



New York State Education Department
Office of Special Education
Educational Partnership



Agency 101

An Overview of Services to Support Students with Disabilities into Adulthood

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

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Disclaimer

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Introductions



- Name
- Educational Organization (EO)
- Position/Role

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.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth; use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs

Materials



Transition Planning
Resources

State Agency
Resources

Community-Based
Organization
Resources

Training Objectives

Participants will:

- Identify the essential elements of quality postsecondary planning and the importance of building community partnerships to support post-school success.
- Discover various New York State (NYS) agencies and community-based organizations and the different types of services they provide for individuals with disabilities.
- Become familiar with the OSE Educational Partnership Community Resource Map and explore additional agencies that can support students.

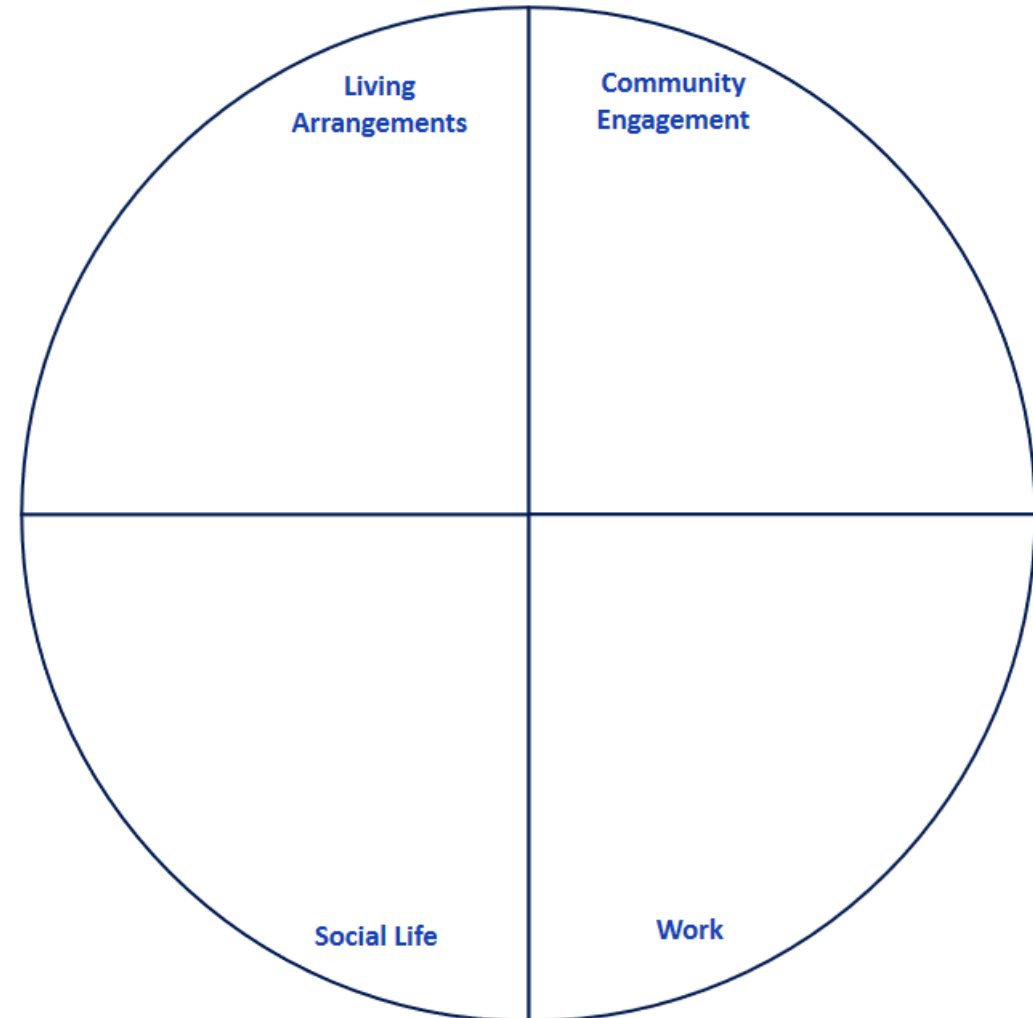
Transition Planning for Life After High School

Hopes and Dreams Activity



Using the corresponding handout, take a few minutes to think about your hopes and dreams for your child **or** your students in the following categories:

- Independent Living
- Community Engagement
- Social Life
- Employment



What Is Transition Planning?



