

MTP Project Year 1 Successes and Obstacles to Success

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**Model Transition Program
Mid-Hudson Regional Symposium
June 4, 2008 - VESID Mid-Hudson District Office, Poughkeepsie NY
September 12, 2008 – Dutchess BOCES, Poughkeepsie NY**

BEST LESSONS LEARNED

Arlington H.S. (Mary Franek)

- Expanded their population focus, new emphasis on students with mental health issues
- Created a template for staff developing transition IEP; grade level specific activities (i.e. 9th grade students use Career Zone). The four years of activities culminate in the meeting with VESID.
- “In-House Systemic Change”: special education teaching staff invited to meetings with students and VESID counselors
- Participated in Strength Based Transition Planning w/ Transition Coordination Staff: the training consisted of 1 student, 1 teacher, and 2 teacher observers. This format allowed for three teachers to be trained in each session with limited sub coverage required. Found it valuable to see it done live and how the conversations work.
- Added transition template to IEP Direct, as well as including a rough draft of the Strength Based transition plan to new IEPs.
- Increased staff “buy-in” to the transition process
- Anderson School has provided Teen Club and parent training
- Summer:
 - Dutchess Community College- 1 credit college readiness course including placement test, 10-15 students attending, MTP pays tuition, fees & books; 2 credit course in personal management for fall semester afterschool 2 days/week with school providing transportation
 - YSSE providing a 5 week soft skills program for students, goal is for students to apply for part time jobs in fall;

Newburgh (Claudette Gerald, Hasina Grice)

- Student field trips to colleges (i.e. Culinary Institute); school provides transportation for visits and programs
- Dreambuilders Club: student led club; focus on rights and advocacy
- Staff focus this year has been on 11th/12th grade students;
- Increase in staff participation

- Focused efforts on Exit Summaries
- Increased student participation in meetings
- Transition coordinators very involved, including conducting home visits for follow-up on meetings and/or paperwork
- IEP/transition planning meetings held in the evening to accommodate parents; 25-50 parents per session at information meetings; Parents very interested in the services that are available to students
- Hired a transition assistant to complete paperwork associated with the grant requirements
- Helped students with job placement
- Summer:
 - Summer program being held at the high school building, meet 5 days/week for 5 weeks
 - Serving 20 students, had many more apply
 - Purchased curriculum that focuses on skills for students that have difficulty getting a job; job readiness activities
 - Partner with St. Mary's College

Ulster BOCES (Meryl Curry, Rose Quinn)

- Beginning of the years focused on VESID referrals; 100 submitted this year, 60-70 ready to go for the fall
- Held two transition fairs this year; fall fair focused on agencies from around the county (good parent attendance); Moving Forward event in the spring
- Using the Career Cruising program, allows students to complete skills assessments, create portfolio, research jobs; helps students locate websites for colleges and training; portfolio allows the students to keep track of all their activities; students can access portfolio even after they graduate
- High parent involvement this year
- Creating binders for each student with all of their documentation as well as how to access services for them to use after graduation (plan to give to parents/students at end of year)
- Summer:
 - 15 students participating in summer programming at ARC Pilot
 - Focus on students w/ MR, ED, Aspersers classifications that have 12 month programming
 - Half-day sessions, 5 days/week

Highland/Marlboro (Mike Milliman)

- Two classes started at each school: Transition 1 for students in 9th/10th grade (10-12 students/class) and Transition 2 for 11th/12th grade (18-20 students/ class; teachers are paid by the districts; curriculum was developed last summer, each school implemented this year and will work on refining and finalizing the curriculum this summer; students receive credit for the course (Highland 1 credit for Transition 1 and 1 credit for Transition 2, Marlboro ½ credit/ semester for Transition 1 and ½ credit for year Transition 2 on A/B day schedule); next year will be open to special education and non-disabled students
- Students participate in community job fair activities

Kingston (Shannon Goodrich)

- Students developed a video on transition
- Ongoing workshops and classes for students on transition issues
- Students participate in college awareness activities and college field trips
- Good relationship with partners
- Offer internships for students
- Transition Information series well attended
- Grant has allowed them to expand their transition services

OBSTACLES

- Time was an issue in getting summer programming in place for summer '08
- Improve communication between the Home School and BOCES
- Lack of uniformity in VESID Counselors' responses
- Difficult to engage parents in a significant manner
- Lack of employment opportunities in the community
- BOCES does not have access to students for a full day; limiting their time for programming
- Need greater access to both general and special education classes

