



New York State Education Department
Office of Special Education
Educational Partnership





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Agency 101

Connecting Individuals with Disabilities to Adult Services



Produced by the Technical Assistance Partnership for Transition at Cornell University.

Last updated on March 10, 2022



Disclaimer

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Training Objectives

Participants will be able to:

1. Recognize and identify the most recent definition of self-determination and the eight different components which comprise self-determination.
2. Access and utilize materials and resources to aid in the promotion of self-determination throughout the transition planning process.
3. Recognize the various adult service agencies available in NYS and the different types of services they provide.

Training Objectives (continued)

4. Connect students with disabilities and their families to essential post-school options and supports.
5. Recognize that appropriate referrals to adult state vocational rehabilitation (VR) services, community agency providers, independent living centers (ILCs) and other community systems of support correlates to attaining positive post-secondary outcomes, including employment outcomes.
6. Connect a student's Individual Education Program (IEP) to referral and preparation for adult services.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Why is Transition Planning Important?

- Effective transition planning results in improved post-school outcomes
- The National Longitudinal Transition Study—2 (NLTS2) found that youth with disabilities were:
 - Less likely to be living independently after exit
 - Less likely to be engaged in the community after exit
- According the US Bureau of Labor Statistics, people with disabilities of all ages are:
 - Less likely to obtain a bachelor's degree
 - Far less likely to be employed



Self-Determination and Navigating Adult Services

- In order to navigate adult services, self-determination skills are key.
- Students and their families will need to advocate with adult service providers and share their needs.
- Students will need to understand their disability and their own preferences, strengths, and needs.

Definition of Self-Determination

- A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.
- An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.
- When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.



Self-Determination Definition Evolved

A dispositional characteristic manifested as acting as the **causal agent** in one's life. Self-determined people (causal agents) act in service to **freely chosen goals**. Self-determined actions function to enable a person to be the causal agent in his or her life.

Components of Self-Determination



1. **Choice Making**—communicating preferences
2. **Problem Solving**—identifying problems and generating solutions
3. **Decision Making**—the process of determining the best solution
4. **Goal Setting and Attainment**—defining goals, assessing current statuses, creating action plans, and evaluating progress
5. **Self-Regulation**—examining environment and choosing appropriate responses
6. **Self-Awareness**—having comprehensive and reasonably accurate of knowledge your own strengths and limitations
7. **Self-Efficacy**—believing you can accomplish goals
8. **Self-Advocacy**—communicating your wants and needs appropriately

Empower Students to Foster Engagement

NYCRR section §200.4(d)(2)(ix)(a)(1) p. 53 (49)



Self-determination enables students to identify preferences, make choices, and determine their strengths. This is reflected in their IEPs.

The IEP includes “...a statement of the student’s needs, taking into account the student’s strengths, preferences, and interests, as they relate from school to post-school activities...”

