



AFC'S GUIDE TO

Transition Services & College Planning

HELPING STUDENTS WITH DISABILITIES
MOVE FROM SCHOOL TO ADULTHOOD

March 2024



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

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WHAT ARE TRANSITION SERVICES?

Transition services are a set of activities designed to support students with disabilities in school as they prepare for life after high school. Schools are required by federal law to provide transition services to all students with IEPs. In New York state, Individual Education Program (IEP) teams must begin conducting transition assessments for students with IEPs at age 12 and setting transition goals and providing transition services by age 15, and as early as age 12 if appropriate. Thereafter, the student's IEP team must review and update their transition goals and services at each annual IEP meeting until the student exits high school – when they get their diploma or age out at 22, whichever comes first. See *page 31 for a sample transition timeline.*

Transition services on your student's IEP should describe their goals for life after high school and the services the school will provide to help them reach those goals. Their transition goals must be individualized, specific, measurable, and achievable. The school must offer services based on your student's needs, not what the school has to offer. Whether your student plans to go on to college, a vocational program, seek employment, live independently or in residential supported living, transition planning will help them prepare for post-school life.

NOTE:

Once a student leaves high school, they no longer have a RIGHT to special education services. **Early planning is important** to make sure the student has access to all the disability supports they need in adulthood.

Transition services can include:

- Internships
- Volunteer opportunities
- Community-based activities
- Tutoring
- Vocational training
- Transition assessments
- Afterschool activities
- Job shadowing
- Help applying to college & financial aid
- Help applying to jobs and work programs (like ACCES-VR)
- Resume & interview support
- Help setting up accommodations in college or employment
- Help applying for social services (like SSI, SNAP)
- Help setting up guardianship or Supported Decision Making
- Exploring different types of housing (including support with rent and living independently)
- Help getting a driver's license or state ID
- Money management training
- Travel training
- Assistive technology
- Self advocacy tools
- Social skills programming

WHO IS RESPONSIBLE FOR TRANSITION SERVICES?

New York City Public Schools (NYCPS) are responsible for figuring out what transition services your student needs and providing those services. As the parent/guardian, you have the right to be an active participant in your student's transition planning. NYCPS must:

- **Conduct age-appropriate transition assessments, starting at age 12 and updated annually, to determine the student's skills, preferences, and interests.**

This assessment is critical to informing the transition planning process and should be comprehensive, considering different aspects of the student's potential career paths, job skills, and academic interests. The assessment should be conducted by qualified professionals and may involve interviews, observations, formal assessments, and reviews of the student's educational history.

- **Develop a transition plan for all students with IEPs by age 15, and as early as age 12 when appropriate.** This plan should include (1) individualized post-high school goals for independent living, education, and career, (2) specific steps to take to reach those goals, and (3) any supports needed to reach those goals. The IEP team should introduce the transition plan at the student's first IEP meeting after they turn 14, and discuss/update the transition plan at every IEP meeting thereafter, using the results of the student's annual transition assessments to inform their goals. This should be a collaborative and evolving process. Parents also have the right to arrange meetings with a school's Transition Team Leader (TTL) to gain a more detailed understanding of their student's transition plan. *See page 91 for more information on TTLs.*
- **Include you and your student in transition planning.** Parents have the right to be active participants in transition planning, including IEP development. The IEP



meeting should be held at a time and location that is convenient for you. NYCPS **must** invite your student to any IEP meeting that will consider transition services, which will typically begin once your student turns 14. You can decide whether your student will participate in the meetings.

- **Consider your student’ needs, strengths, preferences, and interests when developing appropriate and measurable post-secondary goals.** The IEP team must consider your student’s abilities and preferences when developing long-term goals for them. Even if your student does not come to the meeting, the school must think about what your student wants to do after high school, what services they need to get there, and ensure their interests and needs are considered. Your student’s transition goals must also be measurable, so you can track your student’s progress and see if they’re benefiting from the transition services. All transition services should be in writing on the student’s IEP and progress toward post-secondary goals should be discussed at annual IEP meetings.
- **Discuss and plan your student’s pathway to graduation.** New York State offers both high school diplomas and exit credentials. The IEP team must talk to you and your student about all your student’s options. By the time a student enters high school, families should know whether a student will pursue a diploma or if a student will pursue a non-diploma credential (also referred to as ”alternate assessment”). The IEP should say which credentials or diploma your student is working towards. It should also describe your student’s progress towards that goal, including the classes and exams that your student still needs to pass.
- **Collaborate with outside agencies in IEP development and implementation.** The IEP team should invite agencies that may provide services to your student during or after high school to their IEP meetings. The IEP team should also help families apply to and connect with these agencies, such as ACCES-VR, OPWDD, or OMH. If these outside agencies do not attend the IEP

These high school diplomas & exit credentials are available to students in New York:

1. Regents Diploma
2. Advanced Regents Diploma
3. Local Diploma
4. Career Development and Occupational Skills (CDOS) Credential
5. Skills and Achievement Commencement Credential (SACC)

For more information, check out our graduation fact sheet:

bit.ly/swdgrad

NOTE: This list does not include the High School Equivalency Diploma, often referred to as the GED.

meeting, the school must take steps to include them in the planning of any transition services. You may also invite other people to the IEP meeting, such as family and friends, who know your student and/or who can provide support, so long as you notify the school at least 72 hours (about 3 days) in advance. See [page 25 for more information about agencies that serve students with disabilities](#).