- Transition planning is an ongoing process that is student-centered, culturally responsive, and a collaborative effort to prepare students with disabilities for life after high school.
- Transition planning includes the following student-focused questions:

Where are
you now?

Where do you
want to go?

How do you
get there?

A Collaborative Process

As students with disabilities transition to adult life, collaboration among educators, families, and state and community agencies is crucial. This collaboration allows for the provision of necessary supports and services to facilitate a successful transition from school to work.

Examples of collaboration can include:

- Keeping lines of communication open.
- Incorporating all parties in the development of transition planning activities.
- Ensuring services are described in and connected throughout the Individualized Education Program (IEP).
- Inviting State and community agencies to the Committee on Special Education (CSE) meeting.

What Is the Student's Role in Transition Planning?

Students should be encouraged to:

- Understand their disability and how this impacts them in various settings.
- Explore interests, options, and access resources and supports for postsecondary education, employment, and independent living.
- Identify and participate in career development activities including work-based learning (WBL) and paid employment opportunities to help build their social capital.
- Share their cultural values and how they intersect with their disability and future postsecondary planning.
- Develop self-determination skills.



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.

Postsecondary Planning Options



As students begin to plan for the future, they should be exploring post-school options in the following three areas:

Postsecondary
Education

Employment

Independent
Living

Student Exit Summary

A Place to Document Agency Connections

The Student Exit Summary links transition planning in high school to next steps in the adult world.

- It should describe the services and supports that will likely be of assistance to the student in post-school life.
- It should contain recommendations and information on adult agency referrals and contacts.
 - Agency contact information including names, phone numbers, and emails when available.
 - Guidance on how to initiate an application, or if already started, next steps in the application process.

Entitlement vs. Eligibility

Entitled

- School-age students with a disability receiving special education services are **entitled** to receive services to access Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA).
- Services are documented within the student's IEP as determined by the CSE and funded by the school district.

Eligible

Once a student exits school, **eligibility** for services and supports is determined through the requirements of agency(s) outside of the school system.

- Individuals may qualify for services but services are not guaranteed.
- Responsibility to obtain services is on the individual/parent/guardian.
- Services may be provided IF there is enough staff, capacity at the facility, and/or funds to provide services.

IDEA vs. Americans with Disabilities Act (ADA)

High School (IDEA)	Postsecondary (ADA)
Parents/guardians and students advocate	Young adults self-identify and self-advocate
Parents/guardians have access to student records	Young adults have sole access to their records unless consent is given
School district is responsible for student's evaluation at no cost to the family	Young adults are responsible for their own evaluation
Parents/guardians and teachers set goals and management needs for students, including time management and organization	Young adults must organize and structure their own time
Grading and curriculum standards may be modified according to student's needs if the student is alternately assessed	Young adults attending an education/training program have grades based on merit
Provide related services	Provide access to any activity sponsored by the institution and/or agency
Transportation is provided if necessary	Transportation is the young adults' responsibility



Which Agencies Are The Right Fit?



Considerations:

- Employment/continuing education
- Recreation/leisure
- Living arrangements
- Transportation
- Medical/health
- Financial/income
- Advocacy/legal guardianship services
- Personal/family relationships

Who's Who?



