E-Connect Mentoring Program Manual

http://ici.umn.edu/e-connect
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E-Connect is an e-mentoring program developed by the Institute on Community Integration at the University of Minnesota. Much of the material in this manual came from Connecting to Success, a comprehensive program designed to promote successful transition of youth with disabilities to adult life. Both this manual and the Connecting to Success manual were developed and published by:

The Institute on Community Integration
College of Education + Human Development
University of Minnesota

Visit our Websites:
Institute on Community Integration: http://ici.umn.edu
E-Connect Mentoring Program: http://ici.umn.edu/e-connect/ (email e-connect@umn.edu)

For additional information on Connecting to Success, visit http://ici.umn.edu/ementoring/

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Section 1: What is E-Connect and E-Mentoring?

E-Connect is an innovative model for mentoring that connects young people with disabilities to caring adults in the community. In this model, the primary communication between mentor and mentee is through email with occasional face-to-face meetings. The primary goal of E-Connect is to help students understand workplace issues and gain skills for future employment. During the mentoring relationship, mentors and mentees ask questions, share ideas, and discuss the skills, behaviors, and attitudes necessary to succeed in school and in the workplace. Mentors help students see the relationship between their life in school and how skills acquired in school—such as time management; teamwork, and conflict resolution—are applied in the workplace.

The Objectives of E-Connect

For Youth
• Connecting to positive role models in the world of work
• Building motivation for academic learning
• Enhancing self-esteem
• Improving skills in writing, computers, social interaction, and career readiness
• Achieving transition IEP goals
• Experiencing expanded opportunities to become successful adults

For Volunteer Mentors/Employers
• Developing a better understanding of the skills and abilities of youth with disabilities
• Improving employee morale by offering them an opportunity to mentor a young person
• Improving business/community/school relations
• Providing businesses with an opportunity to recognize the employment potential of individuals with disabilities and help business leaders become more comfortable working with a diverse community
Section 2: E-Connect Program Development

Overview of the E-Mentoring Process

The Basic Model
• One student (mentee) is matched with one adult employee (mentor). Mentor and mentee make a commitment to participate in the e-mentoring program for one semester or an entire school year.
• The student and the mentor exchange weekly emails in response to assignments provided by the classroom teacher.
• Teachers monitor outgoing and incoming emails.
• Occasional face-to-face meetings take place in a supervised setting during the project and help to provide a personal connection.
• All program personnel respect and follow the program rules regarding confidentiality, boundaries, and reporting.
• Communication focuses on information and resources related the transition to post-secondary education, employment, and community living.
• The final face-to-face meeting is a celebration.
• All program personnel participate in a program evaluation.

The Group Model
• A group of students (mentees) are matched with one or more adult employees (mentors).
• Students send one (group) weekly email to each mentor. The mentor then replies to the whole group.
• This model may be used when classrooms are just starting E-Connect, when students need extra help with email, or when there are not enough mentors recruited for every student.

Two Essential Elements
✓ Student and mentor have access to appropriate technology to send and receive emails. This technology must be available at the school and the work sites, respectively, as the model is not designed for students or mentors to use home/personal email addresses.
✓ Committed school and business partners implement and manage the program. In addition to senior management and school administrative support, partnering organizations each need a person to champion and coordinate the program.

Key Steps to the Mentor Process
1. Interested employees complete Mentor Application.
2. Employer-Liaison schedules initial Mentor Training.
4. Mentors are sent an e-mail from the mentoring teacher with teacher contact information and a school calendar with dates for e-mail exchanges and mentor/mentee meetings noted.
5. Mentors receive an invitation to participate in an initial, supervised, face-to-face meeting with students. This meeting occurs before the beginning of the e-mail exchange. A second meeting occurs in the middle of the program, and the final meeting at the end of the program.
6. Each week, each mentee sends an email to their mentor based on the weekly lesson. The mentor then replies.
7. Mentors receive periodic updates from the teacher regarding school schedules, mentee absences, and student progress.