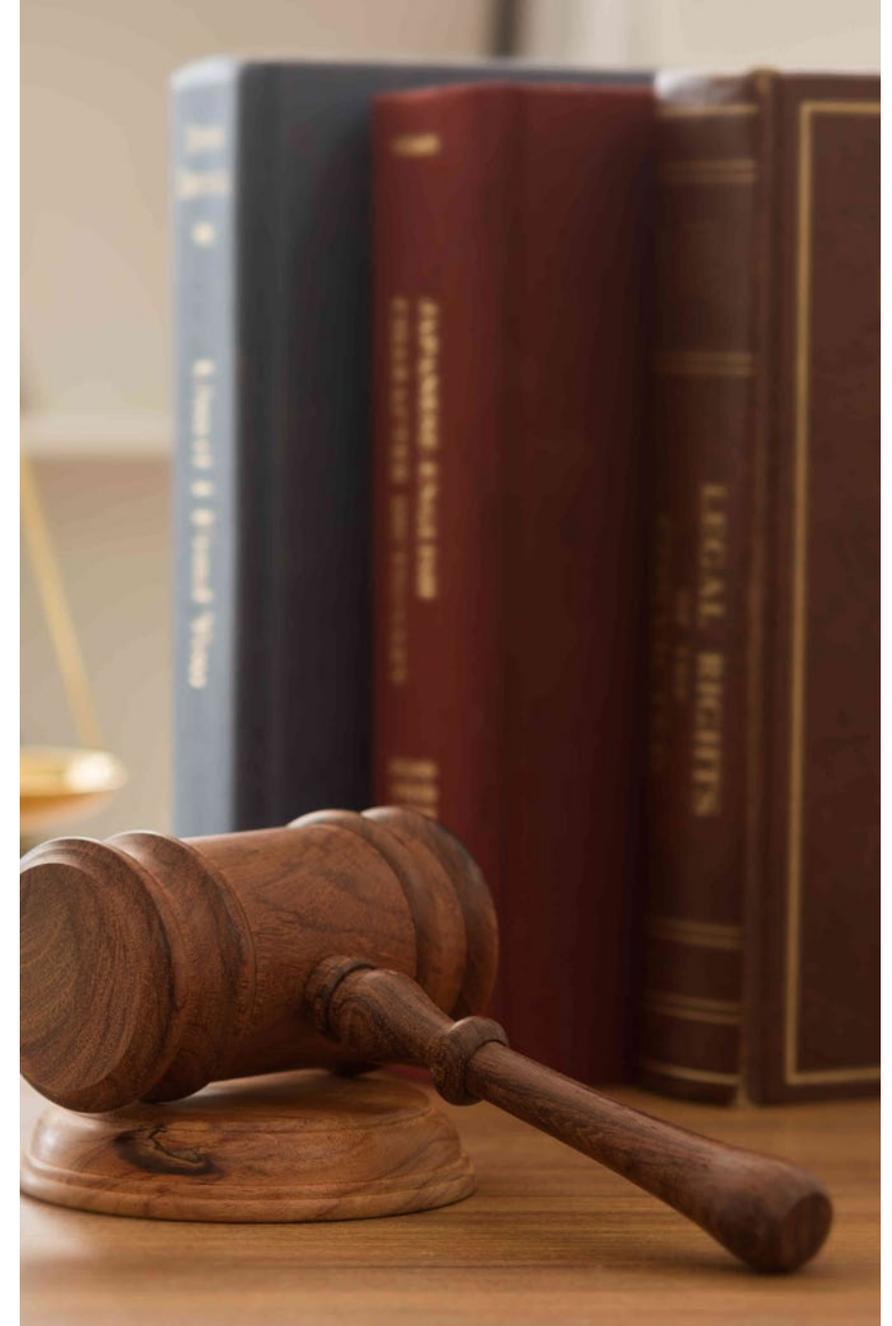
Predictors of Post-School Success



Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	

You Were Entitled, Now You Need to Be Eligible

- Merriam-Webster's online dictionary defines "**entitlement**" as having a right to certain benefits or privileges.
- Merriam-Webster's online dictionary defines "**eligibility**" as fitness or suitability to be chosen, selected, or allowed to do something.



New York Adult Agencies and Services



- Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR)
- New York State Commission for the Blind (NYSCB)
- Office for People with Developmental Disabilities (OPWDD)
- Office of Mental Health (OMH)
- Independent Living Centers (ILCs)
- Workforce development programs
- College disability services

Transition Services for Students with Disabilities

ACCES-VR provides a variety of services to assist students and youth with disabilities to identify, prepare for, and pursue their career goals. These services include:

- VR services needed for an individual to obtain, maintain, or advance in a job
- Pre-Employment Transition Services (Pre-ETS) for students with disabilities who are eligible for ACCES-VR services
- Pre-ETS for students with disabilities who are Potentially Eligible for ACCES-VR services

Pre-ETS

- The Pre-ETS for Students with Disabilities provide information on career options, education, and skills training for students ages 14–21 who are potentially eligible or eligible for ACCES-VR services.
- Pre-ETS align with evidence-based predictors of postsecondary success.
- The goal of Pre-ETS are to help students with disabilities achieve an early, solid foundation that will lead them to successful competitive integrated employment and independence.

