New York State Education Department
Office of Special Education
Educational Partnership

Agency 101

Connecting Individuals with Disabilities to Adult Services

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

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Introductions

Discussion

- 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

- Common Acronyms
- Who Will Help Us Get There?
- Elements of Self-Determination
- Postsecondary Planning Checklist
- Vocational Rehabilitation (VR) Continuum of Services
- Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR) Secondary Education Guidance
- ACCES-VR Transition Letter

- Subminimum Wage Employment
- Office for People with Development Disabilities (OPWDD)—How Can I Get Services?
- Front Door Access to Services
- Career Zone Fact Sheet
- Career Center Fact Sheet
- Getting Accommodations to Succeed at College
- Community Resource Mapping
- Diversity-Informed Resource Mapping

Training Objectives

Participants will:

- Identify the essential elements of quality postsecondary planning.

- Discover various New York State (NYS) agencies and community-based organizations and the different types of services they provide for individuals with disabilities.

- Identify the importance of building community partnerships and the steps involved in the process.

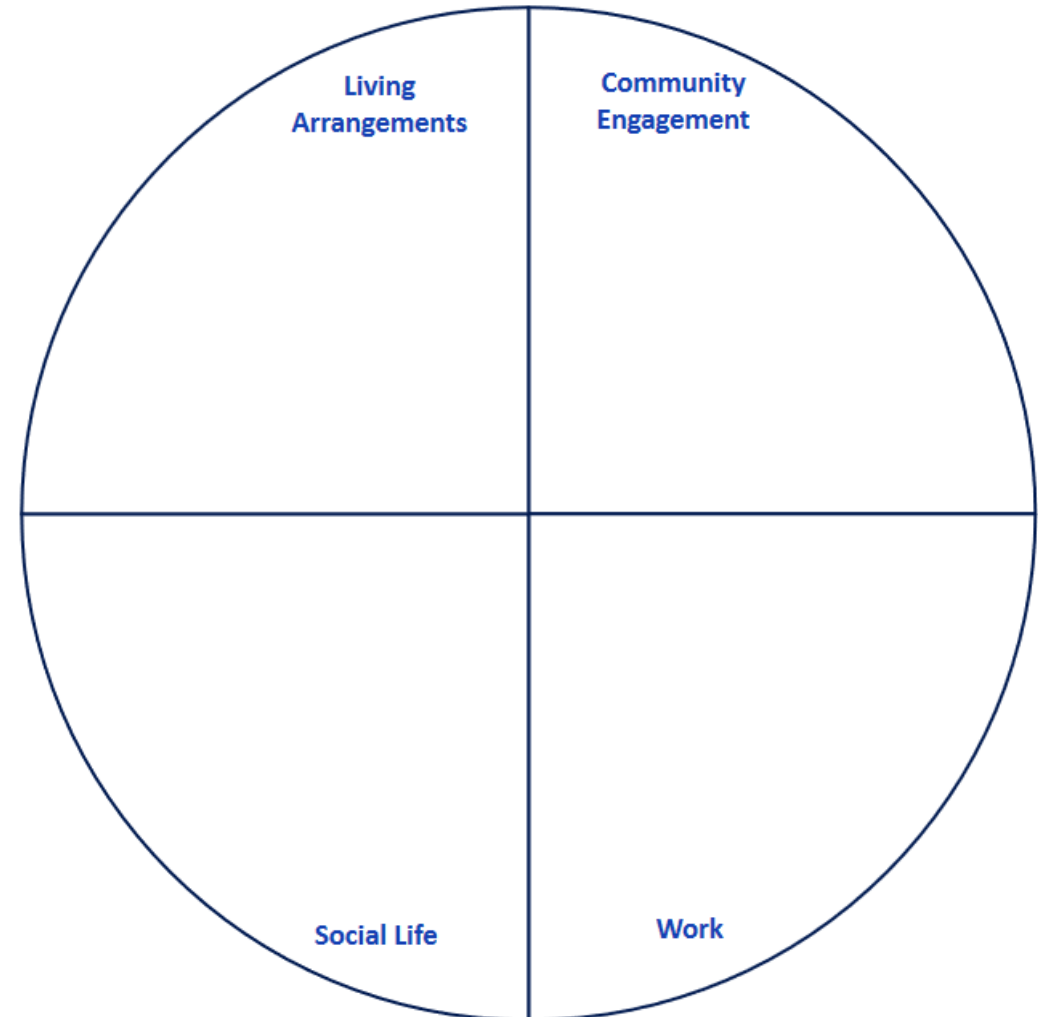# Transition Planning for Life After High School

Hopes and Dreams Activity

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

- Independent Living

- Community Engagement

- Social Life

- Employment

Living Arrangements

Community Engagement

Social Life

Work

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?

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.