Program Personnel

Program Coordinator/Community Liaison
The coordinator oversees the entire e-mentoring process and provides training to other program personnel within the project. This person serves as a liaison between the school, the employer, and the community partners.

Employer Liaison
The employer liaison coordinates project activities at the employment site and, with the teacher or school liaison, participates in recruiting and training mentors and matching them with students. This person may be a human resources coordinator, a community outreach coordinator, or someone assigned to oversee project activities within the company.

Teacher or School Liaison
The teacher is integrally involved in the project from start to finish. The teacher participates in mentor training, orients students to the mentoring process, and incorporates E-Connect curricula into weekly e-mails and classroom activities. The teacher works with the employer liaison to create mentor/mentee matches and arrange the face-to-face meetings.

E-Mentor
An e-mentor is a volunteer with the employer-partner and is someone who has a desire to contribute to the success of a young person by offering friendship, acceptance, and academic support. E-mentors exchange e-mails with mentees, participate in face-to-face visits, and communicate, as necessary, with other program staff.

Mentee
A mentee is a student who seeks to improve their academic and work-related skills by corresponding with an e-mentor via email. A mentee participates in classroom mentee information and training session and makes a point of sending weekly emails to as well as answering emails from his/her mentor.

Community Partners
Community partners are people who work at community agencies and can be involved in mentor training and/or the structured face-to-face events, and they can play a role in connecting the e-mentoring activities with transition planning.
Program Components

Email Content
The email from the mentors will typically respond to a question or topic raised by the student. Most questions will be employment-related and will give the mentor an opportunity to explore the topic with the student. The e-mail from the mentor should include the following elements:
• Conversation—a casual, conversational opening statement.
• Curriculum—a question or statement that refers to the curricular activity for the week. The curricular activity is established between the teacher and the employer/mentors prior to the initiation of emails. For example, the teacher and mentors may agree to a project-based curriculum found on the E-Connect Web site. Each week, there is an element of the curriculum integrated into the email.
• Marketable Skills—the mentor can tie the discussion into marketable employment skills, teaching the mentee about qualities that promote success in the workplace.
• Resolution—this is the summarizing statement. It is a casual, conversational ending to the email. Perhaps the mentor wants to pose a question. Or there may be some conversation about what will be happening in the coming week.

Saving a Copy
A copy of all communication should be saved in a format that is convenient. Mentors may want to create an electronic file/folder through an email program or print out hard copies of the emails. It may be necessary to look back on what was said earlier, for clarification purposes, or simply to see the progress of the conversation. Either way, a copy should be saved.

Clarity about Change in Schedules
Mentors and the employer liaison should keep the teacher informed about any absences, travel, or other times when the mentor will be unable to email. Teachers should act as online facilitators, informing mentors of special school schedules, absences, and anything else that may interfere with regular communication from the student.

Face-to-Face Meetings
E-mentoring allows people to communicate regularly and with a certain convenience. However, this program isn’t entirely “electronic.” Another important part of the program is the face-to-face meetings. These typically occur three times during the duration of the program. The first meeting is a short meet-and-greet. Mentors are asked to visit the school classroom to meet their mentee. The second meeting should occur within the early weeks of the program after a few emails. This meeting is hosted by the mentors at their workplace. This gives the students the opportunity to see where the mentors work and the type of careers available. The third meeting is hosted by the students at the school and is intended to be a celebration at the end of the mentoring program. These events need to be well-planned and organized. Supervision for all meetings is provided by the school. Transportation arrangements for the business visit are also the responsibility of the school. Mentoring businesses are welcome to help provide some financial support for the transportation arrangements.
Closure
Closure is an important element of the mentor/mentee relationship. It allows participants to review program experiences and note key accomplishments. The mentor’s role is to bring the experience of e-mentoring to closure with the student in a positive way. In the final e-mails, mentors should review the experience, praise the student’s dedication to the mentoring relationship, and review key accomplishments. The mentoring relationship will end at the end of the program. If a mentor and student wish to continue communication, they can discuss with program staff the possibility of working together in the next school year in the same program or apply to Big Brothers Big Sisters.

