Transition Planning, Internships & Training – Part #1

Presented by:
Alex Elegudin
Director, Postsecondary Readiness Project

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NYC Transition Summit

Advocates for Children of New York
Protecting every child's right to learn

Today's Workshop

- Introduction
- Transition Services
- Transition Planning on the IEP
- Internships & Training Program



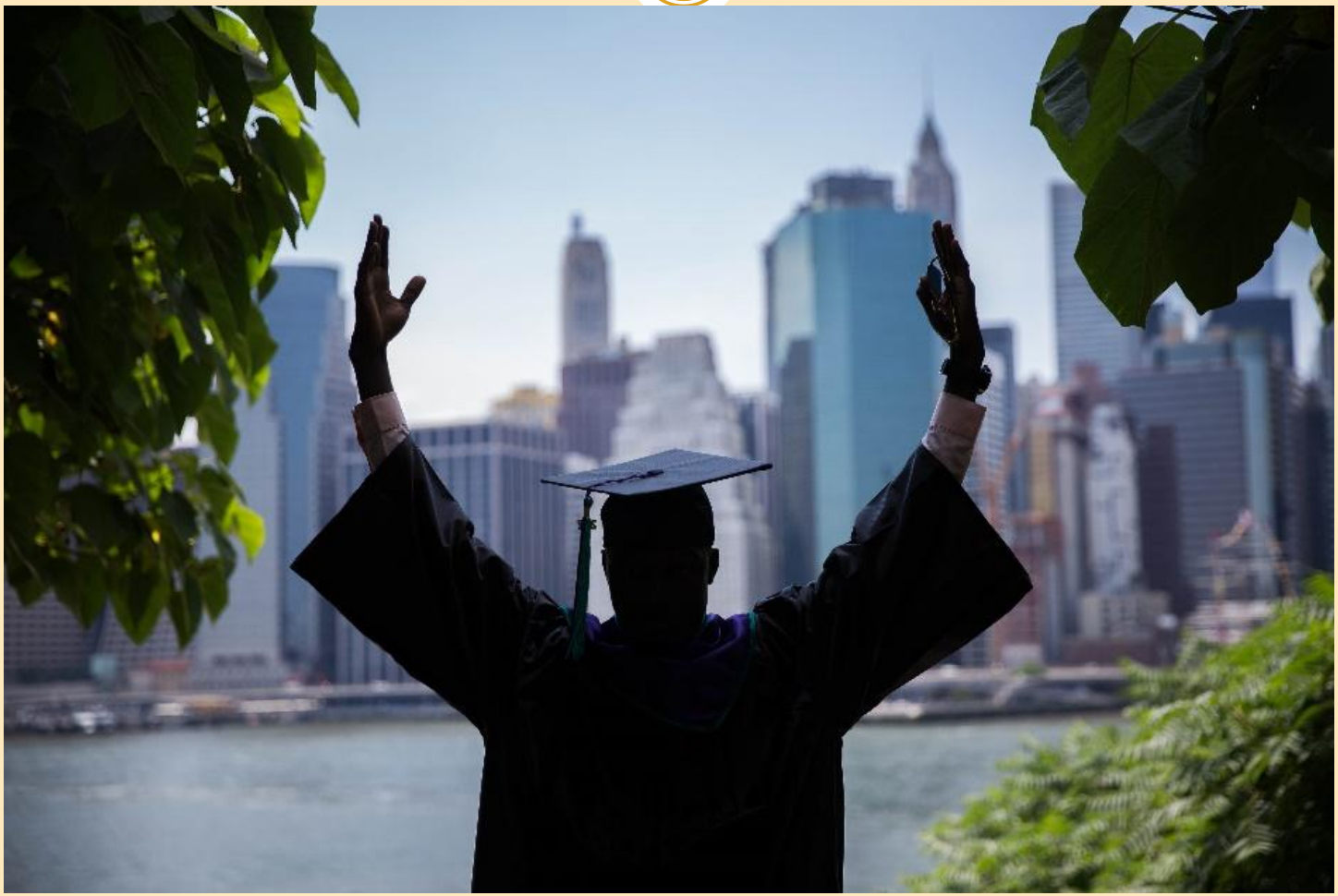
What is Advocates for Children (AFC)?