The Importance of Self-Determination in Transition Planning

Self-determination is defined as:

- Acting or causing things to happen as you set and work toward goals in your life

- A combination of skills and beliefs that enable a student to engage in goal-directed, self-regulated, autonomous behavior

- An individual's understanding of their own strengths and limitations

- An individual's belief in oneself as capable and effective

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

An Effective Tool Students Can Use

Includes essential information to consider as the student transitions including:

- A summary of the student's abilities, skills, needs, and limitations

- Recommendations to support successful transitions to adult living, learning, and working

- Guidance for accessing adult services as needed and appropriate

Student Exit Summary Part II Sample Form

PART II: POST-SECONDARY GOALS

Postsecondary goal	Recommendations/Next Steps to Assist Student to Meet PostSecondary Goals
Education/training:	
Employment:	
Independent Living (if appropriate):	

NYSED Sample Form 04/2017: Refer to the guidance document when completing this document.

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 Individualized Education Program (IEP) as determined by the Committee on Special Education (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' 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

State Agencies

Which Agencies Are The Right Fit?

Handout

Considerations:

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

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:

- 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

ACCES-VR

Pre-ETS

- 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 is to help students with disabilities achieve an early, solid foundation that will lead them to successful competitive integrated employment and independence.

Two Paths to Pre-ETS
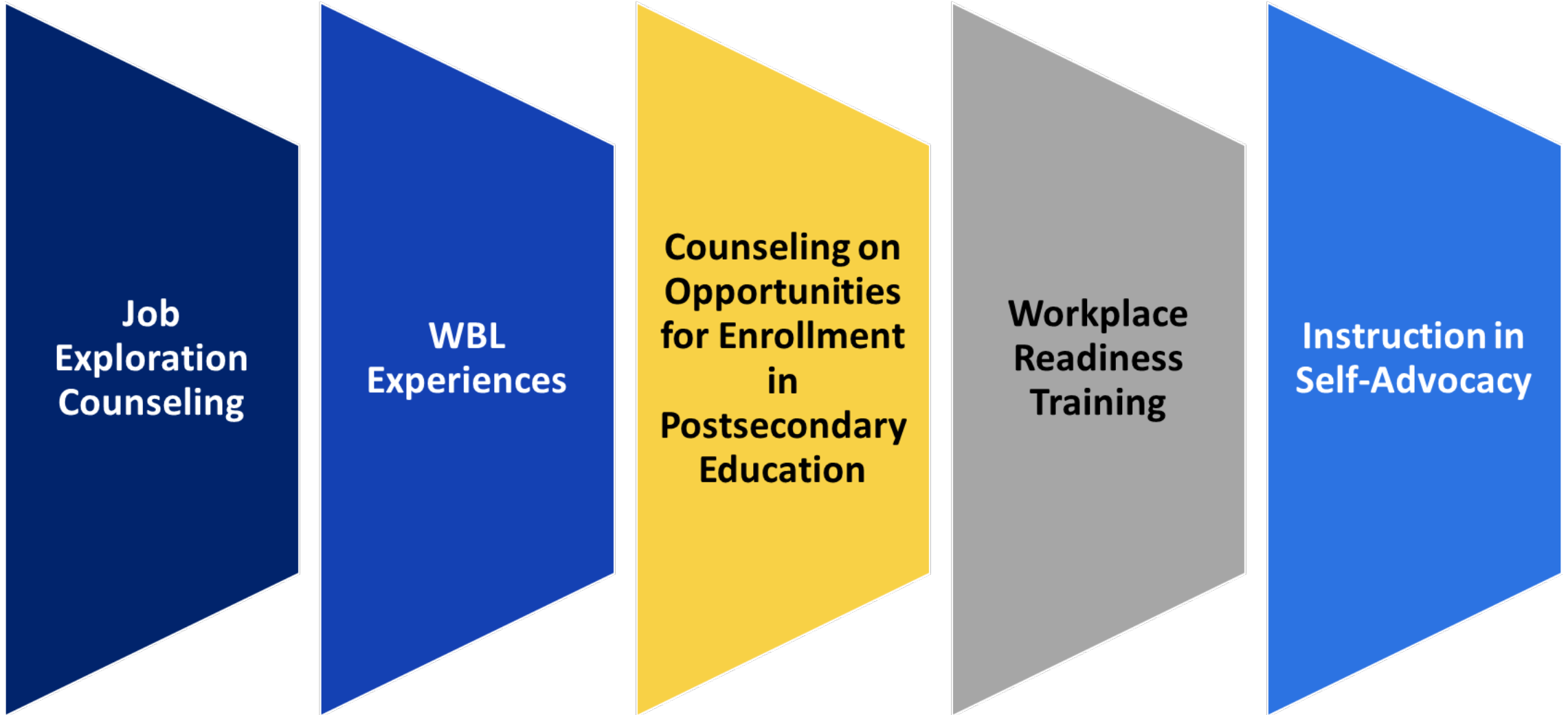
Accessing Pre-ETS through ACCES-VR

If Pre-ETS is the <u>only</u> requested service, the student:

- Can receive these services as a Potentially Eligible student **without** initiating an application to ACCES-VR.

- **Must** have a documented disability and **not** be currently receiving transition services through ACCES-VR.