Consent and Boundaries
Parental consent should be obtained for a student’s participation in the e-mentoring program. Also, the confidentiality of disability-related information should be respected. Information about the student may be disclosed as needed to mentors, but only with parental and student consent.

E-Connect is a school-based program. All activities take place either at the school or at the employer site, and are supervised by school or program staff. The primary activity is exchange of emails. There may also be occasional supervised, face-to-face meetings in a group setting.

One important element of the model is its careful consideration of youth needs, including the needs of youth with disabilities. While all youth need clear boundaries and consistent behavior from caring adults, these qualities are even more essential for at-risk youth who may have experienced inconsistency in their past relationships with adults. Some youth may not have learned how to establish and maintain appropriate boundaries. By modeling these important skills, mentors help teach them to youth.

Monitoring
All emails from the student and the mentor should be read by a teacher or teacher’s assistant to ensure that the content is appropriate within the scope of E-Connect. For example, discussion of personal issues is appropriate; however, requesting money is not.

In addition, if an email indicates that the mentor or mentee is violating the boundaries of the program, the teacher should promptly address the issue, offering a reminder regarding the boundaries and reasons for the boundaries. The following are examples of some boundary violations and inappropriate communications that may appear in an email:
• A request to borrow something.
• An invitation to an outing, a movie, or a social event.
• Use of personal email address rather than company or school email address.
• A request for contact outside the program parameters.
• Rude, vulgar, or disrespectful statements.

Reporting
Other issues that could be revealed through emails include child abuse, child neglect, or threat of harm to self or others. If an email suggests the existence of such a situation, the teacher is considered the mandated reporter. That is, the teacher is responsible to report the situation to the
appropriate authority. Mentors should relay information about any concerns regarding abuse, neglect, or threat of harm to the teacher and allow the teacher to assess the situation.
Section 3: **Roles and Responsibilities**

**Employer Liaison**

**Who is an Employer Liaison?**
The employer liaison is the person who coordinates e-mentoring project activities at the employment site and participates in the mentor training. He/she provides support to the mentors and serves as a liaison between the school, the program coordinator, and the employer. The employer liaison works at the business to resolve any issues and challenges with the e-mails or e-mentoring.

**Benefits of Serving as the Employer Liaison**
- Make a positive impact in the lives of young people in your community
- Enhance your community’s educational system and future workforce
- Become acquainted with other people who strive toward similar goals
- Provide leadership within your workplace
- Increase your understanding of the issues at-risk youth face
- Increase your knowledge of diverse groups of people

**Responsibilities of the Employer Liaison**
- Monitor the e-mentoring program through periodic conversations with mentors. Report any problems to the teacher or the program coordinator
- Participate in evaluation of the program
- Model reliability and dependability
- Inspire mentors and students to strive for high standards
- Hold high expectations for all program participants
- Be open to different perspectives on life, including those of diverse cultures

**Desired Skills and Attitudes of the Employer Liaison**
- A sincere interest in the wellbeing of all youth
- Leadership skills
- Planning skills
- Ability to convey a positive vision for the future of the community’s youth
- Basic technical knowledge of email
- Familiarity with the community’s educational system
- Willingness to learn about disability-related issues
- Understanding of communication processes at the employment site
Teacher/Program Implementers

Who is a Program Implementer?
Program implementers in the E-Connect program have typically been classroom teachers. Implementers have numerous responsibilities for program implementation, including:

- Selecting the students who will participate in the program
- Selecting the curriculum to be used in the program
- Arranging times and dates for the program, including the timeframe for the program, days e-mails will be sent, days e-mails need to be sent back by mentors, dates for visits
- Plan agenda for visits between students and mentors and arranging transportation for the students to the mentors’ business site
- Matching students and mentors
- Assisting with mentor training
- Training students on program parameters
- Ensuring program guidelines are followed

Effective implementers communicate with the mentors on an ongoing basis, providing them with information and resources. Implementers also work closely with students to provide them with information, assistance, and resources as they correspond with their mentors.