State and Community-Based Agency Providers

- Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR)
- NYS Commission for the Blind (NYSCB)
- Office for People with Developmental Disabilities (OPWDD)
- Office of Mental Health (OMH)
- Independent Living Centers (ILC)
- Workforce Development Programs
- College Disability Services

State Agencies

ACCES-VR



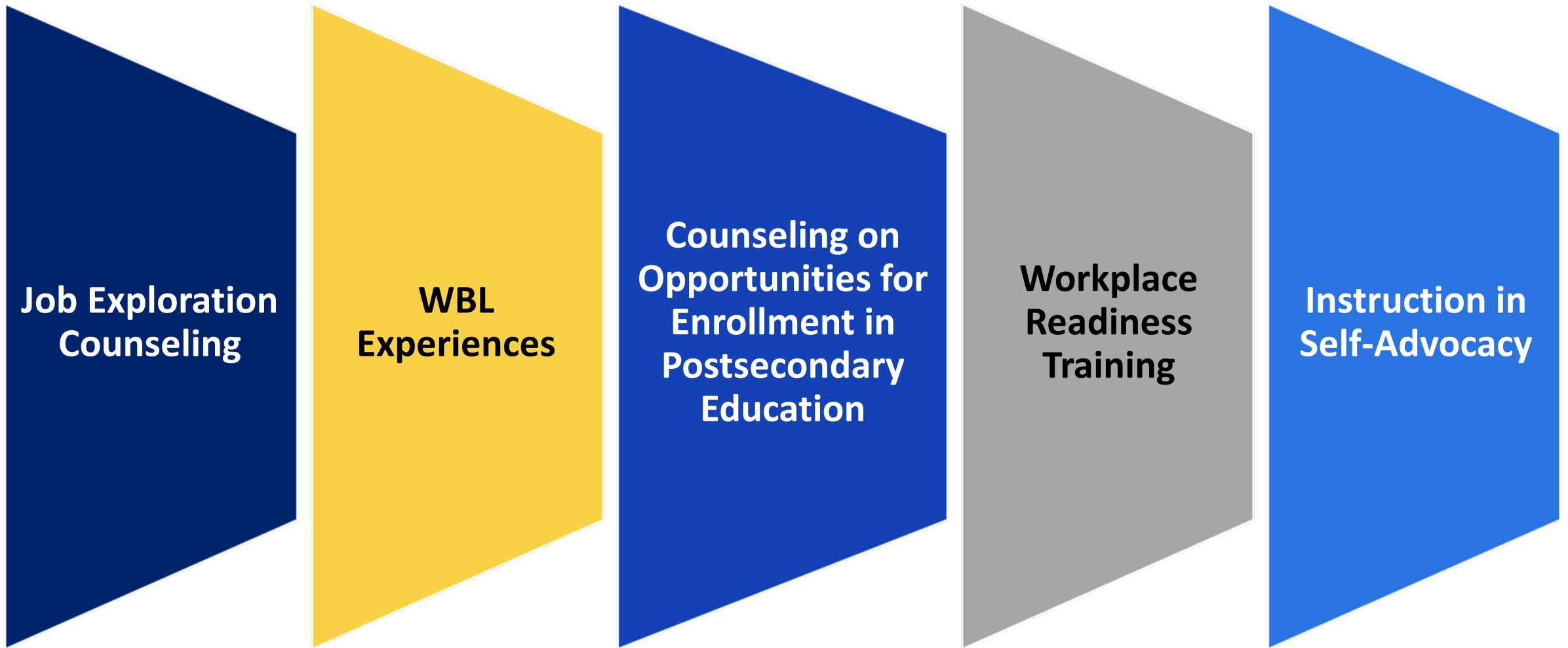
ACCES-VR provides a variety of services to assist students and youth with disabilities to identify, prepare for, and pursue their career goals. These services include:

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

Pre-ETS

- Pre-ETS for students with disabilities provide information on career options, education, and skills training for students ages 14–22 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 is to help students with disabilities achieve an early, solid foundation that will lead them to successful competitive integrated employment (CIE) and independence.

The Five Pre-ETS



What Can Each Service Include?