The Five Pre-ETS

Job exploration
counseling

Work-based
learning
experiences

Counseling on
opportunities
for enrollment in
postsecondary
education

Workplace
readiness
training

Instruction in
self-advocacy
counseling

Summary: Services for ACCES-VR Eligible Individuals

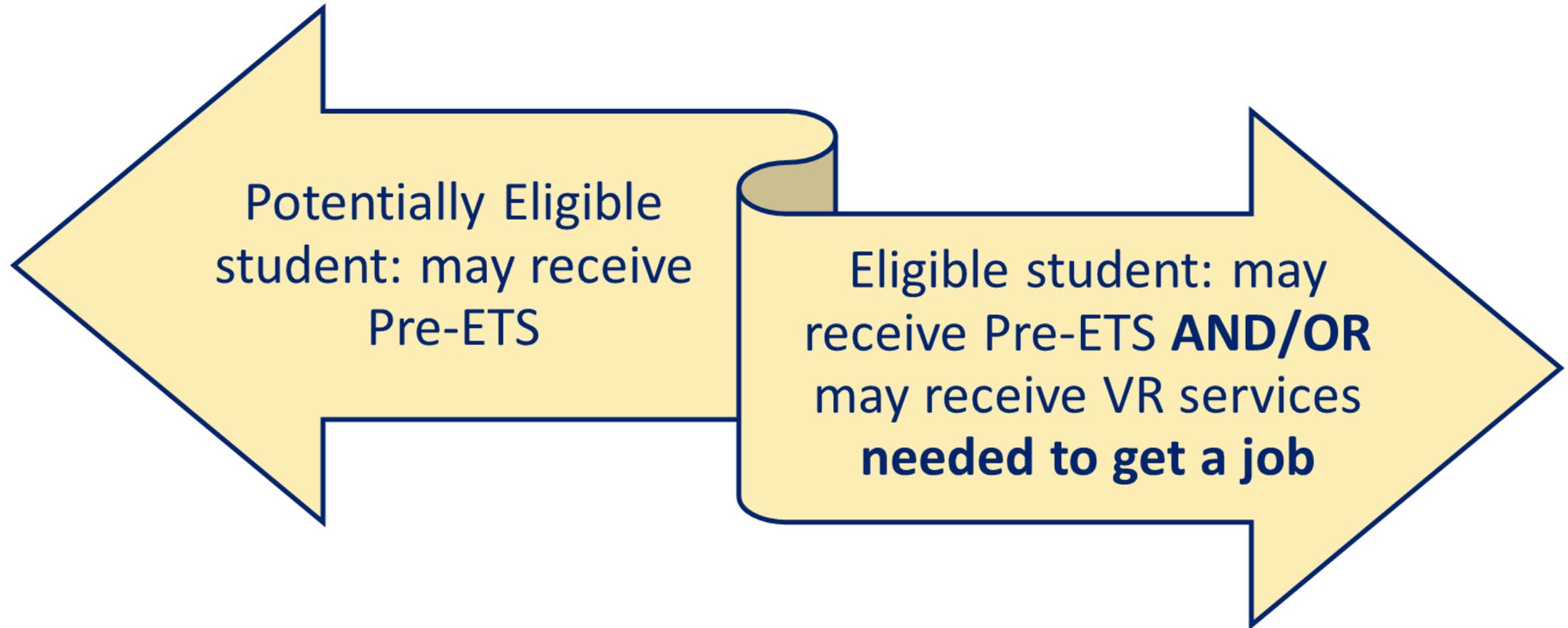
Pre-ETS

- **Only for Students with Disabilities ages 14–21**
- **Services:**
 - Job exploration counseling
 - Work-Based Learning Experience
 - Counseling on postsecondary education options
 - Workplace Readiness Training
 - Instruction in Self-Advocacy

VR Services

- **Required to obtain, maintain or advance in employment**
- **Secondary school examples:**
 - Vocational guidance and counseling
 - Community work experiences
 - Assessment for career planning
- **Postsecondary examples:**
 - Job development
 - Supported employment
 - Training (vocational, college)

Services: Students Potentially Eligible and Eligible for ACCES-VR



When/Where Should a Referral Be Made?



Referral to ACCES-VR Vendor: Potentially Eligible Student

- Student with a disability (14–21) enrolled in an educational program
- Would benefit from introduction to pre-employment supports and group activities
- May not be appropriate for ACCES-VR services OR not yet ready for VR services

Referral to ACCES-VR: Eligible Student

- Student with a disability that may need more than Pre-ETS (e.g., VR services)
- Student who is interested in identifying a career goal and accessing services required to achieve that goal and get a job
- Student ready for more in-depth VR services

Who Completes the ACCES-VR Referral?