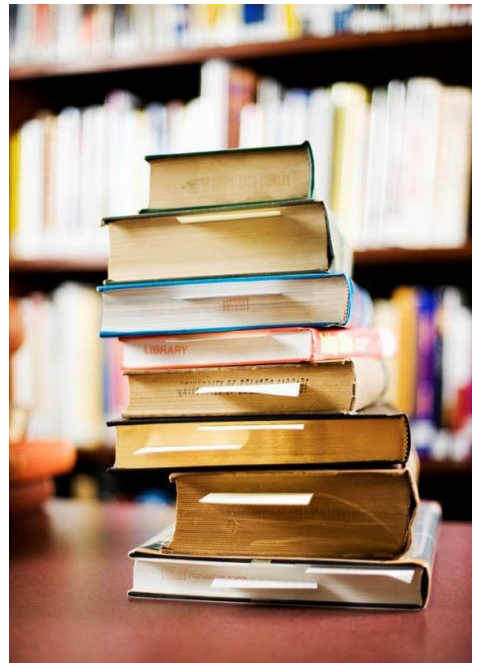
As the parent, you have the right to be an active participant in the creation of your student's IEP and transition plan. Parents have the right to make special education decisions for students until they exit high school. If you do not agree with the transition services in your student's IEP, ask your student's school to re-open and change this section of their IEP. If the IEP team does not agree to your requested changes, you have the right to request new evaluations, mediation, or an impartial due process hearing. *For more information about the impartial hearing process, see [AFC's Guide to Impartial Hearings](#).*

HOW DO I FIGURE OUT WHAT TRANSITION SERVICES MY STUDENT NEEDS?

Transition services start with you and your student! They are unique to each student and will depend on your student's functional and academic abilities as well as their interests and goals. **NYCPS must evaluate your student annually to help you and the IEP team figure out what services your student needs to prepare for life after high school.** You can ask NYCPS for additional assessments to help the team figure out what services are appropriate for your student throughout your student's time in high school.

For more information, see this [Padlet for Age-Appropriate Assessments](#)

You can also utilize NYCPS resources, including Transition & College Access Centers (TCACs) - family centers in each borough – and Transition Team Leaders (TTL) - school staff in charge of IEP transition planning - to help prepare your student for post-high school life. The



following sections outline in more detail what transition assessments should include and NYCPS resources for transition planning outside of school:

Timely, Age-Appropriate Assessments

Your student's IEP team must conduct an age-appropriate transition assessment every year, starting at age 12. Sometimes, NYCPS used to refer to these as Level I Vocational Assessments. The assessment should include a review of school records and teacher assessments, and teacher, student, and parent interviews to identify the student's interests, aptitudes, and skills. Transition assessments can also include paper-pencil format questionnaires, direct interviews, and/or assessments that involve observing the student in natural or simulated work/living environments, as appropriate. This assessment must be reviewed and updated each year ahead of your student's annual IEP meeting to inform their postsecondary goals.

This assessment is the only transition assessment NYCPS is required to conduct. If you would like a more comprehensive understanding of your student's skills and career interests, you must *request* an additional assessment from your student's school in writing. If the school is unable to provide a more comprehensive assessment itself, it can authorize a voucher for an independent assessment (called an "IAA") for a private evaluator to conduct a more thorough evaluation. [Review the legal criteria](#)

In addition to vocational assessments, outside agencies like ACCES-VR, local community-based organizations, or your borough's Transition and College Access Center (TCAC) can also support with additional assessments. *For more information about ACCES-VR, see page 25. For more information about TCACs, see page 8.*

Related service providers in and outside of school can help determine a student's academic, developmental, and functional needs through assessments as well. Such assessments may include the following:

- ▶ An **OCCUPATIONAL THERAPY (OT)** Assessment can identify gaps in your student's fine motor and independent living skills (such as handwriting, getting dressed, organizing a binder, or managing time).
- ▶ A **SPEECH and LANGUAGE THERAPY** Assessment can identify communication issues, difficulties in organizing oral or written language, and gaps in social skills.
- ▶ An **ASSISTIVE TECHNOLOGY (AT)** Assessment can identify devices that can help your student learn, read, write and communicate. AT can also help with organization and focus. AT is not only for students who are non-verbal and can be

helpful for students who need more support with reading and writing. Learn more about AT in AFC's [Assistive Technology Guide](#).

- ▶ A **PSYCHOLOGICAL** Assessment is meant to evaluate your student's overall strengths and weaknesses in the classroom to identify learning styles and social-emotional functioning.
- ▶ A **PSYCHIATRIC** Assessment can assess social-emotional and behavioral functioning, to better understand your student's mental health and how a therapeutic educational setting may help.
- ▶ An **AUDIOLOGY** Assessment can identify and diagnose hearing loss and may be useful if your student has difficulties with listening and/or communication.
- ▶ A **NEUROPSYCHOLOGICAL** Evaluation assesses cognitive functions such as memory, attention, problem-solving, and language abilities to understand how they affect your student's learning, behavior, and social interaction.

Engagement with Educational Resources: TCACs

Transition & College Access Centers (TCACs) are NYCPS-run technical assistance centers that provide support to high school students with disabilities as they prepare for post-secondary life, whether that means going to college, connecting to social services, and/or accessing job opportunities. TCACs can provide support to all students with disabilities – whether they are in public, private, or charter schools.

There is one TCAC in each borough, and all TCACs provide workshops for families and professionals, as well as individual family transition advising. TCACs also offer internship opportunities for students with disabilities across the city, through the Summer Youth Employment Program (SYEP) and the Training Opportunities Program (TOP).

You can find more information about TCACs on the [DOE's website](#).

Reach out to the TCAC located in your student's school's borough for more information:

Brooklyn

1700 Fulton Street, Room G170

Brooklyn, NY 11213

bklyntcac@schools.nyc.gov

P: 718-804-6790, F: 718-804-6734

<https://sites.google.com/view/bkttcac>

Bronx

100 W. Mosholu Parkway S., Room 150

Bronx, NY 10468

bxtcac@schools.nyc.gov

P: 718-581-2250, F: 718-581-2251

<https://sites.google.com/view/bxtcac>

Manhattan

269 West 35th Street, Room 702
New York, NY 10018
mntcac@schools.nyc.gov
P: 212-609-8491, F: 212-609-8493
<https://sites.google.com/view/mntcac>

Queens

90-27 Sutphin Boulevard, Room 152
Jamaica, NY 11435
qnstcac@schools.nyc.gov
P: 718-557-2782, F: 718-557-2814
<https://sites.google.com/view/queens-tcac/home>

Staten Island

715 Ocean Terrace, Building A, Room 204
Staten Island, NY 10301
sitcac@schools.nyc.gov
P: 718-420-5723, F: 718-390-1622
<https://sites.google.com/view/statenislandtcac/home>

Engagement with Educational Resources: Transition Team Leaders

Students with disabilities can also get support from the Transition Team Leader (TTL) at their school as they prepare to transition out of high school. Every high school in New York City has a TTL--sometimes this role is filled by a teacher or guidance counselor. TTLs help students with IEPs achieve their transition goals, access job opportunities, such as SYEP, and connect with outside support services, such as ACCES-VR and OPWDD. You may also request that your TTL participate in your student's IEP meetings where transition planning will be discussed. If you are not sure who the TTL is at your student's school, ask your principal.