Pre-ETS Service	Activity/Topic Examples
Job Exploration Counseling	• Complete and discuss vocational interest inventories • Learn about the labor market and in-demand occupations/industries • Explore skills, responsibilities, environments, and expectations for specific occupations and career pathways
WBL Experiences	• Participate in workplace tours, informational interviews, and job shadowing • Engage in career mentorship, volunteering, and student-led enterprises • Work in paid or non-paid work experiences/internships
Counseling on Opportunities for Enrollment in Postsecondary Education	• Explore postsecondary education options such as college, vocational training, trade schools, and postsecondary programs for students with intellectual and developmental disabilities • Attend college fairs and tours, connecting to disability support services • Identify assistive technology needs

What Can Each Service Include? (continued)

Pre-ETS Service	Activity/Topic Examples
Workplace Readiness Training	• Learn about employer expectations for punctuality, performance, and reliability • Review personal hygiene and appropriate clothing across workplace environments and activities • Explore the impact of social media profiles, email addresses, and voice messages on employment • Develop job seeking skills such as completing applications, resume development, mock interviews
Instruction in Self-Advocacy	• Gain knowledge of rights and responsibilities • Learn how to request and accept help, request and utilize accommodations • Develop self-determination skills • Learn about services in the community and how to access them

Pathways to Pre-ETS

Path One

For students who are only looking for Pre-ETS right now, Potentially Eligible may be the entry point.

Path Two

For students who are looking for **all** VR services, including Pre-ETS, there is the all-inclusive VR entry point.

CIE



- Federal legislation and regulations require that youth with disabilities are **provided information and choice about work in CIE 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.**

NYSCB



NYSCB provides VR and other direct services to legally blind NYS residents, including children, adults, and elderly persons. One of NYSCB's primary objectives is to assist participants 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.

Overview of Programs

- Children's Services
- Independent Living
- Adaptive Living Program (ALP)
- VR



Children's Services

- NYSCB provides rehabilitation services to children who are legally blind, beginning at birth.
- A Children's Consultant works directly with the family and school to develop a plan to meet the individual child's need(s).
- Children's Consultants work with families, Early Intervention (EI) teams, and preschool, school age, and agency staff to assist with coordinating services and providing advocacy services, educational coordination, vocational coordination, and counseling and guidance to the family.
- Children are offered the opportunity to participate in summer camps and year-round socialization skills programs to increase self-confidence and social skills.

Youth and Transition Services

NYSCB can begin VR services as early as age 10, though typically these services begin at age 14.

Services for 10-14

- Prevocational
- Work Readiness Skills
- Social and Skill-Building Programs

Services for 14+

- Pre-ETS
- Work Experience Training
- Pre-College Program
- Work Readiness

Services for School-Age Students May Include:

- Counseling and guidance to the family, advocacy services, educational coordination and vocational coordination.
- Recommending assessments and evaluations.
- Providing information on VR services and outcomes.
- Assisting with the development of suitable employment goals.
- Identifying and assisting participants and their families in accessing other appropriate resources.
- Attending and/or providing input at CSE or 504 plan meetings.
- Providing services written into the student's IEP by the CSE with the direct involvement and agreement of NYSCB.

Potential Services from NYSCB

- Assessments
- Rehabilitation therapy—enhancing daily living skills
- Orientation and mobility—travel training and safety skills
- Low vision exams and devices related to their vocational goal
- Adaptive equipment for home use
- Social casework services—to address social and emotional needs
- Summer youth employment and/or work experiences
- Pre-college programs
- Pre-ETS

OPWDD



- OPWDD is responsible for coordinating services for New Yorkers with developmental disabilities.
- OPWDD provides services directly and through a network of approximately 450 nonprofit service providing agencies.
- Supports and services, which include Medicaid-funded long-term care services, are primarily provided in community settings across the state.
- OPWDD also provides NYS-funded family support services, which are designed to assist families in providing care for their loved ones who live full-time in their family home, and employment supports, which include ongoing job coaching, job matching, and vocational training.

OPWDD Front Door Process

- 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.
- Front Door staff guide people through the steps involved in finding out if they are eligible for services with OPWDD; identify people's needs, goals, and preferences; and help people work on a plan for getting those services.

