



New York State Education Department
Office of Special Education
Educational Partnership





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Fundamentals of Work-Based Learning (WBL)

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



Disclaimer

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Introductions



- Name
- Educational Organization (EO)
- Position

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

Training Materials

- Know, Want, Learn (KWL) Planning Tool
- New York State (NYS) WBL Manual
- Understanding WBL
- Benefits of WBL
- The Center on Transition Innovations—Career Planning Toolkit
- Career Development and Occupational Studies (CDOS) Standard 3a: Universal Foundation Skills
- Pre-Employment Transition Services (Pre-ETS) Flyer for Students and Families
- Pre-ETS Planner

Training Objectives

Participants will:

- Define high-quality WBL, its essential components, and benefits
- Identify registered WBL programs and unregistered WBL experiences available to students with disabilities in NYS
- Discuss the career development process and how it relates to the WBL framework
- Identify ways to document and incorporate WBL throughout the Individualized Education Program (IEP)
- Identify essential partners and their role in providing high-quality WBL experiences

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.

K-W-L Activity



Take a moment to complete the K-W-L Planning Tool:

- **K**—What do you **know** about **WBL**?
- **W**—What do you **want** to know?
- **L**—What do you want to **learn**?

Key Concepts of WBL

Defining WBL



- WBL is authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world context
- These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners
- High-quality WBL will provide effective and equitable experiences to empower all students to become confident workers and culturally competent citizens of NYS

Understanding WBL



WBL is:

- Driven by student-identified career interests
- A meaningful work experience in an integrated community-based workplace
- A continuum of workplace opportunities
- Students engaging in real work activities

WBL is *not*:

- Placing students in school settings that do not align with their interests and preferences
- Working in a segregated or sheltered work environment
- An isolated experience that is disconnected from the student's overall transition goals
- Students placed in sites without assessment or evaluations

Dignity of Risk: A Foundation of High-Quality WBL



- Dignity of risk reflects the belief that students with disabilities deserve the same opportunities to take reasonable risks as their peers without disabilities
- Dignity of risk includes opportunities for students to make decisions and experience authentic consequences
- In WBL, this means supporting students to make real choices, engage in authentic work, and experience meaningful outcomes, including mistakes, so they can grow skills, confidence, and independence
- Without risk, we fail to know the true potential of students with disabilities

Dignity of Risk Requires High Expectations



- The way WBL experiences are designed and supported directly impacts students' skill development and preparation for competitive integrated employment (CIE)
- When students are held to high expectations and supported to take appropriate risks, they gain critical opportunities to learn from experience, navigate challenges, and demonstrate their true potential

WBL

- Encourages goal-setting
- Develops students' employability skills
- Allows students to learn about the world of work
- Inspires and motivates students
- Connects school to real-world applications
- Encourages collaboration among students, families, schools, and the community



Research Highlighting the Benefits of WBL



Post-School
Outcomes

Equitable
Opportunities

Employability
Skills

Collaboration
and Family
Engagement

Self-
Determination
Skills

WBL in NYS

NYS WBL Programs

- WBL is organized into two categories:
 - Registered programs
 - Unregistered programs
- WBL programs support multiple pathways to graduation
- WBL programs are aligned with activities and experiences that may be used to earn the CDOS Commencement Credential

Registered WBL Programs

- Career Exploration Internship Program (CEIP)
 - A school-business partnership initiative that provides high school students, age 14 and above, the opportunity to explore career options in a business setting that will assist students with making informed career decisions for the future
- Cooperative Career Technical Education (CTE) Work Experience Program (CO-OP)
 - Links classroom learning with real-world work experience for students 16+, helping them apply CTE knowledge, build employability skills, and stay engaged in school
- General Education Work Experience Program (GEWEP)
 - Combines paid, supervised work with weekly related instruction, helping students aged 14+, explore careers and build transferable skills through school–business partnerships

Unregistered WBL Experiences

Unregistered Experience Options

- Job shadowing
- Community service/volunteering/service learning
- Industry-based projects
- School-based enterprises
- Mentoring
- School year/summer internships
- Entrepreneurship
- Community-based work experiences for students with disabilities
- Unregistered WBL in Specific CTE programs

WBL Supports Multiple Pathways to Graduation

Science,
Technology,
Engineering,
Math (STEM)