Engagement with Educational Resources: Pre-ETS

Pre-Employment Transition Services (Pre-ETS) consist of four free courses that ACCES-VR offers to young people ages 14-21 to career plan and explore job pathways before accessing full-time employment services through ACCES-VR, a state agency that helps people with disabilities explore their job interests and secure employment (see page 25 for more information). Pre-ETS courses include employment preparation, post-secondary exploration, obtaining work experience, and the development of employment-related soft skills. Students can enroll in Pre-ETS courses through their borough TCAC or through ACCES-VR. *Learn more on [NYSED's website](#).*

TRANSITION PLANNING ON THE IEP

Since IEPs are legal documents that name the special education services NYCPS must provide to students with disabilities, it is important to make sure all supports your student needs are on their IEP. Their IEP should also include results from any relevant, recent assessments and graduation/promotion requirements. Once your student is transition-aged (14 years old), the IEP must also include transition services. At the end of this section, there is a list of questions you can ask during the IEP meeting to make sure transition services are fully discussed.



Transition services can appear in several different parts of the IEP including the sections labeled “**Measurable Postsecondary Goals,**” “**Measurable Annual Goals,**” and “**Coordinated Set of Transition Activities.**”

MEASURABLE POST-SECONDARY GOALS

What are Postsecondary Goals?

These are your student’s long-term plans for living, working and learning post-high school. These goals are based on the student’s interests and abilities and consider their long-term aspirations. These goals help you, your student, and NYCPS determine the activities and services needed to prepare your student for adulthood. Postsecondary Goals should address three areas: **education and training; employment; and independent living skills.**

TIP:

[Think College](#) has many resources for [creating IEP goals](#) for students with intellectual disabilities

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)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student’s courses of study, taking into account the student’s strengths, preferences and interests as they relate to transition from school to post-school activities:

1. EDUCATION & TRAINING GOALS

These goals may include programs like career and technical education, job training, continuing and adult education, or college. These goals should answer the question, “Where will your student get the skills to become what they want to be?”

Examples:

- *Stacy will complete a training program to become a Certified Nursing Assistant.*
- *Eddie will visit three two-year and three four-year colleges and reach out to the Office of Disability and Accessibility Services of each.*
- *Kiara will download and take an introductory course in the assistive technology she will need for her college courses.*
- *Johnny will enroll in the Career and Technical Education (CTE) Culinary Arts program at Co-op Tech to get his Food Handler Certificate.*

2. EMPLOYMENT GOALS

These goals may include programs like competitive employment, supported employment or internships. Employment goals should answer the question, “What career or job does your student want to achieve?”

Examples:

- *John wants to work as a graphic designer for an advertising agency, utilizing creative skills in digital media.*
- *Jessica will secure a position in a local library with support, where the student can help organize and manage book collections,*
- *Anna aims to get an internship in a local government office or non-profit organization to gain experience in public service and administration.*

3. INDEPENDENT LIVING SKILLS GOALS

These goals should answer the questions: “How independently does your student plan to live after high school?” “What skills will they need to learn to live independently?” These

Other questions to think about when filling out this section...

After graduation, your child is interested in participating in:

- Full-time/Part-time Job
- Vocational School/Training
- Supported Employment
- 2-Year College
- 4-Year College
- Military
- Other: _____

What kind of jobs interest your child?

What kinds of jobs does your child dislike?

What skills does your child need?

What kind of support does your child need to learn these skills?

should relate to essential life skills, such as budgeting, meal preparation, transportation, and self-care.

Examples:

- *Matthew will continue to live at home after high school and will learn to travel on his own through NYCPS’s Office of Travel Training (OTT).*
- *Kenny will live in a supportive housing program where he maintains a clean kitchen and living space. He will enroll in a financial literacy course to learn how to maintain a budget.*
- *Keisha will live in a group home with full support.*

Measurable Annual Goals

The Measurable Annual Goals section of your student’s IEP should include annual goals that will help your student meet their post-secondary goals. Each goal includes measurable criteria or benchmarks that indicate how progress will be assessed. While these goals should challenge the student to make meaningful progress, they should also be realistic and within the student’s reach with appropriate support and instruction. For more ideas about goals related to college, see page 31 of this guide.

ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (REQUIRED FOR PRESCHOOL STUDENTS AND/OR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)			
MEASURABLE ANNUAL GOALS			
THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.			
ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
			time per
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):			

Consider these examples of Measurable Annual Goals:

Annual Goals	Criteria	Method	Schedule
In practice scenarios where he is purchasing an item, Josh will be able to provide correct change.	90% accuracy in practice scenarios	Teacher/ Provider Observations	3 times per quarter
By November, Kara will identify a SUNY essay topic. She will write and revise a college application essay on this topic	85% accuracy on rubric	Teacher review of written work	April: Identify topic Sept: Complete draft Oct: Revise draft with teacher feedback
Sofia will secure a food service internship where she will learn skills such as sorting and serving food	90% attendance	Satisfactory review from supervisor	Once per week

Coordinated Set of Transition Activities

This part of the IEP should describe in- school and out-of-school services, supports and experiences that will help your student transition to adulthood. Ask your IEP team how progress in each activity will be tracked during the school year. The IEP team should discuss 6 types of transition activities:

- **Instruction;**
- **Related services;**
- **Community experiences;**
- **Development of employment and other post-adult living objectives;**
- **Acquisition of daily living skills;** and
- **Functional vocational assessments.**

NOTE:

For each service or activity, the IEP should list the person who will carry out the activity. This can be you, your child, someone specific at the school, or an outside agency or provider.

Outside agencies can and should be invited to attend IEP meetings where you will discuss transition services.