Effective implementers have a sincere interest in helping youth prepare for the adult world. They are comfortable with utilizing e-mail and can arrange for the technology necessary for the students to send and receive e-mails. They are willing to work with mentors to help them better understand the challenges facing youth with disabilities.

Benefits of Serving as an Implementer

- Build a dynamic, cutting-edge element into your school curriculum
- Make a difference in the lives of students
- Enhance your community’s educational system and future workforce
- Help students fulfill IEP goals
- Interact with community members through the education process
- Learn about local businesses and career

Expectations of Implementers
The teacher is responsible for supervising and monitoring the exchange of e-mails and coordinating the program at the school site.

Responsibilities of the Implementer

- Enthusiastically encourage student and mentor participation in the program
- Work with the program coordinator to establish mentoring relationship with business mentors
- Train students on program parameters
- Select program content, implement program activities, and supervise exchange of e-mail
- Work with mentoring business to arrange face-to-face visits
• As a mandated reporter, refer any reportable situations to the appropriate authorities or agency
• Restrict contact between mentees and mentors to e-mail exchanges and supervised employer- or school-sponsored events
• Participate in evaluation of the program

Desired Skills and Attitudes of the Implementer
• A sincere interest in wellbeing of all youth
• Technical knowledge of e-mail
• Ability to teach reading and writing skills
• Willingness to teach mentors and others about disabilities and challenges youth face
• Willingness to learn about mentoring

Mentor

Who is an E-Connect E-mentor?
An e-mentor is an employee with the employer-partner who volunteers to participate in an e-mentoring relationship with a student or group of students from a local school. The e-mentor is someone who has a desire to contribute to the success of a young person by offering friendship, acceptance, academic support, and information about their experiences in the world of work. E-mentors participate in orientation and training events and correspond with the teacher and employer liaison about mentoring issues. An e-mentor follows the parameters of the E-Connect project.

Benefits to Being an E-Mentor
• Make a difference in a young person’s life.
• Enhance your community’s educational system and future workforce.
• Become acquainted with other volunteers.
• Increase your awareness of disabilities and working with and supporting individuals with disabilities in your community.
• Increase your understanding of the issues facing at-risk youth.
• Increase your awareness and understanding of diverse groups of people.

Responsibilities of an E-Mentor
• Serve as a role model for a young adult.
• Attend a 1-hour mentor training program and review the mentor training manual.
• Participate in sponsored face-to-face meetings (typically two during the project: one at the school and one at the mentor’s workplace).
• Commit to participate in the program for an agreed-upon period of time.
• Send to regular, consistent e-mail exchanges (15-30 minutes per week).
• Restrict contact with mentees to work/school email exchanges and supervised employer- or school-sponsored events according to the guidelines of the program.
• Model good writing and communication skills.
• Help student(s) learn about the world of work and career-related skills.
• Foster career readiness by modeling reliability, and dependability.
• Encourage mentees to make their own decisions and take responsibility for them.
• Allow mentees to struggle with their own issues while acting as a supportive, caring ally.
• Be open to different perspectives on life, including those of diverse cultures.
• Immediately address issues concerning confidentiality, boundaries, child safety, academic progress, or mentor/mentee relationship to the teacher or program coordinator.
• Inspire students to achieve their potential and hold high expectations for all students.