Potentially Eligible Vendor

- Completed for enrolled students receiving Pre-ETS from the vendor
- Referral is done when student demonstrates need for more intensive services

School District

- Completed for student with a disability not receiving Pre-ETS from a vendor for potentially eligible students

Sub-Minimum Wage Employment

Are you thinking about referring a student with a disability to a program that pays less than minimum wage? If yes, please keep the following in mind:

- Federal legislation and regulations require that youth with disabilities are **provided information and choice about work in competitive integrated employment settings that pay at least minimum wage.**
- Historically, people with disabilities have not been provided enough information or opportunities to make an informed choice between a job that pays at least minimum wage and one that pays less than minimum wage.
- **Choice *is not possible* without knowing options exist.**

Federal Regulatory Requirements

Prior to employment at sub-minimum wage, youth (24 and under) **must** have:

1. Received Pre-ETS and/or transition services
2. Applied for ACCES-VR services
 - a) And were found ineligible OR
 - b) Were found eligible AND had an Individualized Plan for Employment (IPE) AND worked toward an IPE work goal for a reasonable amount of time without success AND the case was closed
3. Received Career Counseling and Information and Referral Services (CC&I&R)

Responsibility for Subminimum Wage Regulations

- **Programs that pay subminimum wage are responsible for:**
 - Ensuring that individuals applying are aware of all the required regulatory requirements **prior to employment. They must verify these requirements and keep documentation.**
 - Any state oversight entity requirements (e.g., OPWDD, OMH).
- **ACCES-VR is responsible for using a consistent eligibility determination process for all applications.**
 - Ensures equity in the determination of eligibility for VR services.
 - Provides information to all individuals about ACCES-VR's services available to support competitive integrated employment.
 - Eligibility determination may take longer if a trial work experience is needed to determine eligibility.

ACCES-VR Application and Eligibility Determination: Required Documents

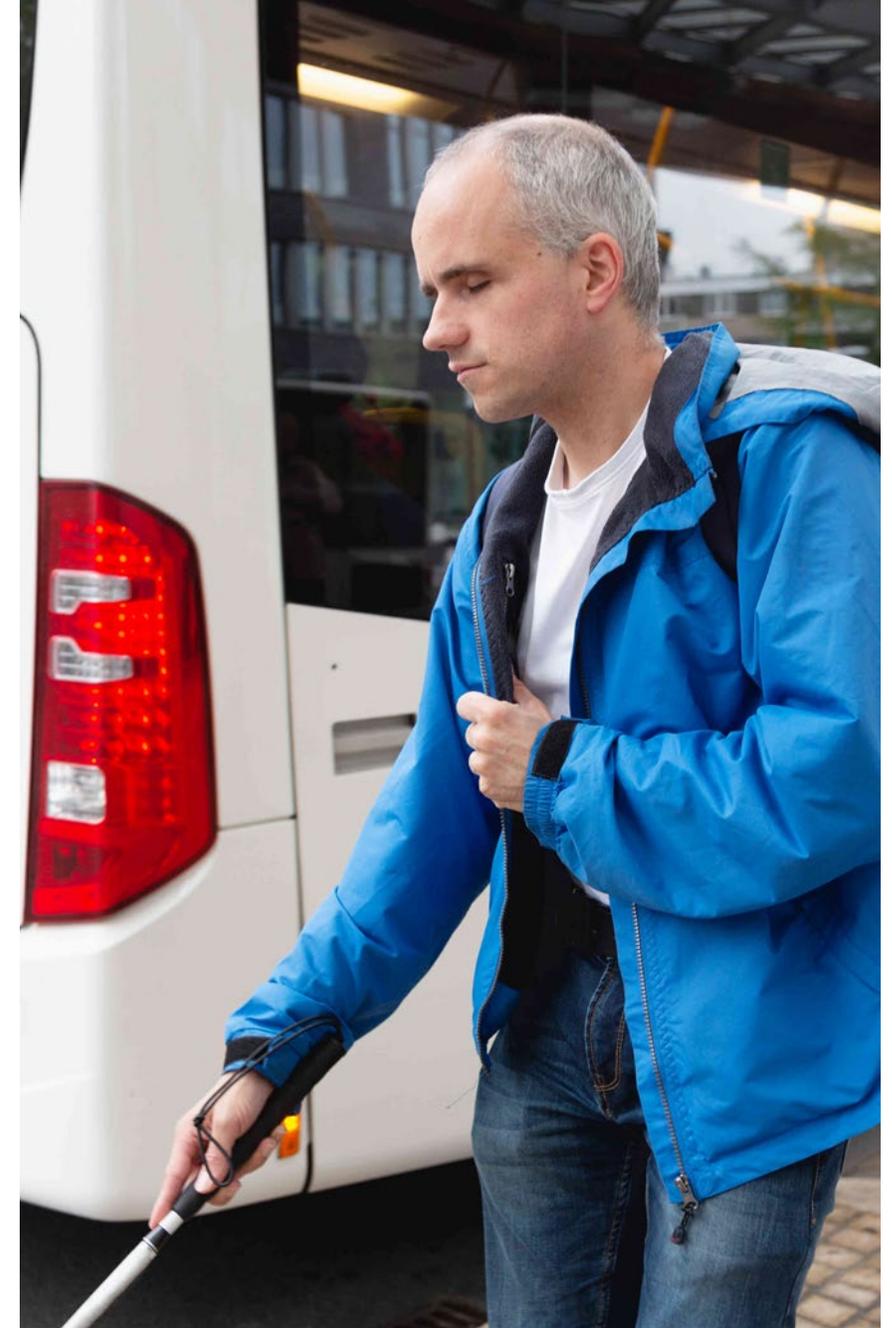
For student, family, or school district:

- ACCES-VR Application (VR-04)
- Consent to Release/Obtain Information Form (VR-21)
- Documentation of Disability

NYSCB Vision and Mission

NYSCB provides VR and other direct services to legally blind New York State residents, including children, adults, and elderly persons. One of NYSCB's primary objectives is to assist consumers in achieving economic self-sufficiency and full integration into society.

The mission of NYSCB is to enhance employability, maximize independence and assist in the development of the capacities and strengths of people who are legally blind.



NYSCB's Primary Role with School-Age Youth

NYSCB's primary role with school-age youth is to provide consultation that may include:

- Recommending assessments and assisting in the interpretation of results, if requested;
- Providing information on resources in the area and assisting in identifying the need for involvement by other state agencies and service providers;
- Providing assessments for in-school youth to meet the planning needs of NYSCB;

NYSCB's Primary Role with School-Age Youth (continued)

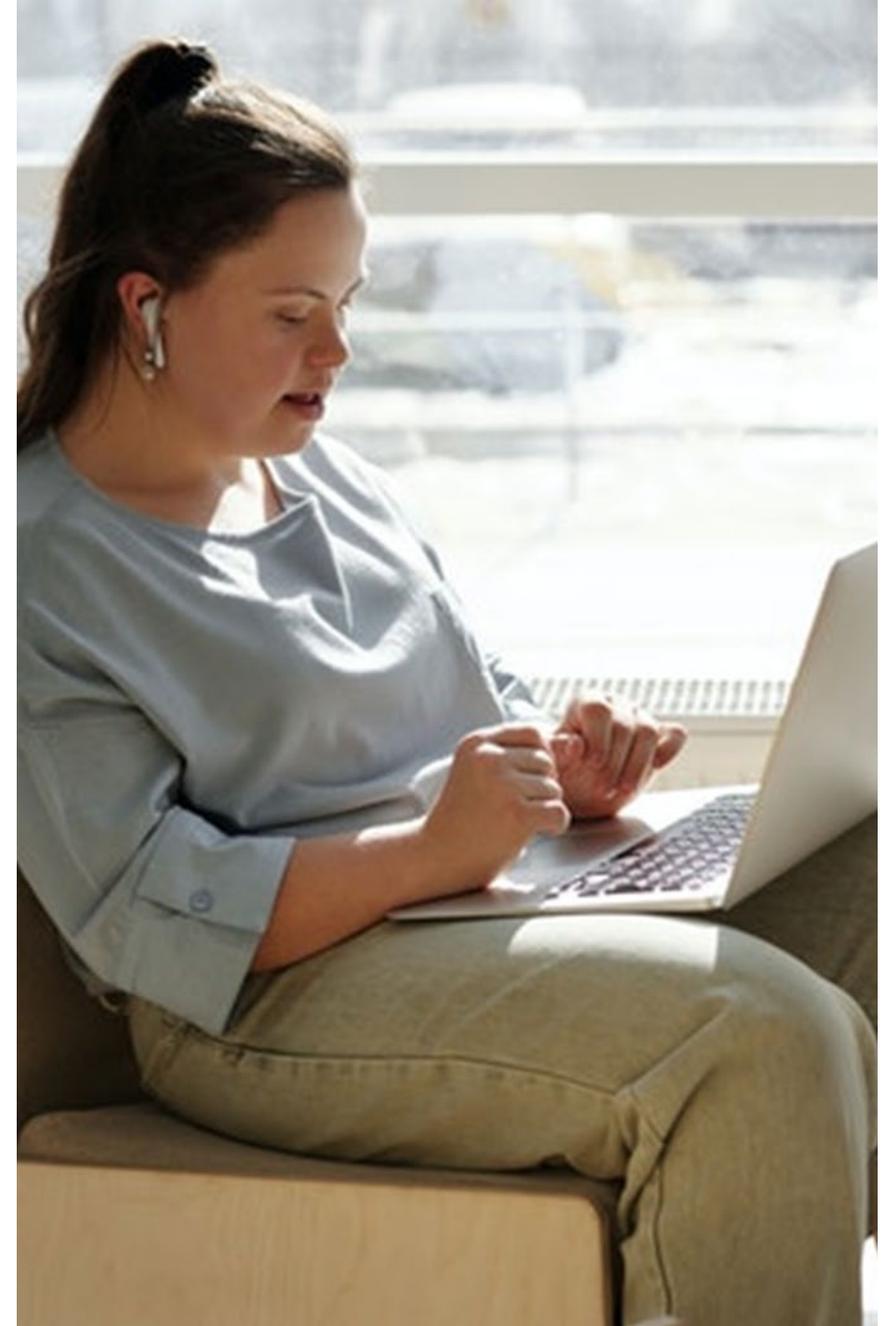
- Providing information on VR services and outcomes;
- Providing information to assist in the selection of suitable vocational goals;
- Attending or providing input to Committee on Special Education (CSE) meetings, 504 meetings; and
- Providing services written into the student's IEP by the CSE with the direct involvement and agreement of NYSCB.

