Peninsula, Tidewater

Moms In Motion

1152 Happy Ridge, Front Royal, VA 22630
(800) 417-0908; fax 703-468-4958

Contact: Keri Ayres at Keri@MomsinMotion.net

Service area: Winchester, Fauquier, Manassas, Roanoke, Richmond and Tidewater areas, Fredericksburg, Charlottesville, Waynesboro, Harrisonburg

**** These providers are not accepting new cases as of February 2015.**

Surpassion Health Care Services

1135 Heatherstone Drive, Fredericksburg, VA 22407
540-479-2552; 540-412-5563 (fax)

Contact: Flora Smith Flora.Smith29@yahoo.com

Clannie Smith Clannie9@aol.com

Service Area: Northern Virginia, Spotsylvania,
Stafford, Fredericksbug

Waiver Services, LLC

P.O. Box 352, Colonial Heights, VA 23834

(804) 681-0896; fax 804-530-1866

Contact: Joyce Reid, jreidllc@gmail.com

Service Area: Richmond, Henrico, Chesterfield,
Hanover, Dinwiddie, Petersburg, Colonial Heights,
Suffolk, Surry, Tappahannock, Central Virginia,
Northern Virginia

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