

# Transitioning to Adulthood for Students with Disabilities



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**Advocates for Children of New York**

Protecting every child's right to learn



# Today's Training



- Introduction
- The Right to Stay in School
- Transition Planning on the IEP
- Transition Services





# What is Advocates for Children (AFC)?



AFC is an independent agency that protects the rights of all NYC students

## Our Services:

- Helpline: **1-866-427-6033** (Mon-Thurs, 10am – 4pm)
- Guides and resources: [www.advocatesforchildren.org](http://www.advocatesforchildren.org)
- Workshops and trainings
- Free legal services to low-income families

# The Right to Stay in School





# Right to Be in School

Students must  
stay in school

- Until the end of the school year in which they turn

**17**

Students may  
stay in school

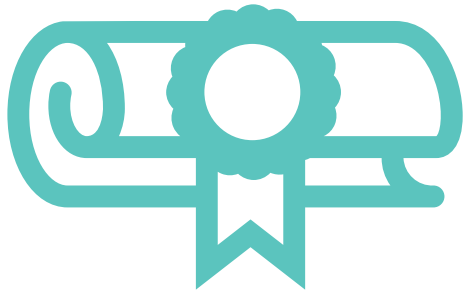
- Until the end of the school year in which they turn

**21**

or until they get a diploma

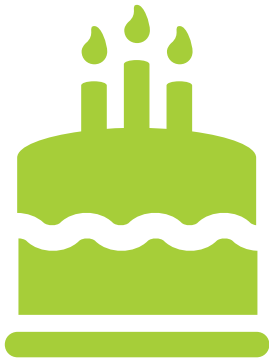


# Students with IEPs have the right to stay in school until...



You earn a diploma

OR



Your 22<sup>nd</sup> birthday

***(whichever comes first)***



# Transition Planning on the IEP







# The Law on Transition



Individuals with Disabilities Education Act (IDEA)

NYSED Regulations (Part 200 Regs)

NYC Standard Operating Procedure Manual (SOPM)

# NYSED Part 200.4



"When a student with a disability turns 15 (*and earlier if appropriate*), the IEP team must create a program for them (updated annually) that includes:

- A statement of the **student's needs**, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities
- Appropriate **measurable postsecondary goals** based upon age-appropriate **transition assessments**
- Needed **activities** to facilitate the student's movement from school to post-school activities"
- A statement of the **responsibilities of the school district** and, when applicable, participating agencies for the provision of such services..."

# First, The Law Requires....

## *Age-Appropriate Transition Assessments*

13

Beginning at 12, to identify student needs, strengths, preferences, and interests

To create a transition plan that is individualized, specific, and attainable

To continually assess progress towards and appropriateness of post-secondary goals

To empower, educate, and prepare students for successful future

# *Transition Assessments Requirements*

14

The DOE must conduct each year once a student with an IEP turns 12

Should relate to: training, education, employment, and independent living if appropriate

Can include: interviews, interest inventories, hands-on activities & simulated work experiences

Not enough information? Ask the DOE to fund a private assessment

# What Do Transition Assessments Look Like?



## Level 1

- Required for students with disabilities 12+
- Student, teacher & parent interview about hobbies, skills, and future interests

## Level 2

- Formal assessment with hands-on activities
- 3-5 hours minimum

## Level 3

- Comprehensive assessment based on real/simulated work
- 10 days minimum

# *Appropriate Post-Secondary Transition Goals on the IEP*

16

By the time the student is 15, and earlier if appropriate

Based on results from transition assessment & updated annually

Post-HS goals for education/training, employment & independent living (when appropriate)

Make sure they are S.M.A.R.T.: specific, measurable, attainable, relevant, time-bound



# Measurable Postsecondary Goals

**EDUCATION/TRAINING:** Beth will attend a two-year college near home and obtain a degree as a Veterinary Technician.

**EMPLOYMENT:** Beth will be gainfully employed as a Veterinary Technician at a vet clinic near her home, and apply to receive job coaching through ACCES-VR.

**INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):** Beth will live with her family while attending college. During that time, she will open a bank account and take a financial literacy course. After college, Beth will live independently after securing employment.

# The Law Requires....

## *Appropriate Annual Goals on the IEP*

18

Must be based on the student's needs and abilities & updated annually

Make sure they are S.M.A.R.T.: specific, measurable, attainable, relevant, time-bound

Goals should be both academic and functional

Long term, these goals should help ensure the student is ready for post-HS life



# The Law Requires....

## *Appropriate Transition Services & Classes on the IEP*

19

By the time the student is 15, and earlier if appropriate

This section discusses how classes & related services will help the student meet their transition goals

Should discuss progress towards graduation requirements

Make sure individualized, detailed and specific



# Transition Services & Classes



To prepare Adam to meet his post-secondary goals, he will need to complete 44 credits of coursework. Currently, he has 33 credits and needs to earn 11 credits this school year. He also needs to pass the ELA and Math Regents to graduate with a Regents Diploma. He will attend group speech therapy every week to work on his interpersonal communication skills and receive ELA SETSS once a week to work on reading comprehension. Adam's computer science, geometry, and graphic design classes will support his future aspirations of working in advertising.

# The Law Requires....

## *Appropriate Transition Activities on the IEP*

21

By the time the student is 15, and earlier if appropriate

Activities Include:  
instruction, related services, community experiences, employment exploration, daily living skills\* & vocational assessment\*

Should focus on activities the student will engage in to meet transition goals & who from DOE will provide them

Make sure individualized, detailed and specific

STUDENT NAME: [REDACTED] [REDACTED]

NYC ID [REDACTED]

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/AGENCY RESPONSIBLE
Instruction	[REDACTED] will obtain all required credits (39 credits) and pass all required tests in order to obtain a New York State diploma and/or CDOS certification. [REDACTED] will discuss and research career/post secondary options to identify jobs. She will complete additional vocational assessments. [REDACTED] will learn and practice responsible decision making.	Guidance Counselor, School Social Worker, Transition Specialist, Advisory Teacher
Related Services	Through counseling, [REDACTED] will improve her emotional management, social skills, self-advocacy, and positive decision-making abilities to enhance her academic and social emotional success as well as employment opportunities. She will identify possible community resources for support with coping with mental health concerns.	Mandated Counselor
Community Experiences	With guardian consent, [REDACTED] will visit various places in the community related to her areas of interest such as a local healthcare facility to improve her social skills as well as to possibly gain experience working. She will learn about professional behavior such as attendance, organization and time management. She will be encouraged to keep a folder/portfolio on her experiences.	Guidance Counselor, School Social Worker, Transition Specialist, Advisory Teacher
Development of Employment and Other Post-school Adult Living Objectives	[REDACTED] will work with her counselor/advisory teacher to develop resume, cover letters and thank you notes for after interviews. She will be provided with training on how to fill out job applications. She will attend career day at her school.	Guidance Counselor, School Social Worker, Transition Specialist, Advisory Teacher
Acquisition of Daily Living Skills (if applicable)	[REDACTED] will demonstrate professional behavior such as personal hygiene, interpersonal skills, attendance, organization and time management.	Guidance Counselor, School Social Worker, Transition Specialist, Advisory Teacher
Functional Vocational Assessment (if applicable)	Considered but not needed at this time	Considered but not needed at this time

Specify who will be doing what!

STUDENT NAME: [REDACTED] [REDACTED]

NYC ID [REDACTED]



## At the IEP Meeting...



Make sure transition goals, activities & services are discussed!