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		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

I. INSTRUCTION

This section should say what instruction your student will receive at school to build the skills they need to reach their post-secondary goals. Instruction can include general or special education classes, advanced placement courses, career and technical education, and/or remedial services to meet the academic requirements of their college or career goals.

Example: *For a student struggling in math... "Darius will attend after-school tutoring 3 days a week to address math weaknesses. Darius will also complete 90% of math homework assignments."*

2. RELATED SERVICES

This section should say how your student's related services will help them gain skills for work, school, and home. Related services can include occupational or physical therapy, speech therapy, counseling services, assistive technology, travel training, or other supports.

Example: *To address Emily's anxiety around her learning challenges, she will receive regular counseling sessions with her school psychologist to learn strategies to manage stress, improve self-esteem, and enhance coping skills.*

3. COMMUNITY EXPERIENCES

This section should discuss activities in the community your student can access during or after school to work toward their transition goals. This can include volunteering, residential tours, college tours, recreation and leisure activities.

Example: *For a student interested in library science... Suzie will volunteer at her local school library for at least 50 hours during the school year to gain hands on experience with library operations, including book sorting, cataloging, and interacting with library professionals.*

4. DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES

This section focuses on building work-related behaviors and skills for finding and keeping a job. This can include career planning, job shadowing, job training, or supported employment.

Examples: *For a student who is interested in health care... “Lisa will research ten post-secondary programs in the health care field and write one-page evaluations of each program.”*

Barry will gain relevant job experience by working for at least one year in a retail store.

Destiny will create a resume and cover letter and learn how to send professional emails related to job opportunities.

Jasmine will apply to Pre-ETS and explore career opportunities in the arts by interning at a local museum.

5. ACQUISITION OF DAILY LIVING SKILLS

This section should discuss the daily living skills your student needs to live independently. This can include dressing, grooming, hygiene, self-care, household chores, shopping, and managing finances.

Example: *For a student interested in developing a more independent daily routine... “Dennis will read time schedules, learn his address, and follow a weekly budget with 90% accuracy.”*

Example: *For a student who needs to develop basic daily living skills... “Cassandra will practice basic daily living skills during school hours. This school year, she will attend school outings to practice using money and getting change, ordering from a menu, and selecting groceries.”*

6. FUNCTIONAL VOCATIONAL ASSESSMENT

This refers to a 10-day long vocational assessment that takes place on a real or simulated job-site. This section will typically be marked as inapplicable, unless your student is participating in a CTE or other work-based learning program during the school day. As the parent, you have the right to ask NYCPS to conduct a Functional Vocational Assessment to inform the other transition sections of your student's IEP.

Other questions to think about when filling out this section...

What chores or responsibilities does your child have at home?

What other tasks would your child like to be able to do at home?

After graduation, your child will live:

- At home with you
- In a group home
- In an apartment with support
- In an independent apartment
- Other: _____

Your child needs more support with (check all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Getting dressed | <input type="checkbox"/> Health/first aid | <input type="checkbox"/> Social skills |
| <input type="checkbox"/> Laundry | <input type="checkbox"/> Traveling/getting around | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Preparing meals & nutrition | <input type="checkbox"/> Parenting/child care | <input type="checkbox"/> Everyday math |
| <input type="checkbox"/> Managing money/budgeting | <input type="checkbox"/> Time management/organization | <input type="checkbox"/> Healthy relationships |
| <input type="checkbox"/> Hygiene/grooming | <input type="checkbox"/> Safety | <input type="checkbox"/> Mental health |
| | <input type="checkbox"/> Self-advocacy | <input type="checkbox"/> Sex education |
| | | <input type="checkbox"/> Other: _____ |

QUESTIONS TO ASK DURING THE IEP MEETING

General Transition Planning

- Who is responsible for transition planning at the school? Who can I reach out to for support?
- Does the school offer any hands-on experiences, such as internships? volunteer opportunities? vocational training? How can my student access them?
- Does the school support students with job skills, such as resume and job interview preparation? How can my student access these supports?
- Has the school done any transition assessments for my child? What do they show about my child's interests? Their skills?
If you need more information – what additional assessments can the school do? How else can I get more information about my child's interests and skills?
- Are my student's post-high school goals realistic based on their skills?
If not, what can we do to help fill in these gaps? Are there any skill-building opportunities my student can take part in? Should we think about different goals?
- Is my student working towards an exit credential or a diploma?
*What are the requirements of this pathway?
When is it anticipated my student will finish these requirements and be ready to graduate high school?*

Preparing for College

- Who is my student's college counselor? What can they help my student with?
- Where can I go for support with the FAFSA and figuring out what list of schools to apply to?
- Does the school offer any free test prep for the SAT/ACT? If not, where can I get this support?
- Does the school host any college fairs or informational sessions to determine which colleges to apply to? Any campus visits?

Preparing for Independent Living

- What services does the school provide to develop my student's independent living skills?
- Can the school provide travel training to my student? If so, what are the next steps? Are there other ways the school can develop independent travel strategies for my student?

- What resources or programs can help us explore housing options post-graduation, and how can we apply?
- How will the school help my student develop their self-advocacy and communication skills?
- What are the steps to ensure my student has necessary work-related documents such as a driver's license or non-driver's photo ID?

Involving External Agencies

- What role can external agencies, like ACCES-VR and OPWDD, play in my student's transition plan?
*How can the school assist us in applying for these services?
What supports will they be able to provide after graduation?*
- What role do external agencies play in funding transition services?
- Can the school provide contacts or introductions to agencies for post-secondary education, vocational training, or employment services?

DOE WORK-BASED LEARNING PROGRAMS

New York City offers a variety of free, often school-connected, programs aimed at preparing young people for the workforce through hands-on experience, skill development, and career exploration. These initiatives are designed to provide students with the tools and opportunities they need to succeed in their future careers. Your student's school may also offer other work-based learning opportunities - ask to see what programming is available.