Potential Services from NYSCB

- Rehabilitation teaching—outside of school hours, for application in the home
- Orientation and mobility—outside of school hours, for application in the home
- Low vision exams and devices related to vocational goal
- Adaptive equipment for home use
- Social casework services
- Summer youth employment and/or work experiences
- Pre-ETS

OPWDD

- Responsible for coordinating services for students with developmental disabilities
- Provides services directly as well as through a network of nonprofit service providing agencies
- Prioritizes individual choices, needs, and desires in making decisions
- Connects students needs to available services



OPWDD—What Is the Front Door?

- The Front Door is the way OPWDD connects people to the services they need and want.
- The Front Door is based on the understanding that people with developmental disabilities have the right to enjoy meaningful relationships, experience personal growth, participate in their community and live in the home of their choice.
- The Front Door staff provides guidance on the steps involved in determining eligibility for services with OPWDD, identification of needs, goals and preferences, and with individualized plan for attaining those services.

Key Steps in the Front Door Process

- Make initial contact with OPWDD through the Front Door
- Select a Care Coordination Organization (CCO)
- Establish OPWDD eligibility
- Attend a Front Door information session
- Work with OPWDD to complete assessment of needs and determine services
- Develop preliminary plan with care coordinator/manager assistance

OPWDD Services

Option to self-direct services with assistance

- Care coordinator/manager
- Parent advocacy training (self-determination)
- Family supports and services (respite, training, moral support, recreational activities)
- Environmental modifications
- Healthcare management
- Benefits advisement
- Community support services (independent living skills—home or community)
- Day programs (self-help, socialization)
- Residential support (living supports)
- Employment and pre-employment supports

OMH

- Oversees more than 4,500 programs
- Variety of inpatient and outpatient programs
- Emergency services and community support
- Residential and family care programs



OMH Eligibility Requirements

- **Children** (up to 18 years of age with some services available until age 21)—demonstrate deficits in adaption to school, family or other residential settings
- **Adults** (over 18 years of age)—demonstrate deficits, related to a mental health diagnosis, in self-care, activities of daily living, interpersonal relations, adaption to change or task performance in work or work-like settings

OMH Referral Process

- Apply to local County Department of Mental Health—Single Point of Access committee.
- Applications most often made through school mental health personnel/teams that may be comprised of school psychologists, social workers, nurses, school counselors and building administrators.

OMH Services

Community-Based Services—connect the youth and family with services available in the community

Outpatient Programs:

- Day Treatment Programs—Integrate mental health and age-appropriate education services for children and adolescents until they can attend regular classes
- Employment services (limited)

OMH Services (continued)

Residential Programs:

- Residential Services—provide treatment in a residential setting in a variety of community locations that support and assist individuals with their recovery from mental illness.
- Residential Treatment Facilities—a specialized type of inpatient treatment program for children and adolescents.

Inpatient/Hospitalization Programs:

- Community Psychiatric Inpatient Hospital, State-Operated Inpatient Hospital—24 hours per day program which includes psychiatric, medical, nursing, and social services.