**Desired Skills and Attitudes of an E-Mentor**

• A sincere interest in the wellbeing of all youth
• Basic technical knowledge of email
• Ability to model good writing skills
• Willingness to learn about disabilities and challenges youth face
• Employment in the local community

**General E-Mentoring program policies and expectations**

E-mentors are expected to make a commitment to participate for the duration of the project. This provides continuity for the student through the year. Disruptions or changes in the mentor relationship could impact the student’s progress. The time commitment is about 15-30 minutes per week online, with two or three structured face-to-face meetings per year; at least one at the employer site and one at the school. E-mentors also;

• Address any problems through appropriate means typically by contacting the employer liaison or the teacher.
• Bring any issues concerning confidentiality, boundaries, child safety, academic progress or the mentor/mentee relationship to the teacher promptly.
• Address any employer related issues by contacting the employer-liaison promptly.
• Focus on goals and outcomes of the project.
• Copy all email transmissions to the appropriate person.
• Participate in the program evaluation (a brief survey).

**The E-Connect mentor should:**

• Give a mentee encouragement in reaching his or her goals.
• Expect a mentee to give her/his best effort.
• Provide support and motivation while a mentee is improving skills.
• Not expect less from anyone because of a disability or limitation.
• Only communicate with a mentee either at school through email or at planned school or company meetings.
• Act as a role model and advisory figure.
• Share appropriate thoughts, feelings, experiences and ideas with a student.
• Encourage and facilitate the student in learning how to make decisions.
It is not the role of an E-Connect mentor to:
• Act like a mother or father to a mentee.
• Give out a home address or home phone number or home email.
• Meet with a mentee after school, talk with a mentee on the telephone after school, or bring the mentor/mentee relationship outside the parameters of the Connecting to Success project.
• Give mentee money or gifts.
• Become the mentee’s counselor or therapist.

Why We Need You to be an E-Mentor
We need you to be an E-Connect mentor because your involvement in this program can help provide a student with a disability with the caring support of an adult who will listen with patience and respond to them in a helpful and meaningful way. Your involvement in this program will provide students with exposure to the larger world of work. Many times students have a limited sense of career and the possibilities and scope of a job. You can help broaden a student’s view of employment, identify new strengths and encourage and promote career exploration.

Mentee

Who is a Mentee?
A mentee is a student who seeks to improve academic skills and work related skills by corresponding with an e-mentor via email for a semester or one school year. A mentee completes a mentee training program and makes a point of sending weekly emails to a mentor as well as answering emails from a mentor.

Benefits of Being an E-Mentee
• Become friends with a caring adult
• Have fun while learning
• Gain skills that will help you succeed in life
• Learn more about yourself
• Learn about careers and the world of work
• Gain self-confidence

Expectations of an E-Mentee
• Commit to participate for the length of the project
• Have an interest in improving your social, academic, and communication skills
• Agree to follow program guidelines, sending e-mails to your mentor only as outlined by program staff
• Participate in student/mentor meet-and-greet activities
• Agree to do your best to participate in the program

Responsibilities of an E-Mentee
• Participate in one weekly email exchange
• Share your thoughts, feelings, and experiences with your mentor
• Be prompt, reliable, honest, and dependable when exchanging e-mail with your mentor
• Use your best writing skills and creativity in writing to your mentor
• Make your own decisions and take responsibility for them
• Work to overcome your own problems but be open to the support of your mentor
• Contact the teacher if there are problems in the mentoring relationship
• Contact the teacher if you are having problems with the computer
• Only contact your mentor by email from school
• Participate in supervised employer- or school-sponsored events with your mentor
• Attend training for mentees
• Be open to different outlooks on life, including those from different cultures

Desired Skills and Attitudes of an E-Mentee
• A sincere interest in writing to your mentor
• Basic technical knowledge of email
• Basic writing skills
• The ability to exchange emails weekly
• Willingness to follow program guidelines
Section 4: Disabilities and the Mentoring Relationship

Individuals with disabilities are not a homogenous group. There is no “one size fits all.” Many myths exist concerning disabilities and the extent to which a person with a disability may need accommodations or modifications to succeed in the workplace. Negative and erroneous stereotypes and attitudinal barriers continue to be difficult barriers to overcome when working to ensure the full inclusion of individuals with disabilities in the fabric of our society.