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
- Workshops and trainings
- Free legal services to low-income families

High School Graduation Requirements



High School Credentials

Diplomas

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

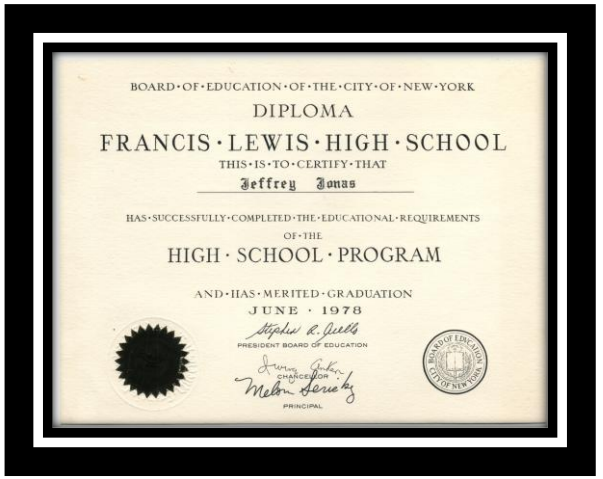
Non-Diploma Credentials

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



Getting a Diploma

44 Credits + Exams =



Graduation Requirements Worksheet

44 Credits in the Right Places



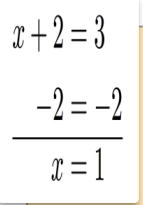
8 English



8 Social Studies



6 Science



6 Math



2 Second Language



2 Music/Art



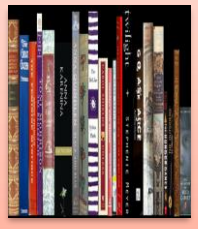
5 Gym/Health



7 Other

Pass “4 + 1” Exams

Score **65+** on all exams → **Regents Diploma**



ELA

Math

$$x + 2 = 3$$
$$-2 = -2$$
$$x = 1$$

+1 Exam or CDOS



History

Science



Non-Diploma: Skills and Achievement Commencement Credential (SACC)

For a student with severe disabilities who has Alternate Assessment on their IEP

Must attend school for 12 years

Comes with a Student Exit Summary, including:

- Academic achievement
- Achievement of CDOS standards
- Skills, strengths, and interests

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)

1. ☐ The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
2. ☑ 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)

NYSED – Portrait of a Graduate

Portrait of a Graduate Overview

- The Portrait of a Graduate is a new framework adopted in 2025 to guide what New York State expects all students to know and be able to do by graduation.
- It focuses not just on academic mastery, but also skills like critical thinking, cultural responsiveness, global awareness, collaboration, and civic/community engagement.
- The vision is for every NYS graduate to be prepared for college, careers, and life, able to participate in a "complex and rapidly changing world"

NYSED – Portrait of a Graduate

Key Changes Coming to Graduation

- Moving Away from Mandated Regents Exams: Students will no longer need to pass Regents Exams to graduate, although these exams will still be available as one way to demonstrate proficiency and for earning endorsements or seals (like "advanced designation").
- Single Diploma Model: Rather than splitting diplomas into "local," "Regents," and "advanced Regents," all students who meet graduation requirements will earn a single New York State high school diploma. The "advanced" status will become a seal or endorsement rather than a separate diploma.
- Expanded Ways to Demonstrate Proficiency: Students can fulfil requirements through additional pathways — not just tests, but also student-led projects, community service, work-based learning experiences, and other interdisciplinary or authentic learning activities.

- **Implementation Timeline:**
  - For students entering 9th grade in 2029, the Portrait of a Graduate and new system becomes official.