Humanities

Arts

World
Languages

CTE

CDOS
Commencement
Credential

Civics

NYS Portrait of a Graduate

6 Attributes

- A NYS high school graduate will be
 - Academically Prepared
 - A Creative Innovator
 - A Critical Thinker
 - An Effective Communicator
 - A Global Citizen
 - Reflective and Future Focused





Current Status in Your EO



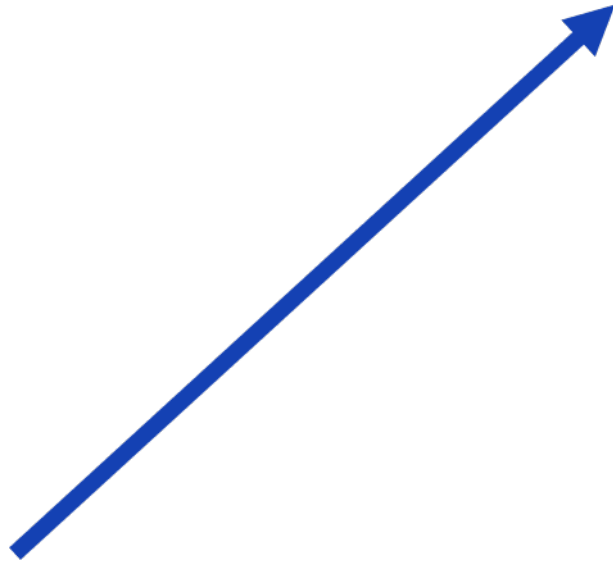
- What WBL experiences are students involved in at your school?
 - If students are involved, are the WBL experiences registered or unregistered?
 - If students are not involved, have you reviewed the *Checklist for Starting a New WBL Program*?
- What skills are students being taught?
- How does high-quality transition programming support student skill acquisition?
- How will these skills lead to and shape future career development?