ILCs

- Provide an array of services that assist New Yorkers with all disabilities to live fully integrated and self-directed lives
- Assist with all aspects of living, learning and earning
- Identify and facilitate removal of architectural, communication and attitudinal barriers to full participation in local communities and beyond
- Are private, not-for-profit organizations, governed by a majority of people with disabilities and staffed primarily by people with disabilities

ILC Core Services

- **Peer Counseling** peer to peer counseling to share ideas and experiences about living with a disability, in order to gain greater awareness and control over one's own life.
- **Independent Living Skills Training** teaches everyday life skills, including budgeting, meal preparation, arranging transportation, or personal assistance services, job seeking, and self-advocacy.
- **Information and Referral Services** provide individuals with resources and options for living, learning, and working independently.
- **Individual and Systems Advocacy** addresses access to equal opportunities in exercising social, economic, educational, and legal rights.
- **Transition** assisting with transition to community living, post secondary education, work or other transitions resulting in greater community inclusion.

ILCs Eligibility Requirements

- People with any disability
- People with disabilities of all ages
- Parents, spouses, siblings, and significant others of people with disabilities
- People with disabilities living in their own homes, supported living arrangements, institutional settings, and elsewhere
- People who are transitioning from more restrictive settings
- People transitioning from school to post-school

Workforce Development

Career One Stop/American Job Centers



- New York’s career centers offer a variety of classes, workshops, job fairs, job clubs including virtual career fairs and virtual workshops, including informational sessions on a variety of topics. They also offer recruitments for numerous companies.
- Offer services specifically for In-School and Out-of-School Youth, qualifications can vary by program. Emphasis is on out of school youth age 16–24.
- Co-enrollment with VR and other services is possible.
- Many opportunities to “earn while you learn” in apprenticeship and career pathway programs.

College Disability Services

- Most colleges have a disability services office located on their campus.
- Reasonable accommodations are provided to students who have qualifying disability and self-identify.
- Definition of disability is an impairment that substantially limits a major life activity as defined in Americans with Disabilities Act Amendments Act (ADAAA) 2008 and Section 504 of the Rehabilitation Act, 1973.

High School vs. College

IDEA

- School district responsible for identifying, evaluating, and planning educational interventions
- Involves parents or guardians
- Modify educational programs or requirements
- Prepare IEPs, 504 Plans

Section 504 and ADA

- Students are responsible for self-identification, providing documentation, and obtaining disability services
- Deal directly with student (18+ yrs. old); protects student's right to privacy (FERPA)

College Disability Services—Eligibility Requirements

Documentation of disability, that includes:

- Diagnosis of current disability
- Date of diagnosis
- How diagnosis was reached
- Professional making determination
- How disability impacts major life activity
- How disability affects current academic performance

College Disability Services—Referral Process

- Students interested in receiving reasonable accommodations must refer themselves for supports.
- Students must contact specific college disabilities office to register.
- Office of Disability Services will determine eligibility and accommodation(s) and provide written letter to student.
- Students must self-advocate and request accommodations from each professor at the beginning of each semester.

Accommodations

USDE, Office of Civil Rights. Section 504 regulations at 34 C.F.R. § 104.44(a)



Postsecondary institutions may provide accommodations to prevent discrimination against a qualified student but not to:

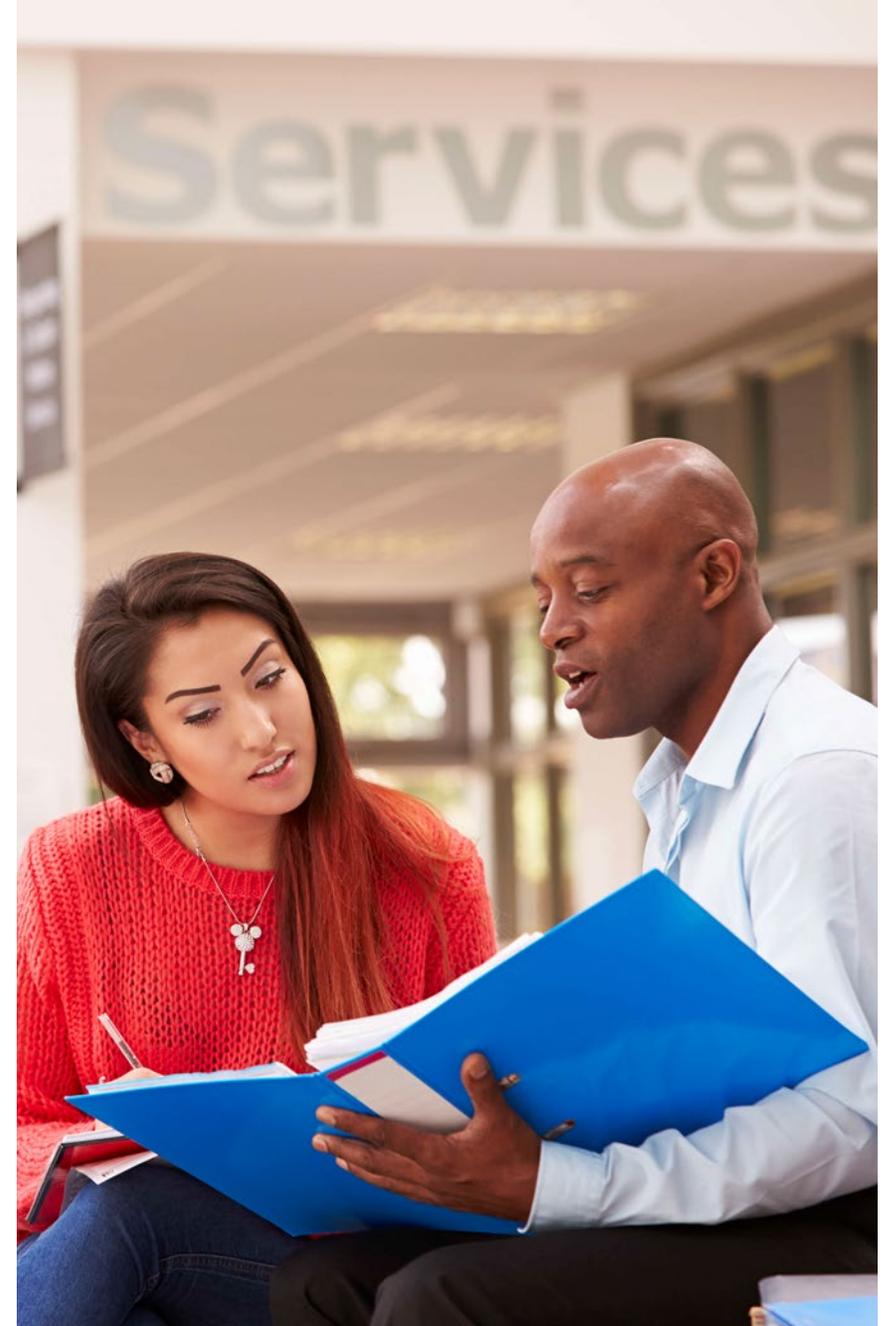
- Lower or substantially modify essential requirements;
- Provide modifications that would result in undue financial or administrative burden; or
- Provide personal attendants or services of a personal nature.

Common Accommodations

- Assistance with registration
- Note takers for classes
- Record classes
- Large print books and enlarged handouts
- Extended time for exams
- Change of location for exams
- Priority parking/elevator key
- Audio textbooks
- Seating arrangement accommodation
- Extended time limits for exams/assignments
- Alternative forms for students to demonstrate course mastery
- Use of computer software programs or other assistive technology
- Reduction in course load

Meet with Academic Advisor Early

- Audio books may take extra time to obtain
- Interpreters need to be hired
- Priority enrollment could be granted to ensure a certain instructor or class
- Ensure classes are accessible to you (tables, space, etc.)





Reflection and Action Planning



- What did I hear?
- What further questions do I have?
- How am I going to use this information?

Resources

- NTACT: <https://transitionta.org/>
- ACCES-VR: <http://www.acces.nysed.gov/vr>
- NYSCB: <https://ocfs.ny.gov/main/cb/>
- OPWDD: <https://opwdd.ny.gov/>
- OMH: <https://omh.ny.gov/>
- ILC: <http://www.acces.nysed.gov/vr/independent-living-centers>
- Career One Stop/American Job Centers:
<https://www.careeronestop.org/LocalHelp/AmericanJobCenters/find-american-job-centers.aspx>
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Questions?



Contact Us

TAP for Transition

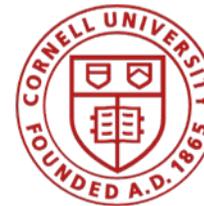
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New York State
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New York State Education Department
Office of Special Education
Educational Partnership
—
Technical Assistance Partnership
for Transition



Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.