Transition Planning on the IEP



Transition Planning Timeline

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

The Law on Transition

- Individuals with Disabilities Education Act (IDEA)
- NYSED Regulations (Part 200 Regs)
- NYC Standard Operating Procedure Manual (SOPM)

During the IEP Meeting

Discussion at IEP meeting should include:

- Postsecondary goals listed in the IEP
- The transition services that the DOE will provide to help the student achieve these goals

District ***must invite the student***

- If the student can't attend, district must "take steps to ensure the student's preferences and interests are considered."

Self Advocacy!

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



Transition Services & Annual Goals

§ 200.4(d)(2)(iii)(a)



IEP must include ***measurable goals*** for every school year based on the student's needs and abilities.



Goals should be both *academic* and *functional*

Measurable Goals

§ 200.4(d)(2)(ix)(a)(2)



IEP must include ***measurable postsecondary goals*** based on results of the transition assessment.



Goals must relate to what the vocational assessment tested for (*Career training* and *employment*, *education*, & *living skills*)

Measurable Postsecondary Goals

EDUCATION/TRAINING: After graduating from high school with his local and CDOS, Adam will secure a position as a public safety officer with the support OPWDD and ACCES-VR.
EMPLOYMENT: After graduating with a local diploma and CDOS support, Adam will pursue a full-time employment as public safety officer.
INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): Adam will live at home with his family after graduation and will be able to live independently within a year after securing a position as a security officer with the support of OPWDD.

EDUCATION/TRAINING: Beata will attend a two-year college and obtain a degree as a Veterinary Technician.
EMPLOYMENT: Beata will be gainfully employed as a Veterinary Technician.
INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): Beata will live with her family while attending college.

Transition Services & Classes

§ 200.4(d)(2)(ix)(a)(3)

The IEP must say how the student's transition services relate to the classes they are taking.

Transition Services & Classes

To prepare Adam to meet his post-secondary goals, he will need to take courses in English, History, Science, and Math. He needs to pass the CC ELA and CC Algebra Regents to graduate with a local Diploma. He should be given the opportunity to attend available tutoring in the school building to improve his academic standing and test scores to help prepare for state exams. Adam will relate his computer art, mathematics class, and botany class where he will be constructing hydroponic systems to support his future aspirations of working in the construction field.

Transition Services & Activities

§ 200.4(d)(2)(ix)(a)(4)

IEP must specify the activities that will help the student successfully transition out of school. Can include:

- Instruction (tutoring and related services)
- Community experiences
- Activities based on employment and adult living goals
- Activities building daily living skills
- Providing vocational evaluations

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

STUDENT NAME: [redacted] [redacted] NYC ID [redacted]

Specify who will be doing what!

Outside Participants

§ 200.4(d)(4)(i)(c)

With parental consent, the district can invite representatives from organizations who provide or pay for the student's transitional services.

- If the representative can't attend the district should "take steps" to include the organization in planning the student's transition services.
- If the student is over 18 the district only needs the student's consent to invite the representative.

Discussing Graduation Requirements

§ 200.4(2)(ix)(b)

When determining the student's transition goals, the DOE must discuss with the parent:

- ❑ The student's graduation requirements
- ❑ The various pathway options available to the student
- ❑ How close the student is to receiving a diploma. Specifically, the district must disclose:
  - ○ The courses the student has passed
  - ○ The number of credits the student has earned and how many credits are required to graduate.
  - ○ The assessments required for graduation that the student has already passed

Evaluations

§ 200.4(b)(6)(vii)-(viii)

-Students must be tested in all areas of suspected disability

-Possible Areas of Evaluation:

- Health
- Vision
- Hearing
- Social & Emotional Status
- General Intelligence
- Academic Performance
- Vocational Skills
- Communicative Status
- Motor Abilities

New Age-Appropriate Transition Assessment

Overview

- Replaces the former Level 1, Level 2, and Level 3 vocational assessment system.
- Developed to meet federal IDEA and NYSED Part 200.4(d)(2)(ix) requirements for age-appropriate transition assessment (AATA).
- Designed to help IEP teams identify each student's strengths, preferences, interests, and needs related to post-school goals.