Key Steps in the Front Door Process



- Contact the OPWDD Infoline at (866) 946-9733 to be directed to the local Front Door Regional Office in the county of residence.
- View the Front Door video modules to learn how to access services and what types of services are available.
- Select a Care Coordination Organization (CCO).
- Establish OPWDD eligibility.
- Work with OPWDD to complete an assessment of the person's strengths and identify their support needs.
- Work with the CCO to develop and implement the person's plan.

What Is Care Management?



- Care management is the service that helps people and their families get the services and supports they need.
- Care management is provided by Care Managers who work for CCOs.
- Care Managers coordinate a variety of healthcare, wellness, and developmental disabilities services to meet people's needs.
- CCOs and Care Managers have specific knowledge and training in the field of developmental disabilities.

OPWDD Services

- Employment and Vocational Services
- Day and Community Services
- Housing
- Self-Direction
- Family Support Services (including Respite)
- Assistive Technology (including Environmental Modifications)
- Medical and Behavioral Health

Adult Service Options—Getting a Job and Participating in Your Community



- **Supported Employment (SEMP)** services help people get, keep, and grow in their chosen careers.
- **Employment Training Program (ETP)** offers paid internships that lead to employment. When an intern learns the job tasks as required by the employer, they are hired directly by the business. After successfully completing an internship, people can continue to receive SEMR services.
- **Pathway to Employment** helps people figure out what they are good at and what they are interested in. People get work-related experiences, learn job skills, and make a career plan. It is a short-term service that can wrap around people's current schedules.

Adult Service Options—Getting a Job and Participating in Your Community

(continued)



- **Community-Based Prevocational** services provide work-related skill training and vocational experiences. Prevocational services can include volunteer work where people can develop general work-related skills that will help them prepare for and succeed in a job.
- **Community Habilitation** services help people build skills in the areas of safety, independence, communication, money management, social skills, community inclusion, and personal care.
- **Day Habilitation** services help people become more independent, build safety skills, explore interests, achieve goals, or prepare for employment.

OMH

OMH's mission is to promote the mental health of all New Yorkers, with a particular focus on providing hope and recovery for adults with serious mental illness and children with serious emotional disturbances. This is done through overseeing more than 4,500 programs, including:

- Outpatient and community supports
- Inpatient services
- Emergency and Crisis Services
- Housing and Residential programs

Accessing Mental Health Services and Supports

NYS OMH both operates and licenses/oversees thousands of programs supporting **children, families, and adults**.

- Some programs serve children up to 18 years of age, with some services available until age 21.
- Other programs serve adults ages 18 and older.
- Several of the largest programs serve individuals of all ages, for example Mental Health Clinics or Certified Community Behavioral Health Clinics (CCBHCs).

Connecting to an OMH Program

If individuals are interested in or in need of services from OMH, they can apply in one of three ways:

Directly connecting to a specific program of interest or need.

Requesting a referral from an existing support network such as a mental health professional, doctor, or CSE team (school psychologist, school counselor, social worker, etc.).

Contacting their local County Department of Mental Health—Single Point of Access (SPOA) coordinator.

Mental Health Access Points

For Adults, Children and Youth, and their Families and Caregivers

Mental Health Clinics—New name: Mental Health Outpatient Treatment and Rehabilitative Services (MHOTRS)

- Common entry point into the local mental health system
- Offers assessments, diagnosis, treatment planning, and peer support

Pathways to Mental Health Children's Services

Early
Intervention



C-SPOA

- **Primary Care and EI Program**
 - Pediatric practitioners and EI specialists can be an early entry-point for children needing therapeutic and supportive mental health services.
- **Children's SPOA**
 - This county-level coordinator supports the identification of children/youth and families most in need of services and manages service access and utilization.

OMH Licensed or Funded Program Services and Support

These programs provide a variety of services, including:

- Treatment and therapy—groups and individual
- Medication management
- Peer Support Services
- Family Support
- Care Management
- Psychosocial Rehabilitation (teaching skills to support independence in the community, employment, education, and social goals)
- Crisis Services
- Supports individuals with co-occurring disorders like mental health and substance use or mental health and intellectual/developmental disabilities

OMH Services

Community-Based and Outpatient Services

Programs that connect the children and family with services available in the community.