The Career Development Process and the Framework for NYS WBL

Career Development Is Rarely Linear

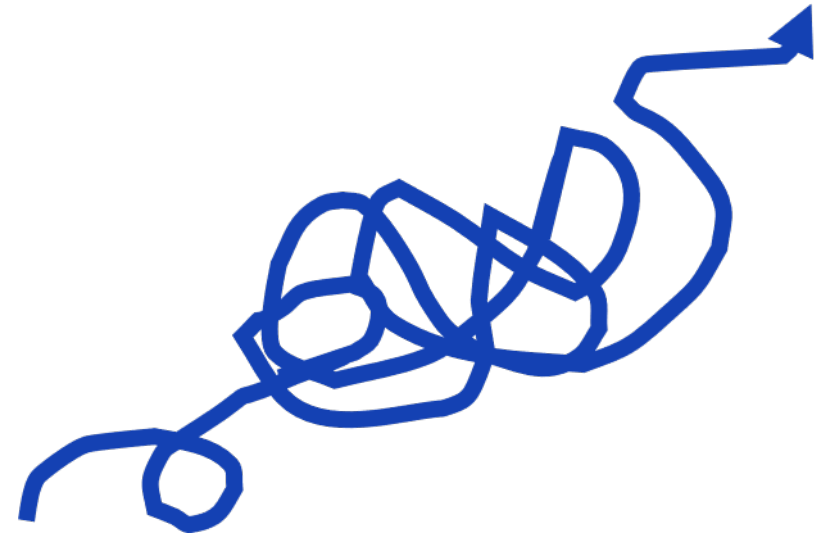


SUCCESS



What people think it looks like

SUCCESS

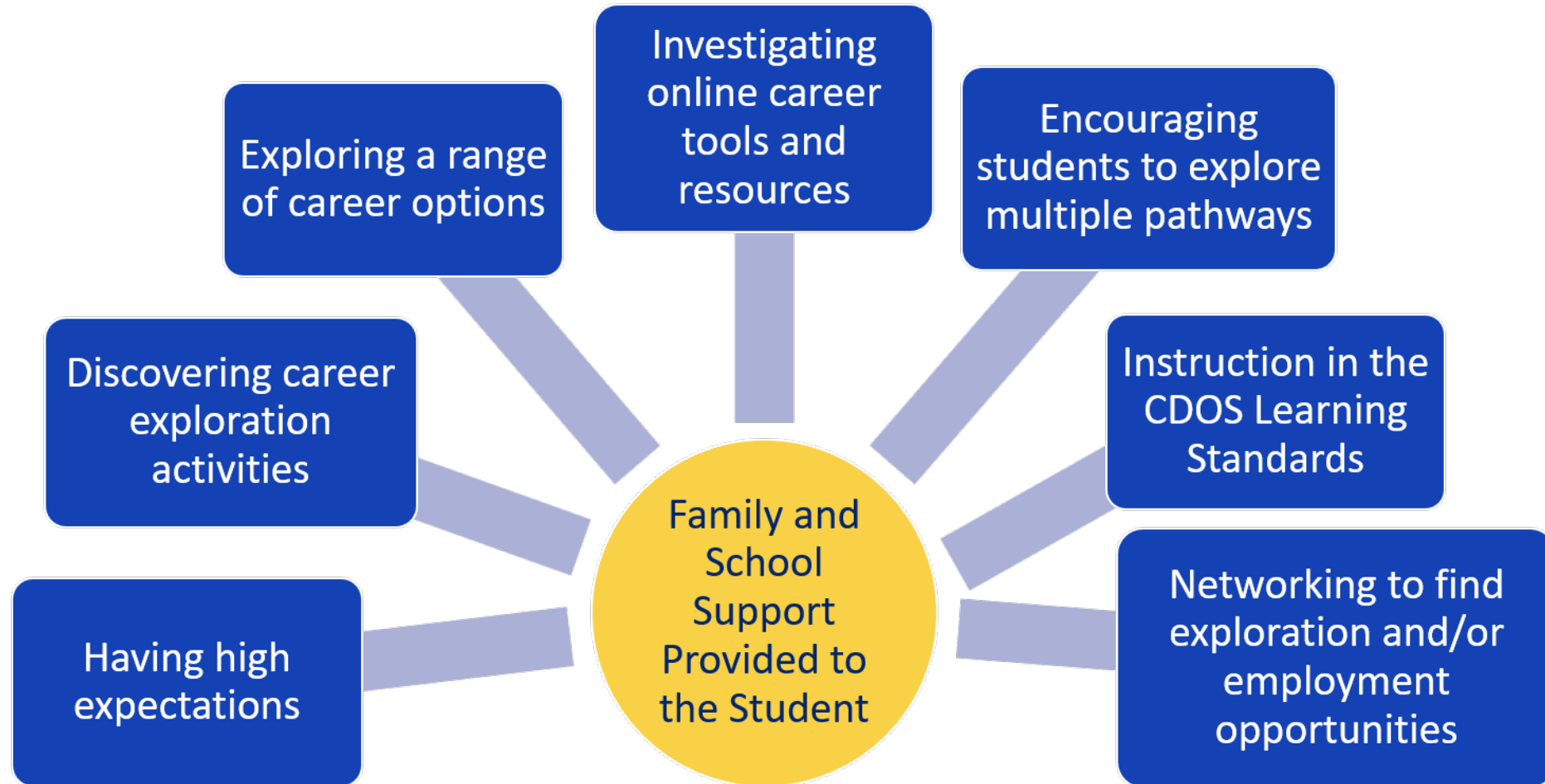


What it really looks like

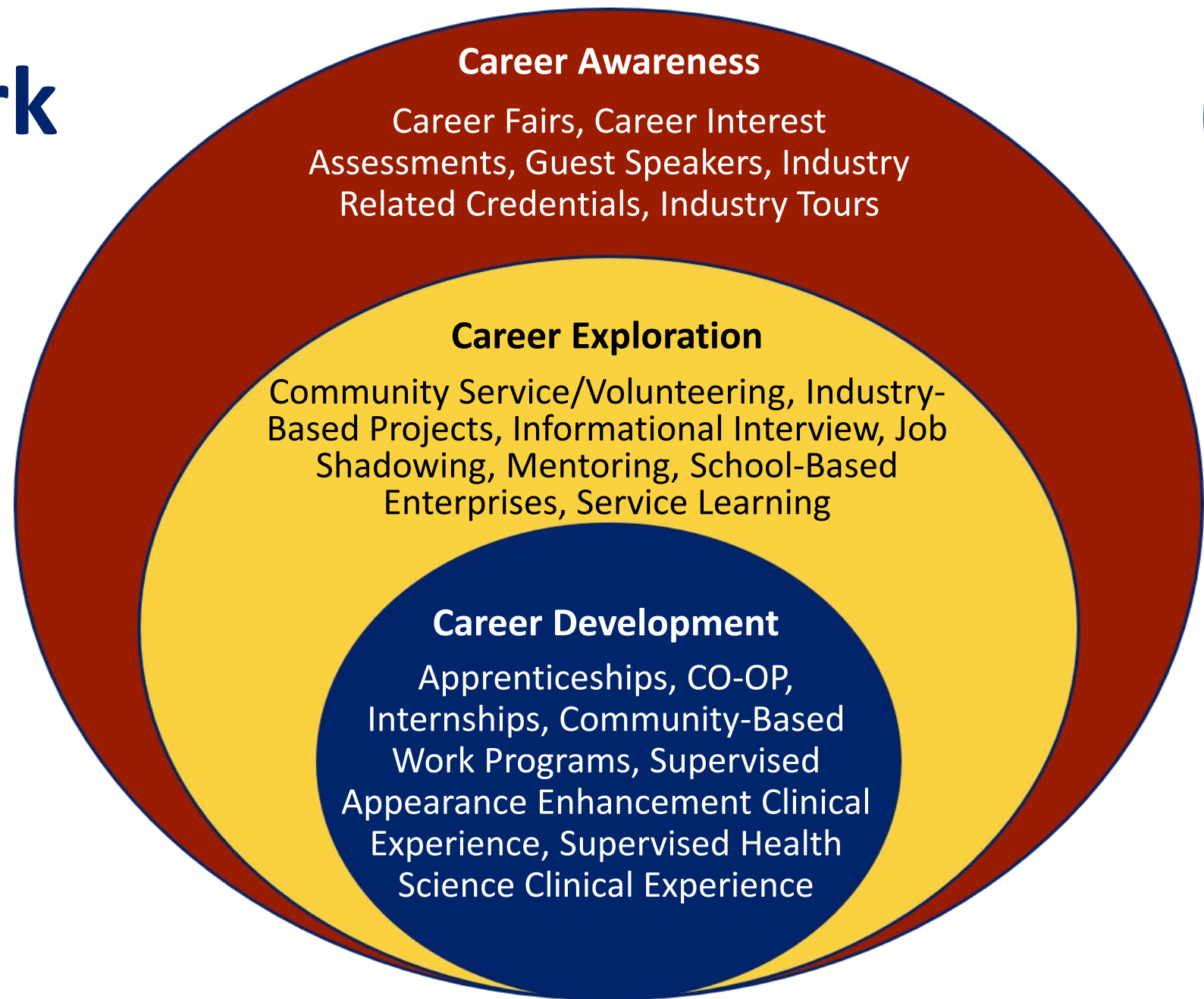
The Ongoing Nature of Career Development



Ways to Support the Career Development Process



Framework for NYS WBL



Career Awareness

Activities introduce participants to the world of work, a variety of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes.

Experiences may include:

- Career fairs
- Career interest assessments
- Guest speakers
- Industry Related credentials
- Workplace tours

Experience defined by:

- Initial interaction with labor and industry
- Student-led exploration of emerging skills, interests, and occupations
- Short-term interactions between a group of students and a professional partner provide a foundation for later WBL activities
- Up to 20 hours of a WBL experience can be delivered through career awareness activities

Career Exploration

Activities to promote a deeper understanding of potential careers and to provide opportunities for an investigation of a particular industry, career, or occupation of interest.

Experiences may include:

- Community service/volunteering
- Industry-based projects
- Informational interview
- Job shadowing
- Mentoring
- School-Based Enterprise
- Service learning

Experience defined by:

- Direct interaction with industry mentors over time
- Application of transferable employability skills