- You may have to request time for this discussion
- You can schedule a follow-up meeting with your school's Transition Team Leader if needed (ask who the TTL is)

Include outside agencies if appropriate

- Invite agency representatives who can provide transition services to the student (e.g. ACCES-VR, OPWDD)
- If they can't attend, the DOE must take steps to include them in transition planning



# At the IEP Meeting....

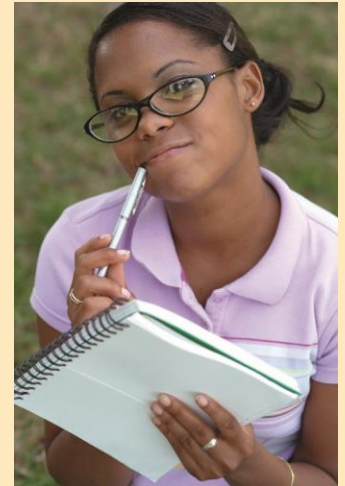
## Include the Student if Appropriate



**Transition planning works best when students are involved.**

**Prepare your child to speak up for themselves by helping them:**

- Understand their disability
- Read and understand their IEP
- Identify their strengths, interests and realistic goals
- Ask for the accommodations they need
- Practice independence





## At the IEP Meeting...



Make sure your student's graduation pathway is discussed!

- The DOE must provide graduation requirements in writing (ask for them!)
- Confirm if your student will leave HS with a diploma or non-diploma credential
- Learn about Safety Net graduation options for students with IEPs
- Discuss your child's progress towards these goals



# High School Credentials



## Diplomas

- **Advanced Regents Diploma**
- **Regents Diploma**
- **Local Diploma**
- **High School Equivalency Diploma**

## Non-Diploma Credentials

- **Career Development and Occupational Studies (CDOS) Commencement Credential**
- **Skills and Achievement Commencement Credential (SACC)**
- **IEP Diploma**







# Diploma vs. Non-Diploma Bound



## PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

- If the first box is checked it means that the student is diploma bound
- If the second box means the student is not diploma bound i.e. working on a non-diploma credential (SACC)



# IEP Transition Planning Checklist



Age	Tasks
<b>12-14</b>	Vocational Assessment Date: _____ IEP Meeting date: _____ We created goals for: <input type="checkbox"/> Academics <input type="checkbox"/> Communication <input type="checkbox"/> Self-Advocacy <input type="checkbox"/> Social Skills <input type="checkbox"/> Career Exploration
<b>15</b> My child has _____/44 credits	<input type="checkbox"/> My child talked about transition with the IEP Team <input type="checkbox"/> I know how many credits and Regents exams my child needs to graduate <input type="checkbox"/> My child signed up for the PSAT My child has: <input type="checkbox"/> An ID Card (NYCID or State ID) <input type="checkbox"/> A bank account
<b>16</b> My child has _____/44 credits	<input type="checkbox"/> My child is preparing for Regents exams <input type="checkbox"/> My child signed up for the SAT/ACT My child has thought about: <input type="checkbox"/> Vocational programs <input type="checkbox"/> College <input type="checkbox"/> Getting a job <input type="checkbox"/> Day program through OPWDD Summer employment: <input type="checkbox"/> Summer Job <input type="checkbox"/> SYEP <input type="checkbox"/> Volunteer My child has access to their: <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Social Security Card <input type="checkbox"/> Working Papers



**17**

My child has  
\_\_\_\_/44  
credits

- I know how many credits and Regents exams my child needs to graduate
- My child has met with a college counselor
- I have started the Supported Decision Making/Guardianship process for my child

My child knows about:

- ACCES-VR
- Medicaid
- Social Security

**18–21**

My child has  
\_\_\_\_/44  
credits

- My child will graduate with a:
- Regents Diploma
  - Advanced Regents Diploma
  - Local Diploma
  - CDOS Credential
  - SACC

My child knows if they can get benefits:

- SSI
- SNAP (food stamps)
- Cash Assistance
- Supported Housing

My child:

- Knows how to travel on their own
- Needs to be travel trained
- Can/will use paratransit

My child:

- Has a bank account
- Can manage money on their own
- Needs help managing money

My child has goals in place for the future and knows what to do to get there:

- Jobs/Volunteering
- Education
- Housing
- Relationships

My child:

- Can make their own decisions
- Needs help making decisions
- My child has registered for Selective Service (men only)
- My child is registered to vote

**After  
Graduation**

- My child has financial aid for college
- My child has a place to live
- My child knows that they may have to get their own health insurance when they turn 26

My child is involved with:

- ACCES-VR
- OPWDD
- Job training program



# Transition Services





# Transition & College Access Centers (TCACs)



- DOE centers available in all [5 boroughs](#) that can support students with IEPs as they prepare for post-secondary life.
- They can provide:

College prep  
resources

Connection and  
support navigating  
social services

Job readiness  
supports

Trainings for  
school staff,  
parents,  
and students

Work-based  
learning  
opportunities



# Services available through TCACs

- **Workshops for students**
  - ✦ College search
  - ✦ Job readiness (resumes, etc)
  - ✦ Self-advocacy
- **Workshops for families**
  - ✦ Outside agencies (OPWDD, etc)
  - ✦ Support for transition planning
  - ✦ Financial aid
- **Individual consultancy**
  - ✦ Individualized meetings on transition planning
- **Work-based Learning/ Internships**
  - ✦ Training Opportunities Program (TOP)
  - ✦ Summer Youth Employment Program (SYEP)
- **Pre-ETS (Pre-Employment Transition Services)**
  - ✦ Job exploration courses
  - ✦ Pre-cursor to ACCES-VR



# District 75 Training Programs

## Project Search

- For students with intellectual & developmental disabilities
- Internship for entire last year in high school
- Help secure competitive employment

## Paraprofessional & Teacher Aide Program

- 1-2 year training program
- Alternate Assessed > D75 Teacher Aide
- Standard Assessed > Paraprofessional

## Food Internship Program

- For students 18+
- 11 week internship as lunch helper

## CVS Internship Program

- For students 18+
- Training for various positions at CVS





# Training Programs Outside-of-School



Yes She Can

- Retail training program for young people with ASD
- Must identify as female or non-binary

EPIC  
Players

- Theatre company for young people with developmental disabilities
- Free classes & professional performances

Nicholas  
Center

- Skill-building programs for young people with ASD
- Funding through OPWDD

ICD

- Job certification programs for people with disabilities
- Certifications: IT, custodial, building repair & human services
- Funding through ACCES-VR



# Citywide Internships: SYEP & TOP



SYEP = Summer Youth Employment Program  
TOP = Training Opportunities Program

Paid internships  
through DYCD &  
DOE's TCACs

TOP participants  
must have IEPs

Must be 14-24 years  
old

Up to 25 hours/week  
during summer & 10  
hours/week during  
school year

These experiences  
can count toward a  
CDOS



# Vocational Training: Co-Op Tech

37

Half-day program for high school students and graduates 17-21

Night program for young adults 22+

Sites in each borough

Teaches industry skills & prepares students for certification exams

Programs: culinary, electrical, health, IT, styling, automotive & construction

Call (212) 369-8800 ext. 1191 or visit <http://www.co-optech.org/>



# Competitive Employment Programs

## Bridges to Work

For young adults  
17-24 with  
disabilities

Provide entry-  
level jobs and job  
coaching

Must have  
working papers

## NYC: ATWORK

Run by Mayor's  
Office for People  
with Disabilities

Connects  
NYCers with  
disabilities to jobs  
and internships



# Customized & Supported Employment Programs



## JobPath

For NYC residents  
18+ with a  
developmental  
disability

Must enroll in ACCES-  
VR and, if possible,  
OPWDD

## Nicholas Center

For young people with  
ASD

Include training  
programs, job  
coaching, employment  
assessments and  
career exploration

# Post-Test

40



# Give us Your Feedback!

42

Please complete this  
[Short survey!](#)





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## Call us with questions!



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**Monday-Thursday, 10am-4pm**

**[info@advocatesforchildren.org](mailto:info@advocatesforchildren.org)**



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