Programs for all DOE Students

Summer Youth Employment Program (SYEP) is a program through DYCD that gives youth ages 14 – 24 paid work experience and job skills training every summer. Not all students who apply for SYEP get accepted, but youth with disabilities get priority in the lottery. Applications generally open in January, with deadlines in early March. [Learn more about SYEP.](#)

The Training Opportunities Program (TOP) is a paid internship opportunity for high school students with IEPs to work for up to 15 hours a week during the school year. TOP provides supports for students' disabilities and offers job placements that are community and school based. Students and families interested in the TOP program can reach out to

their school or the local TCAC to apply. Applications are generally due in the Spring for the following school year. *For more information, go to your TCAC's website.*

FutureReadyNYC (FRNYC) is a 4-year program where high school students participate in career exploration courses and paid work experiences, receive individual college and career advising, and earn early college credits free of debt. Students can see which high schools participate in FRNYC on MySchools when they are creating their high school application lists. [Learn more about FRNYC.](#)

Career Readiness and Modern Youth Apprenticeships (CRMYA) is a school-connected, multi-year apprenticeship program where students spend time in both the classroom and workplace. Through career exploration courses and paid apprenticeships, students gain work experience, industry credentials, a professional network, and the opportunity to earn college credit free of debt. Students can see which high schools participate in CRMYA on MySchools. [Learn more about CRMYA.](#)

Career and Technical Education (CTE) programs prepare students for specific careers through classes, hands-on training, job shadowing, and internships. Students can see which high schools have CTE on MySchools and apply to specific programs that interest them during the high school application process. [Learn more about CTE programs.](#)

Learning to Work (LTW) is a program available for students in transfer high schools and Young Adult Borough Centers (YABCs). LTW offers paid internships, job skills training, resume help, job coaching and more. *For more information, see <https://on.nyc.gov/2OYtrk7>*

Co-op Tech is a DOE program that offers free trade schooling, including plumbing, culinary arts, graphic design, and nursing. Students enrolled in Co-op Tech attend a DOE high school or high school equivalency program for half the day and learn a trade at Co-op Tech for the other half. The main site is in Manhattan, with smaller programs in all other boroughs. To apply, the student must be 17 or older. *For more information, see: www.co-optech.org.*

Programs for District 75 Students

Students in District 75 have access to unique opportunities to gain work experience and develop employment skills, both during and after leaving school.

Project SEARCH's Transition to Work Program is a one-year employment preparation program for students with significant intellectual and developmental disabilities during their final year of high school. If accepted into the program, students spend the entire school year working at a job site with hands-on support from District 75. After

students complete their internship, Project SEARCH helps students find employment. *For more information, see: <https://projectsearch.us/transition-to-work/>.*

D75's School Food Service Internships and College Programs offer students experience in the food service industry. Programs include the Summer Apprenticeship Program and an internship with the Office of Food and Nutrition Services (OFNS) in their kitchens. This is an 11-week training internship program during the school day. [Learn more about food service internships and college programs](#) and see the [D75 Food Service Internship Brochure](#)

CVS Internship Program exposes students to the retail industry through work in various positions at CVS retail stores.

Paraprofessional and Teacher Aide Programs give students training to become teachers' aides or paraprofessionals in District 75 schools. This program spans 1-2 years of hands-on work in the classroom, under the supervision of a certified teacher. Through the program, students work toward certification and may get assistance with finding employment. [Learn more about paraprofessional and teach aide programs](#).

APPLYING TO & GETTING SUPPORT IN COLLEGE

Your student's transition plan can include goals and services to help them select and apply to colleges. Try to visit the colleges your student is interested in attending. Ask your student's school about field trips to visit colleges. Your student should ask questions about how each college can support their individual learning needs. If your student meets a college or university's admission requirements, the college or university **cannot deny** your student admission simply because they have a disability. *For more information, visit [Think College](#) and [The College Solution](#).*

Typical college applications require:

RECOMMENDATIONS

Colleges usually require up to four recommendations from teachers, employers, coaches, or mentors. Your student should pick people who know them well and give them plenty of time to write the recommendation before it is due. Generally, your student should allow someone at least a month to write and submit a letter of recommendation.

PERSONAL ESSAY

Your student will need to write at least one personal essay. A strong college essay tells a story that is specific, unique, and illustrates a student's growth. They should start early--typically during the summer before 12th grade--and should review the essay with teachers and counselors for feedback.

STANDARDIZED TESTING

Some colleges require your student to send in SAT or ACT scores--although many are test optional. Check to see if your student's desired school(s) require standardized testing on their application portal. Even if a school is test optional, the admissions team will review any standardized test scores submitted. Your student's guidance counselor can help them sign up for these tests and apply for a fee waiver. For more information about fee waivers, visit the [College Board's website](#) or media.act.org/documents/feewaiver.pdf.

The following sites provide free and low-cost SAT and ACT prep tools including section tips, practice tests, vocabulary words, etc.:

- MajorTests.com
- Number2.com
- Brightstorm.com
- CollegeBoard.com

NOTE:

There are few waivers available for both standardized tests and college admissions in certain situations. Students should talk to their college or guidance counselor to get waivers.

If your student needs accommodations on College Board tests like AP exams, the SAT, and ACT, this must be approved by the College Board. Your student should apply for accommodations at least six months before taking the exam, working closely with their school guidance counselor to ensure that their IEP or Section 504 Plan accurately reflects the specific accommodations needed for these tests, which might differ from those needed in regular classroom settings. Visit the [College Board's website](#) for more.

Getting support in college

If your student has a disability, they may be able to receive disability accommodations in college, but you need to apply for them and submit supporting documents (e.g. recent evaluations and letters from doctors). An IEP alone is not sufficient. **Your student will not automatically get accommodations in college based on their IEP.**

Unlike in grades K-12, in college your student is responsible for asking for support. Even if your student is found eligible for accommodations, they may still need to submit requests to access them for papers and exams. **Self-advocacy in college is very important.**

Every college has an accessibility or disability office that sets up accommodations. The specific requirements for requesting accommodations vary but should be listed on the schools' accessibility/disability office website. Generally, disability documentation that is detailed, recent, and includes diagnostic testing will be most useful to secure accommodations. **Make sure your students' evaluations are up to date**, since the DOE is unlikely to evaluate a student in 11th or 12th grade unless requested by the parent. Your student should contact the accessibility/disability office to identify themselves as a student with a disability and request the accommodations that they need *before* classes begin, as the review process generally takes 3-5 weeks.