- Short-term interactions between a professional partner and a single participant or small group of students

Career Development

Activities involve sustained interactions with an employer. In a career training WBL activity, participants master occupation-specific skills.

Experiences may include:

- Apprenticeships
- CO-OP
- Internships
- Community-based work programs
- Supervised appearance enhancement clinical experience
- Supervised health science clinical experience

Experience defined by:

- Longer-term, direct interaction between participants and employers
- Development of occupation-specific skills
- Completion of certifications or other requirements for a specific range of occupations

WBL Experience Timeline

WBL Experiences	Career Awareness	Career Exploration	Career Development	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Career Interest Assessments	X			X	X	X	X	X	X	X
Industry Tours	X			X	X	X	X	X		
Guest Speakers	X			X	X	X	X			
Career Fairs	X	X				X	X	X		
Mentoring		X					X	X	X	
Community Service/ Volunteering/Service Learning		X		X	X	X	X	X	X	X
Job Shadow		X	X				X	X	X	X
Internship/In-School and Summer		X	X						X	X
School-Based Enterprise		X	X	X	X	X	X	X	X	X
Entrepreneurship	blank	blank	X	blank	blank	blank	blank	blank	X	X
Community-based work experiences for students with disabilities	blank	blank	X	blank	blank	blank	blank	blank	X	X
Industry Related Credentials	blank	blank	X	blank	blank	blank	blank	blank	X	X
Unregistered WBL in Specific CTE Programs	Blank	Blank	X	blank	blank	blank	blank	X	X	X

Transition Assessment Supports WBL

What Is Transition Assessment?

