

“CREATING CONNECTIONS FOR STUDENT SUCCESS”

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**WHAT IS THE ROLE OF THE RVR-CES  
AND HOW CAN WE ASSIST SCHOOLS?**

REGIONAL VOCATIONAL REHABILITATION - COMMUNITY EMPLOYMENT SPECIALIST

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

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**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.

<http://www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm>

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### WHY COLLABORATE?

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

<http://www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm>

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FROM COMPLIANCE TO QUALITY




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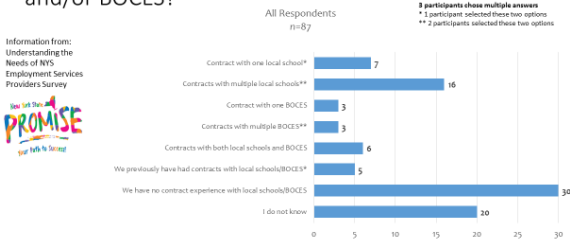
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### Do you have individual contracts with local schools and/or BOCES?



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**TOOLS AND STRATEGIES FOR SCHOOL/AGENCY COLLABORATION**

TOOLS/STRATEGIES

CUSTOMER

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### 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-IC/CRESOURCE/Q2/P04/#CONTENT](https://iris.peabody.vanderbilt.edu/module/tran-ic/cresource/q2/p04/#content)

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### COMMUNITY OFFICE



- SHARED SPACE
- SCHEDULE
- COMMUNICATION WITHIN THE SCHOOL

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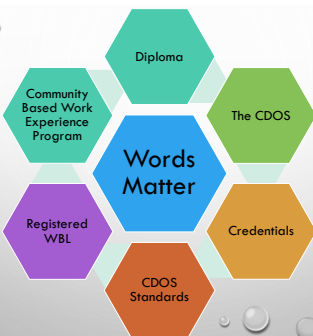
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## Regents 4+1 Multiple Pathways

1 English Regents 1 Math Regents* 1 Science Regents* 1 Social Studies*	Score of 65+	<b>+ 1</b>
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Student Must EARN 22 Credits to graduate

Humanities Pathway	STEM Pathway	Language Other Than English	Arts Pathway	CTE Pathway	CDOS Pathway
Second social studies exam or Department Approved Alternative	Second math or science exam or Department Approved Alternative	Completion of foreign language Sequence and Department Approved Pathway Exam	Completion of Arts Sequence and Department Approved Pathway Exam	Completion of State-Approved Career and Technical Education program and assessment	Complete the Requirements for Option I or Option II of the Career Development and Occupational Studies Commencement Credential

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### 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

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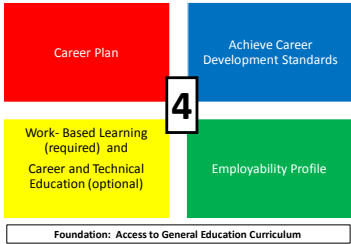
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### How does a student earn a CDOS Credential? (\*\*Option 1\*\*)




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### 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.**

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### WHAT WE HAVE LEARNED

- EACH SCHOOL IS IT'S OWN COMMUNITY
- KNOW WHO THE PLAYERS ARE AND HOW TO CONNECT
- FIND YOUR CHAMPIONS TO BUILD A COLLABORATIVE TEAM
- FIND THE SCHOOLS STRENGTHS AND NEEDS FOR BOTH STUDENTS, FAMILIES AND STAFF
- DONT ASSUME
- THIS IS A TWO WAY STREET




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

- Henry Ford

ProGood.me

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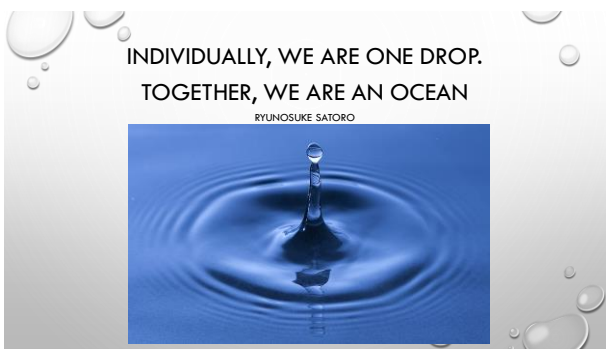
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**CONTACT INFORMATION**

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