- Who Needs It?
  - All students with disabilities age 12+ or turning 12 this year who have an IEP
- Purpose:
  - Identify each student's unique strengths, interests, and needs for post-high school success
  - Support planning for education, training, work, and independent living
- Student-Centered:
  - Student voices and choices are at the heart of transition planning
  - Family and advocate input welcomed

Age - Appropriate Transition Assessments (Level 1) Vocational Assessments:

§ 200.4(d)(2)(ix)(a)(2)

- Required for students over 12
- Determine vocational skills, talents, and interests.
- Parent, student and teacher interviews
- Should examine *career training* and *employment*, *education*, and *living skills.*

New Age-Appropriate Transition Assessment

Types of Assessments:

- *Formal:* Career interest inventories, standardized skill tests, computer-based surveys
- *Informal:* Student and family interviews, community/work-based observations, teacher questionnaires
- *Focus Areas:* Vocational skills, independent living, interests, preferences, aptitudes

The Process:

- Annual update before each IEP meeting
- Mix of formal, informal, and "real life" assessments
- Students, families, teachers, and case managers collaborate
- Findings and reports uploaded to SESIS (Special Education Student Information System)

New Age-Appropriate Transition Assessment

How Is This Different From the Old System?

- Old Approach:
  - Often just a one-time interview or survey
  - Not individualized, limited student participation
  - Results not always documented or reviewed yearly
- New System:
  - Annual, individualized, and comprehensive assessments
  - Variety of assessment tools utilized
  - Documentation required and accessible in SESIS
  - Student and family voices drive planning; right to request more robust assessment at DOE expense
  - Focus on realistic, meaningful post-school goals

Transition Services



Transition Services

Examples of Transition Services

- **Work-Based Learning:** job shadowing, internships, paid or unpaid work experiences, school-based enterprises.
- **Vocational Training Courses:** CTE programs, Co-Op Tech, TOP (Training Opportunities Program), SYEP (Summer Youth Employment).
- **Career & College Exploration:** interest inventories, resume building, mock interviews, campus visits.
- **Independent Living Skills:** travel training, budgeting, self-care, and daily living instruction.
- **Self-Advocacy Development:** understanding one's disability, learning to request accommodations, goal-setting, and decision-making.
- **Community-Based Instruction:** learning skills in real-world settings such as grocery stores, libraries, or recreation centers.

Why It Matters

- Effective transition planning ensures students graduate with the **skills, experiences, and supports** they need to live, learn, and work successfully as adults.

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

Pre-ETS Internships (coming soon)

NYCPS Work-Based Learning Programs

FutureReadyNYC

Career Technical Education (CTE)

Career Readiness Modern Youth Apprenticeship

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

Vocational Training: Co-Op Tech

- 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/

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

Tech Unlimited

- Skills building & internships programs for people with disabilities
- Computer skills, graphics design

Internship & Training Summit Exhibitors

- CO_LAB Theater Group
- Daniel's Music Foundation
- Epic Players
- Tech Unlimited
- AHRC NYC
  - PII, Train & Earn
- Goodwill
- ACCES-VR – Pre-ETS internships