Inpatient Services

A community psychiatric inpatient hospital, state psychiatric hospital, emergency room, Comprehensive Psychiatric Emergency Program (CPEP) or Residential Treatment Facility (RTF), which operates 24 hours a day and includes psychiatric, medical, nursing, and social services.

Housing and Residential Programs

Provides treatment in a residential setting in a variety of community locations that support and assist individuals with their recovery from mental illness.

Crisis Programs

Crisis services including Crisis residences, Crisis Stabilization Centers, and mobile crisis.

988 Suicide and Crisis Lifeline

- The 988 Lifeline is a free and confidential resource available to all New Yorkers in English and Spanish.
- 988 is the three-digit number that offers 24/7 access to trained crisis counselors to get support for:
 - Emotional distress
 - Suicidal thoughts
 - Substance use crisis
 - Abuse
 - Worrying about someone else
 - Relationship issues
 - Loneliness
 - Eating and body image issues
- You can contact 988 by chat, text, or phone.
- Interpretation services are available in 250+ languages (Language Line Solutions).
- Scan the QR code to check out the NEW OMH 988 webpage to learn more and start a chat.



Community-Based Organizations

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.
- Assist students with disabilities and their families with the transition from secondary to postsecondary education.
- 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** entails 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.

Workforce Development

Career Centers



- New York's career centers offer a variety of free classes, workshops, job fairs, and informational sessions on a variety of career-focused topics.
- Career centers also offer additional services specifically for in-school and out-of-school youth ages 16-24.

Career Awareness and Exploration



Career Zone

- Career Zone is a comprehensive website designed to support young adults in exploring, planning, and developing their careers.
- Features: career assessments, occupation search, job search, and career pathway planning.
- Target audiences: young adults ranging from 12–18 years old.
- Educators and youth practitioner implementation: resources, training, and support available.

New York Systems Change and Inclusive Opportunities Network (NY SCION)

- NY SCION is designed to improve employment outcomes for individuals with disabilities and make NY's Career Services system more inclusive, accessible, and user-friendly.
- NY SCION is implemented on a local level by over 28 Disability Resource Coordinators (DRCs) working across 48 counties, including New York City (NYC). DRC roles include:
 - Coordinating employment and training services
 - Conducting community outreach and workforce training
 - Forming strategic partnerships
 - Offering direct support such as benefits advisement

Partnerships for Inclusive Internships (PII)

- The PII model is a government-led initiative that identifies internship opportunities and matches qualified candidates with disabilities to those opportunities.
- Internships can last up to 320 hours over three to five months and are open to anyone who is at least 18 years old and has an open case with ACCES-VR or NYSCB.

College Disability Services

- Most colleges have a disability services office located on their campus.
- Reasonable accommodations are available for students who have a qualifying disability and who self-identify.
- Meeting early with a disability office advisor is highly encouraged to allow time for the process of obtaining and/or arranging certain accommodations.

Differences in Disability Services From High School to College

High School (IDEA)

- School district is responsible for identifying, evaluating, and planning educational interventions
- Involves parents or guardians
- Educational programs or requirements may be modified
- Prepares and implements IEPs, 504 Plans

College (Section 504 and ADA)

- Student must self-identify and provide disability documentation
- Deals directly with the student (18+ yrs. old); student's right to privacy is protected
- Programs are not modified, student is expected to meet requirements
- Provides an accommodation letter; student must arrange accommodations with each professor

College Disability Services—Referral Process



- Students interested in receiving reasonable accommodations must refer themselves for supports.
- Students must contact the disability services office on campus to register and provide necessary documentation.
- The disability services office will determine eligibility and reasonable accommodation(s) and provide a written letter of accommodation to the student.
- Students must self-advocate and request accommodations from each professor at the beginning of each semester and at each point that they wish to use the accommodation (e.g., each exam).