- An ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments
- Provides a foundation for defining IEP goals, transition services, and guides instructional decision-making
- Results from initial assessments should be the starting point for transition planning
- Transition assessments help students with disabilities identify the skills needed to achieve post-school goals
- Serves as a guide for students to make informed choices and take charge of their transition planning process

Assessment Throughout the WBL Process Is Key

Prior to WBL

- Interest inventories
- Student, parent, employer interview
- CDOS skill development levels (abilities and needs)
- IEP goals
- Input from team

During WBL

- Employer feedback (frequency depends on student and job site)
- Student self-assessment
- Job coach progress notes and on-site assessments (progress monitoring)
- Continual assessment of CDOS skill attainment
- Document hours and job tasks completed
- Consider needs for daily, weekly, monthly evaluations

At Conclusion of WBL

Employability profile
Student self-reflection
Feedback to teacher, student, and IEP team
Document hours on student transcript



Transition Assessment: Employment

Areas of assessment to consider:

- Occupational interests and values
- Work aptitude
- Work readiness/prevocational skills
- Assistive technology
- Temperament/personality
- Manual dexterity
- Work environments

Universal Foundation Skills

CDOS—Standard 3a



Basic Skills:

- Can read
- Can write
- Performs math functions
- Listens effectively
- Speaks clearly

Personal Qualities:

- Shows responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills, and abilities

Thinking Skills:

- Can think creatively
- Uses decision-making skills
- Solves problems
- Knows how to learn
- Applies knowledge to new situations

Systems:

- Improves and designs systems
- Monitors and corrects performance
- Understands how systems perform related to goals, resources, and organizational function

Universal Foundation Skills (Continued)

CDOS—Standard 3a



Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains information
- Interprets/communicates information
- Uses computers to enter, modify, retrieve, and store data

Technology:

- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills:

- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

Career Website Resources



Essential Partners and Their Roles in WBL



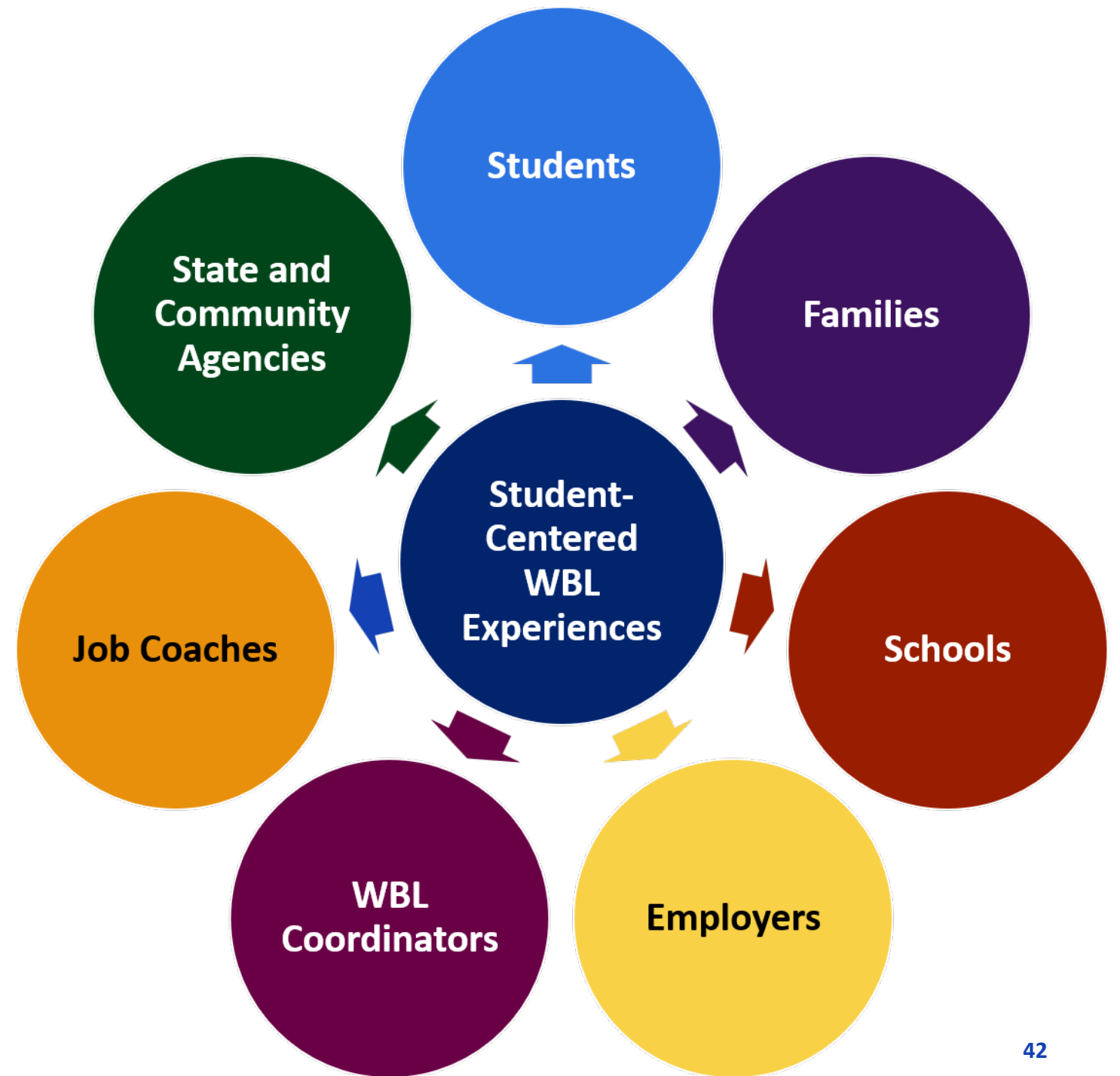
Who Are the Essential Partners?



Thinking about your EO:

- Who are your current WBL partners?
- Who else could you be connecting with?
- How do you communicate with partners?
- How often do you communicate with partners?

Collaborating with Essential WBL Partners



Responsibilities of the School

- Orient students to and communicate expectations of the WBL experience
- Explain consequences of failing to follow expectations
- Assist students in communicating support needs
- Provide instruction in self-determination and employability skills
- Provide instruction in obtaining (e.g., resume development) and maintaining a job
- Provide transportation training
- Complete WBL paperwork, as necessary
- Connect the student to Adult Career and Continuing Education Service-Vocational Rehabilitation (ACCES-VR) to discuss Pre-ETS
- Collaborate with families
- Connect with the employer to review students' strengths, possible accommodations, and support strategies

EO Strategies for Involving Families in WBL Experiences

- Inform families of schedules and work expectations
- Work with families to plan ways they can support prospective work experiences
- Discuss advantages and disadvantages of prospective worksites
- Work as a partner in establishing, monitoring, and evaluating the work experiences
- Keep an open line of communication
- Ask family members to identify home supports
- Respect family culture and values
- Help link the student and family to resources
- Celebrate success

(Adapted from Luecking, 2020)

Responsibilities of the Student

- Perform job responsibilities
- Communicate needs and suggest support strategies; practice self-advocacy skills
- Adhere to job/workplace guidelines and procedures
- Comply with expectations for job performance, behavior, and social interactions
- Show respect, be responsible, and follow through on commitments
- Learn as much as possible about the work environment and the job
- Obtain working papers and personal documentation, and, if applicable, develop a resume

Maintaining Personal Documentation

Students should keep copies of:

- Evaluations
- Job coach narratives
- Daily activities
- Applications
- Referral sheets
- Awards
- Job experience sheets for their portfolio
- W-2, working papers (if applicable)
- Timesheets
- Supervisors contact information for a future reference

How Families Can Support Students

- Communicate regularly with the student and the school
- Explore WBL options with the student
- Assist the student in communicating support needs by practicing self-advocacy skills
- Provide permission for students to be off campus and/or perform work during the school day
- Use knowledge of the student's strengths, interests, and needs within the transition assessment process to inform the development of the IEP and WBL options
- Assist the student in obtaining working papers and other required documentation, as needed