Examples of possible accommodations include:

- separate test taking locations;
- extended time on tests;
- note taker in class;
- tests given in a larger format;
- priority registration;
- assistive technology;
- alternate format materials like e-text, Braille or audiobooks
- assistive listening devices or sign language interpretation
- service animals or emotional support animals; or
- reduced or substituted course load.

If your student has difficulty getting accommodations in college, they should:

- Get help from the Office of Disability Services (ODS) staff at the college;
- Talk to the faculty member teaching the class;
- Go to administrators in the academic department or at the Dean's office;
- Research the school's internal grievance procedure and work with the ODS to follow it;
- If nothing else works, in some cases, you can file complaints with the US Department of Education's Office of Civil Rights or the US Department of Justice.
Learn more about your rights at www.hhs.gov/ocr.

COLLEGE PLANNING TOOLS AND RESOURCES

[College Application Timeline](#) | This checklist can help college bound students stay on track in their last year of high school.

[Going to College](#) | This website helps students as they go through each step of the college process, from applying to advocating for themselves in school.

[Foundational Skills for College and Career Learning Plan](#) | This is a goal setting tool designed to help maximize one's college experience by planning for course work, campus activities, and career goals.

SCHOLARSHIPS/FINANCIAL AID SUPPORT

Scholarships for New Yorkers:

- Check out the [CUNY Scholarship Guide](#)
- [Macaulay Honors College](#), a full-tuition merit scholarship:
- [Excelsior Scholarship](#): This can provide free SUNY/CUNY Tuition for families who make less than \$125,000 per year. *Note that student **must** be able to finish their Bachelor's Degree in 4 year or Associate's Degree in 2 years or the scholarship becomes a loan.*

Scholarships for students with disabilities:

- www.collegescholarships.org/disabilities.htm
- www.nyc.gov/site/mopd/resources/education-scholarships-developmental-disabilities.page
- www.bestcolleges.com/resources/diversity-equity-inclusion/disability-scholarships
- www.finaid.org/otheraid/disabled.phtml/
- www.fastweb.com/financial-aid/articles/financial-aid-for-students-with-disabilities

Filling out the FAFSA:

[Understanding FAFSA](#) offers helpful information and tutorials for students seeking financial aid.

COLLEGE APPLICATION MENTORING & ADVISING

- [Goddard Riverside Options](#)
- [The DOOR College Advisement and Tutoring](#)
- [Bronx Works Center for Achieving Future Education \(CAFÉ\)](#)
- [Henry Street Settlement Expanded Horizons College Preparation Services:](#)
- [Kingsbridge Heights Community Center College Directions](#)
- [Cypress Hills Local Development Corp College Steps](#)

For other neighborhood-specific programs, visit www.dycdportal.nyc/discoverdycd/home

SUPPORTS FOR STUDENTS DURING COLLEGE

[Getting Accommodations in College](#) | This guide offers a step-by-step process on requesting accommodations at college--although each campus may be a bit different.

[Services for CUNY Students with Disabilities](#) | Each CUNY campus features an Office of Disability Services through which students can access reasonable accommodations and support services.

[College Database for Students with Intellectual Disabilities](#) | This college search engine features information about over 300 Postsecondary education programs for students with intellectual disabilities

ADULT DECISION MAKING

School Decision Making

As a parent in New York State, you have the right to make *special education* decisions for your student until they graduate high school or turn 22, whichever comes first.

Adult Decision Making

When a student turns 18, they become legally able to make most non-educational decisions for themselves--such as medical, legal, and financial decisions. If a person has an intellectual or developmental disability, they may need support to make larger decisions and maintain a high quality of life. If your student will need support to make decisions about health, personal needs, property, or finances, you may consider legal options to help them make decisions, including Guardianship and Supported Decision-Making.

Guardianship

If your student has an intellectual or developmental disability and will not be able to make their own decisions when they turn 18, they may need a legal guardian. Article 17-A guardianship gives you (or another adult) the right to make decisions for your adult student. You must file for guardianship in court and the process requires two doctors' recommendations. You should begin the process when your student is 17.5 if you want guardianship in place when your student turns 18, as doctor recommendations for guardianship expire after 1 year. [Learn more about guardianship.](#)

Alternatives to Guardianship

One way to support your student's adult decision-making without becoming their guardian is to have them designate you or another adult as their **powers of attorney** and/or **healthcare proxy**. With designated powers of attorney, you have permission to represent your student in property, financial, and legal decision making. As a designated healthcare proxy, you can make medical decisions on your student's behalf if they are medically incapacitated. These options let you make some, but not all, legal decisions for

your student. *For more information, contact New York Legal Assistance Group's (NYLAG) Advanced Planning Practice at lifepanning@nylag.org.*

Another alternative to guardianship is **supported decision making**. Supported decision making allows people with disabilities to retain their legal and civil rights and enter into contracts with trusted adults to help them make certain decisions. In the contracts, these supporters agree to help the person with a disability understand and consider decisions, so they have the tools to make and communicate their own informed decision. Supported Decision-Making New York (SDMNY) helps families create supported decision-making agreements. *For more information, check out this [tip sheet from IncludeNYC](#) or this [SDMNY tip sheet](#).*

If your student has or could have access to cash assets, you may also want to set up a **Supplemental Needs Trust** (also called a Special Needs Trust). This trust lets you save funds for your student without losing the right to benefits like Medicaid. *For more information, check out this [info sheet from the PACER Center](#).*

An ABLE account is a financial tool available for individuals with disabilities. ABLE accounts, which stands for Achieving a Better Life Experience, allow one to save money without losing eligibility for certain public benefits like Supplemental Security Income (SSI) and Medicaid. The funds in an ABLE account can be used for qualified disability expenses incurred as a result of living with a disability and that are intended to improve the individual's quality of life. For more information about New York's ABLE program, visit: <https://www.mynyable.org/>

STATE AGENCIES THAT SUPPORT PEOPLE WITH DISABILITIES

There are state agencies that can help your student get training, education, and placement services once they leave school. Getting help from agencies outside of NYCPS is a great way to set your student up for success after high school. Your student should connect with these agencies during their last two years of school and utilize their services after high school (and earlier as needed.) Legally, NYCPS must involve outside agencies in the transition process, but it is important for parents to make sure this happens. Some agencies to consider getting help from include:

Adult Career and Continuing Education Services — Vocational Rehabilitation (ACCES-VR)

ACCES-VR helps people with disabilities explore their job interests, find a job, and keep it.