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

Supported Employment Programs

JobPath

For NYC residents 18+ with a developmental disability

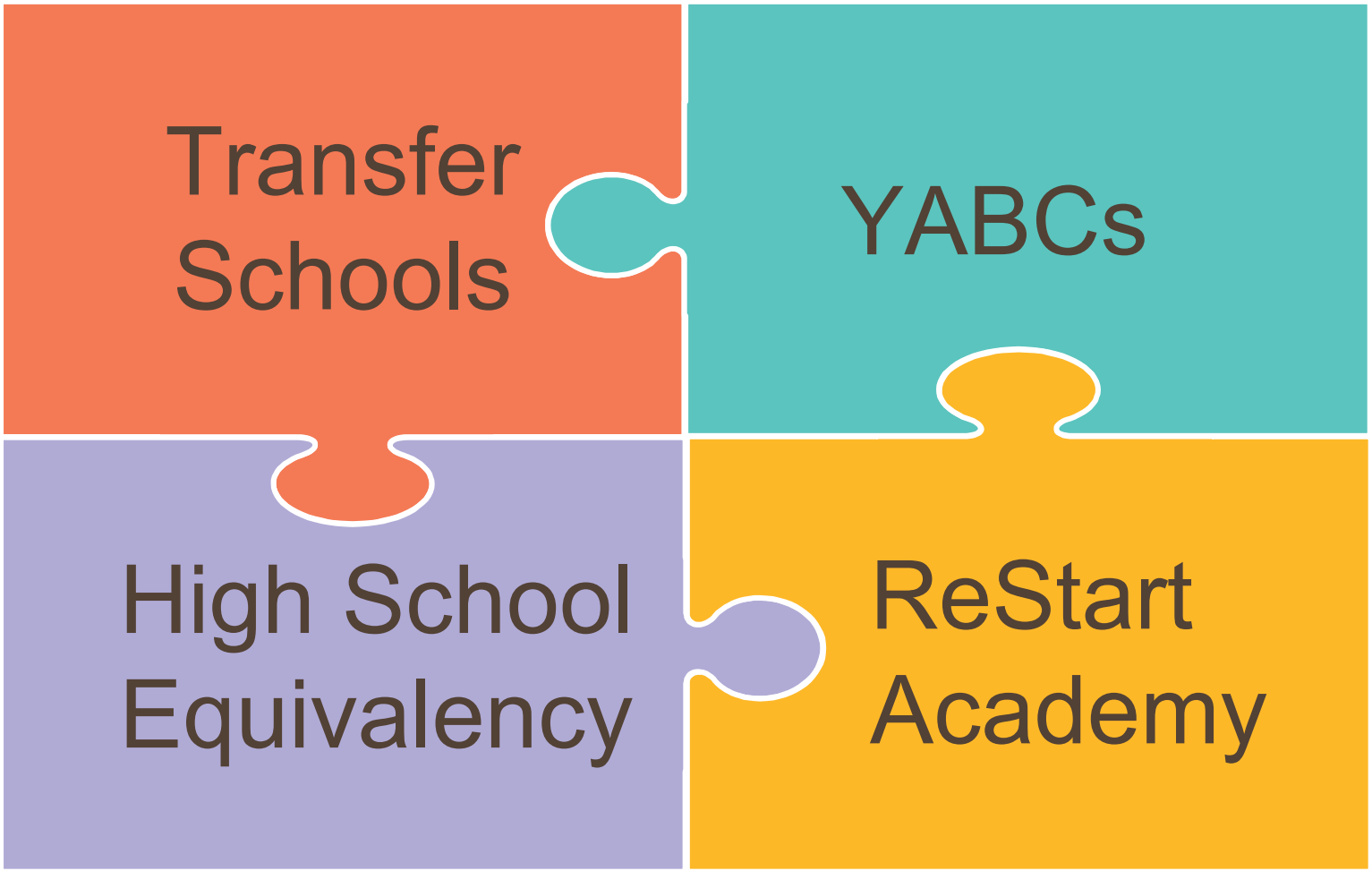
Must enroll in ACCES-VR and, if possible, OPWDD

Nicholas Center

For young people with ASD

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

Alternative Schools



Transition and College Access Centers (TCACs)

- DOE-based centers for students in NYC schools
- Support students with IEPs and their families through the transition from school to adult life
- One center in every borough

Bronx Transition & College Access Centers

Bronx TCAC

DeWitt Clinton High School
100 W Mosholu Parkway South, Room 150
Bronx, NY 10468

Phone: 718-581-2250

Email: BXTCAC@schools.nyc.gov

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)
    - During school year
    - Through each school
    - Stipend
  - Summer Youth Employment Program (SYEP)
    - Paid summer internships
- **Pre-ETS (Pre-Employment Transition Services)**
  - See ACCESS-VR slide

Give us Your Feedback!

Please complete this
Short survey!

Advocates for Children of New York

Protecting every child's right to learn

Call us with questions!



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Monday-Thursday, 10am-4pm

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- **Future Workshops**
- **Changes in the Law**
- **Know-Your-Rights Materials**