Responsibilities of the Employer

- Communicate expectations for job performance, behavior, and social interactions
- Provide direction
- Explain consequences for inappropriate behavior
- Make use of each student's support strategies including necessary accommodations or modifications
- Discuss progress in performance
- Teach skills needed for successful job performance
- Communicate with students and school personnel on a regular basis
- Follow NYS Department of Labor (DOL) laws governing the employment of minors
- Complete employer evaluations

Responsibilities of the WBL Coordinator

[NYS Child Labor Law Card for Employers](#)
[NYS Child Labor Law Card for Workers](#)
[NYS WBL Manual](#)

Ensure:

- the student is well supervised
- the student is properly trained in workplace safety and health in accordance with NYS DOL regulations
- the employer is complying with NYS DOL laws governing the employment of minors
- the student is knowledgeable regarding child labor laws
- the student is collaborating with the classroom teachers and/or CTE teachers
- the needs and goals of the students are considered
- required documentation is completed and WBL hours for the CDOS Commencement Credential are tracked

Forms for WBL Programs

Sample forms are available on the NYSED website that can be utilized or adapted by EOs to organize their WBL programs.

Sample forms provided:

- Student Memorandum of Agreement (MOA)
 - NYS Appearance Enhancement
 - MOA Extended Classroom
 - Student Agreement
 - Student Training Plan Template and Narrative
 - Emergency Medical Treatment Authorization
- These forms can be used **as appropriate**, especially if a student will be at a placement outside of the school for an extended period (such as in a community-based work program)
 - Forms should be customized for use by each school
 - It is **strongly suggested** that all forms be reviewed and approved by local district administrators and legal counsel before they are put into use

Responsibilities of a Job Coach

- Provide specialized on-and off-site training to assist in learning and performing the job and adjusting to the work environment
- Provide individualized support and skill development by assisting the student in learning job tasks, building workplace skills, and fostering independence through modeling, prompting, and feedback
- Facilitate communication and collaboration by serving as a liaison between the student, employer, school staff, and family to ensure expectations, accommodations, and progress are clearly understood and supported
- Monitor progress and promote self-determination by tracking the student's performance, identify areas for growth, and gradually fade support as the student gains confidence and competence in the workplace

Responsibilities of Community Partners

- Partners with EOs or employers, to serve as a qualified, trained staff to job coach, as needed
- Develops business/school partnerships by educating employers about the resources of potential employees to set up training sites
- Assists families in understanding the role of benefits and supports; offer information to learn about the impact work income will have on student's benefits
- Encourages families to maintain high expectations, including specifically that students can and will be employed

VR Services in NYS



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-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

The Five Pre-ETS



**Job Exploration
Counseling**

**WBL
Experiences**

**Counseling on
Opportunities for
Enrollment in
Postsecondary
Education**

**Workplace
Readiness
Training**

**Instruction in
Self-Advocacy**

Community Services and Supports



Consider:

- What community services and supports are available that will support students in having successful WBL experiences in their community?
- Are community services an integral part of the transition planning process?
- How often are informal supports part of the transition planning process and part of the WBL planning process?
- What resources, services, and supports are missing that are critical to the success of young adults with disabilities in my community?
- Do you have a school/business advisory board that you are currently working with to enhance the WBL program?

Documenting and Incorporating WBL Throughout the IEP

Documenting WBL in the IEP

Evaluation
Results

Present Levels
of Performance

Transition
Needs

Courses of
Study

Measurable
Annual Goals

Recommended
Programs and
Services

Coordinated
Set of
Transition
Activities

Evaluation Results

Indicates results of situational assessment completed during WBL experiences and results of other transition assessments that support the need for WBL

Examples:

- Situational assessment conducted at WBL site, November 20XX
- Employability Profile, January 20XX
- Job coach observation, February 20XX

Present Levels of Performance

Describe outcomes from completed WBL and identify employment related skill gaps, to support Measurable Postsecondary Goals and WBL

Use data and examples to describe:

- Student's levels of knowledge, rate of progress
- Strengths, preferences, and interests
- Use data and examples to describe specific skills gained and areas of growth related to future employment

Transition Needs

Clearly indicate specific skill-based academic and behavioral needs that may be addressed through WBL

Examples:

- Develop appropriate work habits when supervisor is not present
- Increase work stamina to complete assigned job tasks
- Develop self-advocacy skills to ask for help when needed