People with disabilities are like everyone else—the only way to truly understand their skills and abilities is by getting to know them. Young people with disabilities need practice in social and communication skills in order to succeed in school, work, and community life. Developing these self-determination skills are a benefit of the e-mentoring relationship.

Some students with disabilities learn behaviors that discourage them from maximizing their capabilities. Students with disabilities, who comprise a large portion of the “at risk” population, tend to be more susceptible than their peers to:

- Low self-expectations
- Expecting others to do what they can do for themselves
- Coping strategies that place responsibility with the system (school) rather than with the person (student)

To take charge of their lives and develop a positive self-image, youth with disabilities need to:

- Be emotionally accepted where they are at as a starting point for growth (this is where the friendship of a mentor can be very helpful)
- Be challenged to move beyond their current skill level by someone who cares and yet can see the youth’s greater potential and encourage its pursuit
- Build on their strengths, including academic, personal, creative, and social skills and talents
- Ask for what they need and want in a specific, concrete way
- Tell others what accommodations they may need in order to succeed

Disclosure of Disability-Related Information

What should teachers tell mentors and employers about students’ disabilities? The amount of information disclosed to mentors about students’ disabilities is an issue that should be handled with care. We recommend that teachers consider each case individually. Consider what would be best for each student. Be sensitive to students’ rights to privacy. Teachers should discuss with mentors prior to the start of email exchanges some basic information about the class and its students. This may include a general statement about the severity of disabilities among students, the kinds of problems students struggle with, the degree of difficulty with learning, writing skills levels, behavioral considerations, etc.

Important considerations regarding disclosure of disability-related information:

- Parental consent should be obtained prior to the release of any information related to a disability.
- Students may be at various stages in adjusting to a disability. Some students may not be ready to discuss a disability publicly. On the other hand, some students may be very open
about their disability. Students should be given the option of keeping disability-related information private.

• If releasing some disability-related information appears appropriate, release only information that helps the mentor better relate to their mentee.

Challenges and Strategies for Working with Youth with Disabilities

Many youth will be receptive and excited about the opportunity to participate in e-mentoring. Others may be reluctant. Some of the reluctance may come from negative previous experiences in the community. Youth may have previously experienced abandonment, alienation, and isolation in their relationships with adults. Some youth may be isolated from their community through educational, social, economic, and developmental barriers.

• A student may test the mentor’s intentions and trustworthiness by initially not engaging in the relationship; understand that this may be a self-protection mechanism. Consistent, reliable communication will help address disengagement. Maintaining an attitude of being an equal with the student, rather than an authority figure, will help the student develop trust.

• Students are sensitive to mentor absences. If you are unable to email at the expected time, be sure to notify teacher and student of your schedule, noting when you will be away and when you will return. As much as possible, maintain your commitment to exchange emails weekly during the academic year.

• Mentors, teachers, and employers should expect and encourage engagement in the mentoring relationship from students. Communicating openly and being reliable will help you overcome trust issues with your mentee. Despite any difficulties that may exist in the mentee’s life, know that you can help foster specific talents and abilities the mentee possesses through the mentoring relationship.

• Practice active listening. When a mentee expresses an interest in something, ask about it. If the timing seems right, ask for further information. Talk about baseball, prom, music, or whatever creates an opening for communication to develop.

• Understand that some students, especially those with disabilities, may have had negative experiences in school. They may dislike school because they have received continuous negative feedback and perceive themselves as academic or social failures. Remember to focus on the student’s strengths, whether these are academic, athletic, social, or artistic. Identifying strengths will encourage positive self-esteem and lead to personal growth. Be supportive and reassuring wherever you can.