If, in addition to Pre-ETS, the student wants to explore additional VR services, the student:

- **Must** apply to ACCES-VR, provide the necessary documentation, and **be determined eligible.**

The Five Pre-ETS

| Job Exploration Counseling | WBL Experiences | Counseling on Opportunities for Enrollment in Postsecondary Education | Workplace Readiness Training | Instruction in Self-Advocacy |

What Additional Services Can ACCES-VR Provide?

If determined eligible, VR services can be provided to obtain, maintain, and 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)

Referral and Application Process for Potentially Eligible Services Only

Referral to ACCES-VR vendor: Potentially eligible student

(Pre-ETS ONLY)

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

Potentially eligible Pre-ETS vendors will have

individual application processes

(Simco, A., 2021)

Referral and Application Process for Eligible Services

Referral to ACCES-VR: Eligible student

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

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

Competitive, Integrated Employment

Handout

- 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**.

NYS Commission for the Blind (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 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

NYSCB's Primary Role with School-Age Youth Is to Provide Consultation For:

- 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 information on VR services and outcomes;

- Providing information to assist in the selection of suitable vocational goals;

- Attending or providing input to 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.

Office for People With Developmental Disabilities

OPWDD Front Door Session

- 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 provide guidance on the steps involved in determining eligibility for services with OPWDD, identification of needs, goals and preferences, and with individualized plans for attaining those services.

Key Steps in the Front Door Process

- Make initial contact with OPWDD through the Front Door.

- Attend a Front Door information session.

- Select a Care Coordination Organization (CCO).

- Establish OPWDD eligibility.

- Work with OPWDD to complete assessment of needs and determine services.

- Develop preliminary plan with care coordinator/manager assistance.

OPWDD Services

- Self-Direction

- Residential Services

- Employment Services

- Day Services

- Family Support Services (including Respite)

- Assistive Technology (including Environmental Modifications)

- Medical and Behavioral Health

Office of Mental Health (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:

- Inpatient and outpatient programs;

- Emergency services and community support; and

- Residential and family care programs.

New York State Office of Mental Health

OMH Eligibility Requirements

Children	Adults
• Up to 18 years of age with some services available until age 21. • Demonstrate deficits in adaption to school, family or other residential settings.	• 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 Application Process

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

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

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, CSE team (school psychologist, school counselor, social worker, etc.).

OMH Services

Community-Based Services

- Programs that connect the children and family with services available in the community including but not limited to:
  - Assertive Community Treatment (ACT)
  - Mental Health Outpatient Treatment and Rehabilitative Services (MHOTRS)
  - Certified Community Behavioral Health Clinic (CCBHC)
  - Adult Behavioral Health Home and Community Based Services (HCBS)
  - Community Oriented Recovery and Empowerment (CORE)
  - Personalized Recovery Oriented Services (PROS)
  - State Aid Funded Employment Programs (SAFEP)

Inpatient Services

- A community psychiatric inpatient hospital which operates 24 hours a day and includes psychiatric, medical, nursing, and social services.

OMH Services (continued)

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. Programs include but are not limited to:
  - Crisis residences, Children's Community Residences (CCR) and Residential Treatment Facilities (RTF)

Telehealth Services

- Provides a valuable role when on-site services are delayed or not available. Benefits include:
  - Child psychiatry services in local communities.
  - Collaboration and communication between families, local providers and child psychiatry consultants.
  - Lower cost to families in the form of reduced travel, childcare expenses, and missed school or workdays.
  - Creating equal access to quality care for rural areas.

Community-Based Organizations

Independent Living Centers (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.

Independent Living Centers

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.

Additional Support for 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

Workforce Development

Career One Stop/ American Job 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.

- Co-enrollment with VR and other services is possible.

CareerOneStop: Find American Job Centers

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

IDEA (High School)	Section 504 and ADA (College)
• School district responsible for identifying, evaluating, and planning educational interventions • Involves parents or guardians • Modify educational programs or requirements • Prepare IEPs, 504 Plans	• 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 (Family Educational Rights and Privacy Act [FERPA])

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.

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 assignments
- Alternative forms for students to demonstrate course mastery
- Use of computer software programs or other assistive technology
- Reduction in course load

Reflection and Action Planning

Reflection

- What did I hear?

- What further questions do I have?

- How am I going to use this information?

Community Resource Mapping

Photo by Allison Shelley for EDUimages, used under CC BY-NC 4.0 | cropped from original.

Community Resource Mapping Steps

- Pre-Mapping

- Mapping

- Take Action

- Evaluating

Diversity Informed Resource Mapping

Handout

Activity

- Using the table in the handout, make a list of resources that your district can partner with to support culturally diverse students and families.

- Resources may include national and state non-profits and local organizations.

- Next, consider ways to support a better working relationship.

Questions?

Resources

- [Student Exit Summary](#)
- [ADA](#)
- [Entitlement vs. Eligibility](#)
- [ACCES-VR](#)
- [NTACT:C](#)
- [NYSCB](#)
- [OPWDD](#)

- [OMH](#)
- [ILC](#)
- [Career One Stop/American Job Centers](#)
- [OSE Partnership Community Resource Map](#)
- [CareerZone](#)

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