Courses of Study

Identify courses containing WBL experience, WBL program participation, and/or employment-related instruction

Examples:

- The student will participate in a CTE program for barbering
- The student will participate in a community-based work experience in a retail setting
- The student will participate in the GEWEP

Measurable Annual Goals

Create an annual goal for an identified skill that will require ongoing, specially-designed, and targeted instruction related to WBL

Example:

Given a multi-step activity, student will complete the task by following the steps in correct sequence with no more than one (verbal/physical) prompt across two settings

- Criteria: three out of four trials over four weeks
- Method: scoring of work sample/checklist
- Schedule: weekly

Recommended Programs and Services

- Identify program if it is special education only (such as: Community-Based Work Experience for Students with Disabilities)
- Identify if Related Service delivery is to occur on the work site and may reflect WBL experience
- Identify Supplementary Aids, Services, Program Modifications, Accommodations, Assistive Technology, Supports for School Personnel related to the work experience program

Examples:

- Student requires a break after one hour of work to regain strength
- Computer tablet programmed with task chart to prompt student through work-related tasks

Coordinated Set of Transition Activities: Instruction

Identify course/program/specific instructional skills specific to work readiness

Examples:

- Instruction in the use of a tablet to complete tasks at the work site
- Instruction in completing a time sheet during their WBL experience
- Instruction in self-advocacy skills to ask for help when needed at the internship site

Coordinated Set of Transition Activities: Related Services

Identify activity related to improvement of job skills

Examples:

- Speech Therapy to improve communication skills
- Physical Therapy to improve stamina or mobility
- Counseling to improve self-regulation behaviors in a WBL setting

Coordinated Set of Transition Activities: Community Experiences

Identify any WBL experience taking place in the community; be as specific as possible

Examples:

- Participate in two job shadowing experiences in the field of animal care
- Conduct an informational interview with an individual in the construction industry

Coordinated Set of Transition Activities: Development of Employment

Clearly identify participation in the program as well as assessments and/or activities that will take place as part of WBL

Examples:

- Participate in an internship in a retail setting
- Participate in a WBL experience in the school café to develop customer service skills
- Participate in a career mentorship program through ACCES-VR
- Participate in Pre-ETS through a local vendor

Coordinated Set of Transition Activities: Acquisition of Daily Living Skills

When appropriate, indicate activities related to acquisition of daily living skills the student will participate in as part of their WBL experience

Examples:

- Travel training to use the public bus
- Dressing appropriately for a workplace
- Plan and manage a weekly schedule

Functional Vocational Evaluation

When appropriate, indicate if a situational assessment will be conducted to clarify the student's strengths and needs

Examples:

- Participate in a situational assessment to demonstrate greeting customers at two community-based worksites
- Complete all 9 steps to washing dishes independently as measured by a task analysis in the school café

Final Reflection

Where do we go from here?



What additional ideas or next steps do you have around implementation of WBL experiences that align with:

- Post-school outcomes?
- Equitable opportunities?
- Employability skills?
- Collaboration and family engagement?
- Self-determination skills?

Additional WBL Trainings

Continuing the Learning

**Implementing
Unregistered WBL
Experiences**

**How to Effectively Build
and Manage Business
Relationships for WBL
Experiences**

**Foundations of Job
Coaching for WBL
Experiences**

**Supporting Your Child in
WBL Experiences**

**Early Steps to Future
Careers: Embedding
Career Development in
Elementary School**

Questions



Resources (1 of 2)

[ACCES-VR](#)

[APSE P2P Supported Employment Tip Sheet for Parents](#)

[Center on Transition Innovations-Career Planning Toolkit](#)

[The Essential Guide to School Transition, Competitive Integrated Employment, and Compliance with the ADA, Olmstead, and Section 511 of WIOA](#)

[Essential Tools-Resource Mapping](#)

[Get My Future](#)

[My Next Move](#)

[NTACT:C Topic Page: Pre-ETS](#)

[NYS Child Labor Law Card for Employers](#)

Resources (2 of 2)

[NYS Child Labor Law Card for Workers](#)

[NYS Child Labor Law Publications](#)

[NYS Commission for the Blind \(NYSCB\)](#)

[NYS Multiple Pathways](#)

[NYS Portrait of a Graduate](#)

[NYS WBL Manual](#)

[Pre-ETS](#)

[Pre-ETS Testimonial Video](#)

[WBL Sample Forms](#)

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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



Cornell University

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