• Support youth in exploring the options in a situation and provide positive feedback to help them make the best choice.

• Within program parameters, be sensitive to what students want to discuss and where they seem to be reluctant. Some youth may try to shock you with information and others may resist sharing. Either case will take discernment and may require the counsel of the teacher.

• What may seem like a small gain to you may be major for the student. Hold high expectations, but also be realistic and respect the interest and ability of the youth you are mentoring.
Resources

Disability Organizations

This list of organizations includes a sampling of national organizations with state and/or local chapters. To use this listing, contact the national organization to find out how to contact state or local affiliates.

American Council of the Blind (ACB)
1155 15th Street, NW, Ste. 1004
Washington, DC 20005
(202) 467-5081 (office)
(202) 467-5085 (fax)
http://www.acb.org

American Diabetes Association (ADA)
1701 North Beauregard Street
Alexandria, VA 22311
(703) 299-5519 (office)
(703) 549-8748 (fax)
http://www.diabetes.org/

Autism Society of America (ASA)
7910 Woodmont Avenue, #300
Bethesda, MD 20814-3015
(301) 657-0881 (office)
(301) 657-0869 (fax)
http://www.autism-society.org

Brain Injury Association of America (BIAA)
8201 Greensboro Drive, Suite 611
McLean, VA 22102
(703) 761-0750 (office)
(703) 761-0755 (fax)
http://www.biausa.org/

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
8181 Professional Place, Ste. 150
Landover, MD 20785
(301) 306-7070 (office)
(301) 306-7090 (fax)
http://www.chadd.org

Council for Exceptional Children (CEC)
1110 North Glebe Road, Ste. 300
Arlington, VA 22201
(703) 264-9406 (office)
(703) 243-0410 (fax)
http://www.cec.sped.org

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515
http://www.ldanatl.org

Easter Seals (ES)
700 13th Street, NW, Ste. 200
Washington, DC 20005
(202) 347-3066 (office)
(202) 737-7914 (fax)
http://www.easterseals.com/

Epilepsy Foundation (EF)
4351 Garden City Drive
Landover, MD 20785-2267
(301) 459-3700 (office)
(301) 577-2684 (fax)
http://www.epilepsyfoundation.org

National Alliance on Mental Illness
3803 N. Fairfax Drive, Ste. 100
Arlington, Va 22203
(703) 524-7600
http://www.nami.org/

National Council on Independent Living
1916 Wilson Boulevard, Ste. 209
Arlington, VA 22201
(877) 525-3400 (V/TTY)
(703) 525-3406 (office)
(703) 525-4153 (TTY)
(703) 525-3409 (fax)
nicil@nicil.org (e-mail)
http://www.ncil.org/

National Down Syndrome Society (NDSS)
8650 Georgia Avenue
Silver Spring, MD 20910
(800) 743-5657 (office)
National Federation of Families for Children’s Mental Health (FFCMH)
1101 King Street, Suite 420
Alexandria, VA 22314
(703) 684-7710 (office)
(703) 836-1040 (fax)
http://www.ffcmh.org

Spina Bifida Association of America (SBAA)
4590 McArthur Boulevard, NW, Ste. 250
Washington, DC 20007
(202) 944-3285 (office)
(202) 944-3295 (fax)
http://www.spinabifidaassociation.org/

Tourette Syndrome Association, Inc. (TSA)
1301 K Street, NW, #600 East

The Arc of the United States
1010 Wayne Avenue, Ste. 650
Silver Spring, MD 20910
(301) 565-3842 (office)
(301) 565-3843 (fax)
http://thearc.org

UCP National (United Cerebral Palsy)
1660 L Street, NW, Ste. 700, Washington, DC 20036
(800) 872-5827 (office)
(202) 776-0406 (office)
(202) 973-7197 (TTY)
(202) 776-0414 (fax)
http://ucp.org