Your student's Transition Team Leader (TTL) or other school personnel can help with the application process. To be eligible for ACCES-VR services, you must be eligible to work in the U.S. and have a disability that interferes with getting, keeping, or advancing in a job, and be able to benefit from vocational rehabilitation services.

You must be at least 14 years old to get ACCES-VR services, but there is no upper age limit. Students who are just starting high school and still early in the process of planning their career path are encouraged to first participate in Pre-ETS (See page 9 for more information). Students in their final years of high school with more specific job goals are encouraged to apply directly to ACCES-VR.

An integral part of ACCES-VR's services is the Individualized Employment Plan (IPE). This plan is a collaborative effort between ACCES-VR counselors and participants. It identifies the participant's employment goal, the services they will receive to achieve that goal, and how goal progress will be measured. Without specific goal planning and active participation, IPEs may be vague or incomplete. It is important to have a clear career goal in mind before your first meeting with your ACCES-VR counselor.

ADVOCACY TIP:

Start the ACCES-VR application process well ahead of time, as it can take several months.

For more information, visit www.acces.nysed.gov/vr or check out AFC's [ACCES-VR tip sheet](#).

Office of People With Developmental Disabilities (OPWDD)

OPWDD provides services to people of all ages with intellectual and developmental disabilities. Many students with IEP classifications of Intellectual Disability (ID), Multiple Disabilities (MD), or Autism qualify for these services. A wide variety of support and service options are available to address employment, habilitation and community engagement, and housing needs.

If you believe that your student qualifies for OPWDD services and has not been receiving them, you should complete an application as soon as possible. The first step is contacting your regional OPWDD Front Door Office to schedule a Front Door Information Session. Then, you must gather the required documents and submit them to a Care Coordination Organization such as Tri-County Care, Advance Care Alliance, and Care Design NY, which can assist you through the process.

Tri-County Care:

www.tricountycare.org

844-504-8400, Opt. 0

Advance Care Alliance

www.advancecarealliance.org

833-692-2269

Care Design NY

www.caredesignny.org

518-235-1888

Self-Direction through OPWDD. For families seeking a personalized approach to services, OPWDD's Self-Direction Program is designed to promote independence and can be an empowering option. This program gives eligible individuals, and their families, the freedom to choose the services and supports that best fit their needs and goals. Through Self-Direction, eligible individuals have control over a personal budget to hire staff, plan activities, and purchase goods and services that are not traditionally provided through other Medicaid programs. This includes selecting from a variety of service options, such as community classes, recreational activities, therapy services, and environmental modifications, to name a few.

For more information, visit www.opwdd.ny.gov/ or check out [AFC's OPWDD guide](#).

TIP:
People with a qualifying disability, such as a cognitive or mobility impairment, are eligible for reduced fare MetroCard. For more information, visit the [MTA website](#).

Office of Mental Health (OMH)

OMH provides various services, including mental health counseling, to people with mental health disabilities. OMH can refer your student to educational, vocational, or life skills training, housing, and employment supports. *Learn more about [OMH](#).*

Social Security Administration (SSA)

SSA operates the programs that give federal benefits to people of any age with a significant mental or physical disability. These benefits include Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), and Plans to Achieve Self-Support (PASS). *For more information, visit www.ssa.gov or check out [AFC's SSI fact sheet](#).*

MTA Access-A-Ride Paratransit Program

The MTA Access-A-Ride (AAR) Paratransit Program is a public transportation service in New York City designed for individuals who are unable to use the regular buses and subways due to a disability. It provides door-to-door transportation services within the five boroughs of NYC for the same price as the standard public transit fare. It's important for students who require transportation accommodations to consider applying for the AAR service as part of their transition planning. Students can apply regardless of their age, and parents can apply on behalf of their child. Access-A-Ride can be an essential service for attending school, vocational programs, employment, or social activities.

Learn more about the [AAR program](#).

OTHER SUPPORTS AND RESOURCES

Transition planning can be hard, but there are many resources, in addition to the state agencies mentioned above, available to support parents and young adults throughout the process. Some examples:

Independent Living Centers are all over NYC; each center offers different types of programs to help adults with disabilities become independent. They can help your student find a job, housing and benefits. [Learn more about Independent Living Centers.](#)

NYC Family, Advocacy, Information, Resource (FAIR) is an advocacy group comprised mainly of family members of people with intellectual and developmental disabilities. They work to make families familiar with service delivery systems and empower families to self-advocate. *Learn more about [NYC FAIR](#) or reach out to your borough contact for [NYC FAIR](#)*

<http://www.iacny.org/11-trainings/435-nyc-dd-councils-sponsor-family-support-fairs>

Client Assistance Program (CAP) is a statewide network of advocates that help New Yorkers with disabilities get the training, equipment and services they need to be employed. They also help mediate disputes between clients and rehabilitation services agencies or facilities, including ACCES-VR. *Learn more about [CAP](#) or call (518) 432-7861.*

The Nicholas Center offers a supportive employment program and on-the-job experiences to support the acquisition of critical life skills, communication capabilities, vocational training, and community projects for students with Autism. *For more information, see: <https://tncnewyork.org/our-programs>*

Other people or agencies that may help your family make it through the transition process are:

- Postsecondary education and training programs, such as representatives from colleges, universities or trade schools
- Advocacy and service organizations, including disability-specific organizations like [ADAPT Community Network](#) or [Quality Services for the Autism Community \(QSAC\)](#).
- Community based organizations, such as [The Door](#) and the [Ali Forney Center](#).
- Employers from your community
- [The Department of Youth and Community Development \(DYCD\)](#)
- Housing agency representatives
- Residential service providers

- [The United Way](#)
- Your local [YMCA](#) or [YWCA](#)

HELPFUL WEBSITES & DOCUMENTS

Career Zone

This online tool can help your student explore possible career paths to identify careers related to their individual strengths, skills and talents.