**Model Transition Program
Downstate Regional Symposium
September 22, 2008
8:00-4:00**

BEST LESSONS LEARNED

Manhattan School for Career Development

- Transaction Plan – develop very student specific plan; shared among agencies and interface with IPE
- Success in collaboration with a agencies
- Working on combining curriculums
- 182 students that are MTP-100 of them referred to VESID
- 40 students got jobs, 5 went to college, 3 went to post secondary education
- Their transaction plan is updated on a regular basis which is carried beyond the school experience. Their teachers are responsible for updating this-they will collaborate with liaisons and agencies
- Vinet scripts done by students; show different ways of sharing their MTP experience
- College bookstore

Manhattan Occupational Training Center

- Historically day hab program, MTP grant changed look and feel of the school and how to look at students
- 54 referrals sent to VESID-32 got accepted
- Monthly meetings with VESID
- Students are getting hooked into the VESID process
- Job Development Training
- OMRDD-Bringing them into the monthly meeting to get people to understand more of who they are
- Parent involvement-Getting parents to accept the students independence in general; need to be involved in school internships and community programs
- Parents & staff – a major change in looking at the whole system
- New Principal started an academy when students come through the school- will act like a work site program

Brooklyn School for Career Development

- Counselor-meeting monthly with VESID, community, agencies, students, parents
- Have reached out to PTA
- Have 15 work sites in which 100 students are out working
- After school program supported by MTP has been fantastic. Programs include- vocational shops, cosmetology, retail, fashion shows, parent literary classes, culinary arts, TV and radio
- WAVE – Work, Achieve, Value, Education

- Staff Development day this year will focus on anger management-will fill up very quickly
- Have been working closely with VESID-touched 198 kids (Did not do TID for 198 students)
- Planning for 2 transition fairs with over 50 vendors; one in the afternoon and one in the evening, first one is November 6, 2008

High School for Career Enterprise

- They have 5 different high schools that work together
- Career/College Search
 - Resume writing
 - Computer classes-end of each course most will earn a certificate
- Career Workshops
- Leadership partner with many agencies around the area
 - Woodhall Hospital
 - Lead Fidelity- competitions with different schools-one students 10 minute play was performed on Broadway
 - Dance Universal- free lessons given to students
 - DMV-Give permit test to students right at the school
 - NOAH – New Opportunities at Hoska
 - Metropolitan Opera – students serve as interns; conduct professional development
- Working on Level 2 Vocational Assessments
- UB Student workshops
- VESID has come to sites and done intakes right there
- Summer Program
 - Written into their MTP grant
 - Elective credits for summer courses
 - Available to all students-can have 10 or 12 month IEP's
 - English or Math workshops
 - Learned how to write resumes, cover letters, writing checks, balancing check books
 - Offered a computer course
 - Theatre Tech course
 - Trips as incentives to participate in program – individualized support provided; Pratt Institute, MOMA, City Tech College
 - By the end of the summer program Gen Ed students asked to participate in program
 - Started right when school ended until August 7th
 - Served 60 students
 - Each place they had to either interview someone, or analyze something they learned
 - Went out to dinner to teach students proper dinner manners

Sheepshead Bay

- Created an office environment

- Set up an office for students
 - Teach students proper work behavior
 - Taught students how to work copy machines
 - Filing
 - Laptops
 - Had 2 groups-30 students
 - Opened office environment up to Sophomores and Juniors-later on in the year seniors
 - Learned a lot of skills working in the office setting
 - IEP skills-Chris came in to teach these-many didn't like to see their IEP's
 - Resume writing
- WOW-World of Work Center-whoever wants to come to work with the students on transition
- Transition Night-(Open School Night)-Parent involvement wasn't good
- Junior Achievement-Students are going to elementary schools and giving lessons to elementary students
- Occupational Studies – students work in different departments throughout school
- Expanding for elective credit in PathMark
- Have a part time paraprofessional meeting with individuals about budgeting and money
- Part time paraprofessional does SSD education with College board

Lexington School for the Deaf

- Started Late-started with all senior VESID students
 - Registered students with VESID-wanted there students to be ready when they graduated
 - They did early registration for Juniors-so they can talk with VESID for placements-they wanted to register their students as soon and early as possible so VESID has plenty of time
- 4 Workshops for students, parents
 - VESID 101-Great success, most parents showed up
 - Financial Aide- had problems with parents showing up-15 showed up out of 160
 - OMRDD-Parent to Parent-good parent turn out
 - Exploring Your Children's Future- what kind of diploma your child will receive, reading & writing levels, achievement at Lexington
 - All workshops were taped and will be produced in Oct or Nov
- Transportation Service in 5 Burroughs, provide snacks and babysitting service

Yonkers

- Parent Education Workshop
 - Working really hard to get parents involved
 - Have bus that will pick them up, provide dinner

- Don't feel it's working to extent we hoped-still not getting enough parent participation
- Parent Counselor meetings-
 - Trying to get parents to work together
- Job Club
 - Working after school with students
 - Work Skills
 - Resume Writing
- College Trips-
 - Visiting local colleges for students to learn what is available to them