Common Accommodations

- Assistance with registration
- Note-taking accommodation
- Large-print books and enlarged handouts
- Extended time for exams
- Change of location for exams
- Priority parking/elevator key
- Audio/electronic textbooks
- Preferred seating arrangement
- Use of computer software programs or other assistive technology
- Reduction in course load
- American Sign Language (ASL) interpreter
- Computer use for exams
- Accessible housing and classroom locations

Additional Supports

Support for Families by Families

Parent to Parent of NYS: established to support and connect families who care for people with developmental disabilities or special healthcare needs.

Provides:

- Support—connect one-to-one with a parent of an individual with the same or similar disability
- Information and Referral—help to locate needed information and services
- Training—workshops on a variety of topics

Families Together in NYS: a family-run organization that represents families of children with social, emotional, behavioral, and cross-systems challenges.

Provides:

- Advocacy—annual legislative breakfast
- Information and Referral Support—help to locate needed information and services
- Training and Education—conferences, trainings, and workshops
- Increase public awareness of children's mental health issues

Housing and Self-Advocacy

Support for Individuals with Intellectual and Developmental Disabilities



NY Housing Resource Center

- An extensive source of information on important housing-related topics for people with intellectual and developmental disabilities.
- Aims to foster collaboration between and among the housing industry and related professions, service provider agencies, and people with intellectual and developmental disabilities.

Self-Advocacy Association of NYS (SANYS)

- Goal is to help self-advocates build the skills and courage to speak up for themselves and others.
- Run by and for people with intellectual and developmental disabilities.
- Provides training and information, advocacy for systems change, support for self-advocacy groups, education and awareness, and speakers with disabilities.

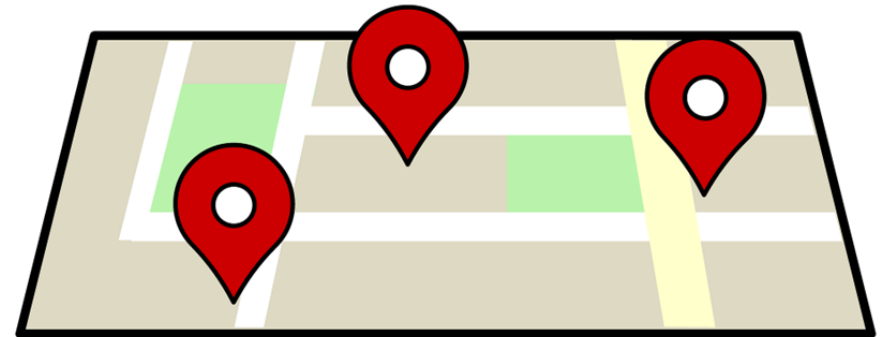
Family and Community Engagement (FACE) Centers

FACE Centers engage in systems change work providing support and training to families, education professionals, and other interested parties to improve outcomes for students with disabilities. Each center has an Early Childhood and a School-Age team. Early Childhood serves birth through third grade and School-Age serves ages 5 to 21.

Discover Agencies in Your Area



- NYSED's OSE has designed a Community Resource Map to connect families and professionals with local agencies and community resources in your area that can help with services from early childhood through the transition to post-school life.
- Can search by agency name, county, or service type.





Reflection and Action Planning



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

Questions?



Resources (1 of 2)

- [ACCES-VR](#)
- [ADA](#)
- [Campus Disability Resource Database](#)
- [Career One Stop/American Job Centers](#)
- [CareerZone](#)
- [Entitlement vs. Eligibility](#)
- [Families Together in NYS](#)
- [Front Door | OPWDD](#)
- [ILC](#)

Resources (2 of 2)

- [NTACT:C](#)
- [NYSCB](#)
- [NY Housing Resource Center](#)
- [OMH](#)
- [OPWDD](#)
- [OSE Partnership Community Resource Map](#)
- [Parent to Parent NYS](#)
- [SANYS](#)
- [Student Exit Summary](#)

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Contact Us

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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



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

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