National Technical Assistance Center on Transition

This resource offers a helpful side-by-side comparison of transition programs based on target population and services offered.

The Foundation Skills for College and Learning Plan

This is a goal setting and assessment tool designed to help with learning and productivity on campus, during internships, and on the job.

Assistive Technology (AT) for the Transitioning Young Adult

This resource has information about assistive technology for transition success including resources for employment, postsecondary education or training, and independent living.

New York City High School Promotion and Graduation Requirements

Check out AFC's guide on High School Promotion and Graduation Requirements to ensure your student is on track before their fourth year of high school or before they age out of NYCPS.

ID NYC

This website offers step-by-step directions on applying for an NYC identification card, which students should complete by the time they are 15 years old

ADVOCACY TIPS

- ✓ Be **involved** in every step of the transition process.
- ✓ Keep lines of **communication** open with the people who deal with your student. Provide positive as well as negative feedback. Even when you are angry about something that has happened, try to **speak calmly** when making your point.
- ✓ **Keep things in writing!** Keep a notebook for yourself of all communications with school personnel and outside clinicians. Follow up on conversations with written confirmation.
- ✓ Always work toward **solutions** when there is a problem. Work with your student's teachers to create positive plans for change.
- ✓ Send all important information by **certified mail, return receipt requested or in person**. Keep copies of all documents for yourself.
- ✓ Keep a **transition folder** with all your documents about your student's transition process.
- ✓ Attend **information sessions** on transition services held by your student's school or outside agencies.
- ✓ **Direct all questions** about the transition process **to a school official** such as your student's guidance counselor or Transition Team Leader.
- ✓ Get to know **relevant outside agencies** to learn what services are available for your student.
- ✓ Ask about the **requirements and limitations of the different diploma options**.
- ✓ Set **realistic goals**.
- ✓ Keep in mind that the **Annual Goals** portion of the IEP should complement the **postsecondary goals and transition services** listed.
- ✓ Know **your rights** and the **DOE's responsibilities** during the transition process.
- ✓ **Be persistent**. If someone says there is nothing that can be done for your student, get a second opinion.
- ✓ **Bring along a friend**, family member, clinician, or someone who knows your student to school meetings if you feel your perspective is not being heard by the DOE.

TRANSITION TIMELINE

This timeline guides you through the transition process and some actions that you and your student might need to take. Please note that not every box will apply to you and your student.

Age	Tasks
<p>12-14</p>	<p>Vocational Assessment Date: _____ IEP Meeting date: _____ We created goals for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academics <input type="checkbox"/> Communication <input type="checkbox"/> Self-Advocacy <input type="checkbox"/> Social Skills <input type="checkbox"/> Career Exploration
<p>15</p> <p>My student has ___/44 credits</p>	<p><input type="checkbox"/> My student talked about transition with the IEP Team</p> <p><input type="checkbox"/> I know how many credits and Regents exams my student needs to graduate</p> <p><input type="checkbox"/> My student signed up for the PSAT</p> <p>My student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An ID Card (NYCID or State ID) <input type="checkbox"/> A bank account
<p>16</p> <p>My student has ___/44 credits</p>	<p><input type="checkbox"/> My student is preparing for Regents exams</p> <p><input type="checkbox"/> My student signed up for the SAT/ ACT</p> <p>My student has through about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocational programs <input type="checkbox"/> College <input type="checkbox"/> Getting a job <input type="checkbox"/> Day program through OPWDD <p>Summer employment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer Job <input type="checkbox"/> SYEP <input type="checkbox"/> Volunteer <p>My student has access to their:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Social Security Card <input type="checkbox"/> Working Papers

<p>17</p> <p>My student has _____/44 credits</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I know how many credits and Regents exams my student needs to graduate <input type="checkbox"/> My student has met with a college counselor <input type="checkbox"/> I have started the Supported Decision Making/Guardianship process for my student 	<p>My student knows about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACCES-VR <input type="checkbox"/> Medicaid <input type="checkbox"/> Social Security
<p>18– 22</p> <p>My student has _____/44 credits</p>	<p>My student will graduate with a:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regents Diploma <input type="checkbox"/> Advanced Regents Diploma <input type="checkbox"/> Local Diploma <input type="checkbox"/> CDOS Credential <input type="checkbox"/> SACC <p>My student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knows how to travel on their own <input type="checkbox"/> Needs to be travel trained <input type="checkbox"/> Can/will use access-a-ride <p>My student has goals in place for the future and knows what to do to get there:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jobs/Volunteering <input type="checkbox"/> Education <input type="checkbox"/> Housing <input type="checkbox"/> Relationships 	<p>My student knows if they can get benefits like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SSI <input type="checkbox"/> SNAP (food stamps) <input type="checkbox"/> Cash Assistance <input type="checkbox"/> Supported Housing <p>My student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a bank account <input type="checkbox"/> Can manage money on their own <input type="checkbox"/> Needs help managing money <input type="checkbox"/> Can make their own decisions <input type="checkbox"/> Needs help making decisions <input type="checkbox"/> as registered for Selective Service (men only) <input type="checkbox"/> Is registered to vote
<p>After Graduation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> My student has financial aid for college <input type="checkbox"/> My student has a place to live <input type="checkbox"/> My student knows that they may have to get their own health insurance when they turn 26 	<p>My student is involved with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACCES-VR <input type="checkbox"/> OPWDD <input type="checkbox"/> Job training program



Our Mission

Advocates for Children of New York (AFC)'s mission is to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. AFC achieves this through four integrated strategies:

- Free advice and legal representation for families of students;
- Free trainings and workshops for parents, communities, and educators and other professionals, to equip them to advocate on behalf of students;
- Policy advocacy to effect change in the education system and improve education outcomes; and
- Impact litigation to protect the right to quality education and to compel needed education reform.

Still have more questions? Please call the Jill Chaifetz Education Helpline:

Monday through Thursday

10 am to 4 pm

866-427-6033 (toll free)

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