“CREATING CONNECTIONS FOR STUDENT SUCCESS”

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WHAT IS THE ROLE OF THE RVR-CES AND HOW CAN WE ASSIST SCHOOLS?
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WE WORK IN PARTNERSHIP WITH ACCES-VR TO:
• SUPPORT SCHOOL DISTRICTS TO UNDERSTAND THE ACCES-VR PROCESS AND THE AVAILABILITY OF COMMUNITY SUPPORTS
• PROVIDE INFORMATION TO SCHOOLS TO BETTER PREPARE STUDENTS FOR POST-SECONDARY OPTIONS IN LIVING, LEARNING AND EARNING
• ASSIST IN IMPROVING POST-SECONDARY OUTCOMES FOR STUDENTS THROUGH INFORMATION, COMMUNICATION AND COLLABORATION

WHY COLLABORATE?
KEY ELEMENTS OF SUCCESSFUL TRANSITION PLANS AND SERVICES

• THE GOAL OF TRANSITION PLANNING IS TO IDENTIFY AND PROVIDE STUDENTS WITH OPPORTUNITIES AND NECESSARY SUPPORTS WHILE THEY ARE IN SCHOOL THAT WILL LEAD THE STUDENT TO ACHIEVE HIS/HER POST-SECONDARY GOALS FOR LIFELONG LEARNING, COMMUNITY PARTICIPATION, AND WORK FOR PAY.
• THE PROCESS OF TRANSITION PLANNING REQUIRES A PARTNERSHIP AMONG THE STUDENT, FAMILY AND SCHOOL, AND, AS APPROPRIATE, OTHER AGENCIES THAT CAN PROVIDE TRANSITION ACTIVITIES FOR THE STUDENT. BY ITS VERY NATURE, TRANSITION PLANNING IS A COLLABORATIVE EFFORT AND MUST BE THOUGHT OF AS AN ON-GOING PROCESS ACROSS MULTIPLE SCHOOL YEARS.
• THE PROVISION OF MEANINGFUL AND EFFECTIVE TRANSITION SERVICES REQUIRES THE DISTRICT TO HAVE APPROPRIATE INSTRUCTIONAL, CAREER AND WORK-RELATED AND COMMUNITY EXPERIENCES AVAILABLE TO STUDENTS.

In the development of transition service plans, schools should consider the following key factors to ensure the most successful transition for students with disabilities to adult life.

*The results of age-appropriate transition assessments provided to the student.

*Engagement of the parent and student as partners so that the parents’ concerns for the education of their child and the student’s needs, strengths, preferences and interests are considered and documented.

*Collaboration with participating State and community agencies to provide the student with appropriate services that will assist the student to meet his or her post-school goals.

*Instruction toward the career development and occupational standards (CDOS).

*Opportunities for career development activities, including in-school and out-of-school job training and career and technical education (CTE) coursework in order to enhance employment opportunities and outcomes for the student.

Do you have individual contracts with local schools and/or BOCES?

![Bar chart showing the distribution of contracts with local schools and/or BOCES]

- All Respondents: 6-47
- Contract with one local school: 5
- Contract with multiple local schools: 3
- Contract with one BOCES: 3
- Contract with multiple BOCES: 1
- We previously had a contract with local schools/BOCES: 4
- We have no contract experience with local schools/BOCES: 4
- I do not know: 3

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Tools and Strategies for School/Agency Collaboration

https://iris.peabody.vanderbilt.edu/module/transcmedia/q1/p03/#content
INTERAGENCY COLLABORATION

When agencies work collaboratively, they help create a bridge for students with disabilities from school to post-school activities and environments. Interagency collaboration is a process in which education professionals establish partnerships with personnel from multiple agencies to achieve a common goal: to improve the post-secondary success of students with disabilities. Interagency collaboration is a means to:

- Coordinate services and supports
- Identify and address gaps in services within the community
- Share and leverage resources to reduce costs
- Promote efficient service delivery

HTTPS://IRIS.PEABODY.VANDERBILT.EDU/MODULE/TRAN-C/CRESOURCE/Q2/P04/#CONTENT

COMMUNITY OFFICE

- Shared Space
- Schedule
- Communication within the School

Words Matter

- Diploma
- Registered WRL
- CDOS Standards
- The CDOS
- Community Based Work Experience Program
- Credentials
What is the CDOS Credential?

- Proof that the student is ready for entry-level employment
- A Credential, not a diploma but.....

Can be:
1. MULTIPLE PATHWAYS OPTION TO EARN A DIPLOMA
2. SUPPLEMENT TO LOCAL/REGENTS
3. ONLY EXITING CREDENTIAL

How does a student earn a CDOS Credential? (***Option 1***)

- Career Plan
- Achieve Career Development Standards
- Work-Based Learning (required) and Career and Technical Education (optional)
- Employability Profile

Foundation: Access to General Education Curriculum
The Student Exit Summary

The Student Exit Summary should be designed to:
• Assist the student in establishing eligibility for reasonable accommodations and supports in postsecondary settings, the workplace, and the community, and
• Aid the student in accessing adult services as appropriate.
• Better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life.

When completing the Recommendations/Next Steps section, consider the following:
• Adult agencies and individuals supportive of the student that may have a role in supporting student achievement of post-school goals (e.g., Office for People with Developmental Disabilities and Adult Career and Continuing Education Services - Vocational Rehabilitation).
• Provide specific contact information for individuals and agencies if available.


April 2017 - Memo from James DeLorenzo
WHAT IS THE STUDENT EXIT SUMMARY AND WHO SHOULD COMPLETE IT?

- A SUMMARY OF THE STUDENT’S ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE, WHICH MUST INCLUDE RECOMMENDATIONS ON HOW TO ASSIST THE STUDENT IN MEETING HIS OR HER POSTSECONDARY GOALS.

- THE STUDENT EXIT SUMMARY SHOULD BE COMPLETED THROUGH A TEAM PROCESS THAT INCLUDES THE STUDENT, FAMILY, AND A NUMBER OF SCHOOL PERSONNEL, INCLUDING THE SPECIAL EDUCATION TEACHER, GENERAL EDUCATION TEACHER, GUIDANCE COUNSELOR, SCHOOL PSYCHOLOGIST AND/OR RELATED SERVICES PERSONNEL WHO KNOW THE STUDENT BEST. IF APPROPRIATE, ADULT AGENCY PERSONNEL SHOULD BE INCLUDED IN DISCUSSIONS.

WHAT WE HAVE LEARNED

- EACH SCHOOL IS ITS OWN COMMUNITY
- KNOW WHO THE PLAYERS ARE AND HOW TO CONNECT
- FIND YOUR CHAMPIONS TO BUILD A COLLABORATIVE TEAM
- FIND THE SCHOOL’S STRENGTHS AND NEEDS FOR BOTH STUDENTS, FAMILIES AND STAFF
- DON’T ASSUME
- THIS IS A TWO WAY STREET

COMING TOGETHER IS A BEGINNING; KEEPING TOGETHER IS PROGRESS; WORKING TOGETHER IS SUCCESS.

- Henry Ford
INDIVIDUALLY, WE ARE ONE DROP.
TOGETHER, WE ARE AN OCEAN

RYUNOSUKE SATOBO
CONTACT INFORMATION

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