New Rochelle

- Planning Transition Fair-
 - Scheduled for Oct 29th
 - 25+ agencies will be present
 - Keynote – Eye to Eye
 - UB will come and present at 4 different breakout sessions
- Hired a college professor from Monroe College
 - Teaches students about health related field
 - CPR, First Aide, and other health related courses
 - Students receive a certificate and 1 college credit
 - 2 days a week then a supervised internship
 - Acts as though there in the college setting to see what its like
- Culinary School
 - Half day at local restaurants
 - Students learn how to cook
- Trained Parent Advocates
 - 3 parents hired to advocate 3-5 students throughout transition year- graduate with high school diploma, college placement; very active mentors for other parents; very active in SEPTA
- Transition Workshop Series
 - Real world connections meets Monday & Friday at Lunch
- Training for Special Education Teachers
- Job Skills development for IEP job skills
- Schedule to have UB Trainer Helene Fallon develop monthly SEPTA meetings

Mt. Vernon

- Transition Workshop Series
 - Real world connections meets Monday & Friday at Lunch
- Training for Special Education Teachers
- Job Skills development for IEP job skills
- Schedule to have UB Trainer Helene Fallon develop monthly SEPTA meetings

Greenburgh

- 3 Campuses – System change for school

- 2 residential programs; incorporate cottage & school work for 1 Student = 1 Goal; communication, communication, communication
- Using MTP for an IEP process
 - Having MTP come in to help parents/students realize what an IEP is rather than just seeing it as a big document
 - Strength based approach
- Rely heavily on partners
- Enhance Your Chance – Consulting Agency – assess environment
- Westchester Disabled on the Move
- Junior Achievement
 - Working with Junior Achievement to help students with internships/work
- Hudson Valley Transition Site
 - Has a post secondary Readiness Rubric-“Is my kid ready?”
 - UB will be printing this
- VESID is not always the answer
 - There are many other agencies out there to refer students to

Southern Westchester BOCES

- Portfolios
 - Developing portfolios for students to use after HS
- Internship Development
 - Students are getting credits for participating in internships
- Linking students to other agencies/organizations to help advocate for themselves
- Increase quality and number of referrals to VESID

Rockland BOCES

- Over 250 students and 60 referred to VESID
- IEP – kids involved depending on their needs
- Career Exploration Awareness
 - Offering this to students to help them have work base experience
 - Offering Internships
- Self Determination and Self Advocacy
 - Someone will be coming in to train students on the importance of these
- Workforce Prep
 - Resume Writing
 - Job Soft Skills
- UB trainings
 - This year they will be getting all 12 UB trainings in for students/parents/teacher
- Advisor Counselor
 - For Parents/Students 4 times a year
- Transition Liaison team
 - Meeting monthly to talk about transition
- Cornell Cooperative Extension- Environmental Career, Retail course

Lakeland

- Vocational Assessment
 - Working with Juniors and Seniors
 - Learned it was better to start in their sophomore year of HS
 - Individual meeting with assessors
 - Increase social worker time
- Job Developer
 - This person goes out and finds internships and jobs for students
- SEPTA-Special Association for Parents very successful
- Job Readiness
 - Soft Skills for students
- Community Work
 - Working with guidance counselors to find out the right time for students to go out and do community work
- Chamber of Commerce

Mount Pleasant Cottage

- Job Opportunities
 - Started with ground jobs than went into community jobs such as day care, grocery stores, retail stores
 - Built 2 Green Houses-planted tons of stuff
 - Cosmetology Building-Students working with cosmetologists
 - CTI culinary program
 - Expanded job opportunities for kids
 - Summer internships
- Curriculum
 - Hired 2 vocational counselors built a month by month curriculum to go into classes and teach students their curriculum
 - Speech & Language teachers involved
 - 45-50 certified applications out of 100
 - Portfolios

Longwood

- 600 Special ed students, doing case management of whole program; Longwood is the hub; grant helped refer 80 students
- Job Developer
 - Creating data base
 - Going to BOCES to talk with students to see what they need to do to get students to stay in the programs
- Boy Scout of America Explorers Group
 - Great Speaker – learning for life
- Sunshine Prevention Center
 - Counsels students
 - Excellent for students to talk to a counselor
 - Deals with drug, alcohol, emotional problems
- Partnered with Suffolk Community College

- Helped students get scholarships
- SILO – talk to kids about advocacy
- Department of Labor
 - Reached out to students for summer employment
 - Had 5 students working over the summer-want to reach out to more

Riverhead

- Funded a full time transition coordinator
 - Linked in so many ways to parents/teachers/students
 - Helped teachers understand what their responsibilities were with transition
 - How to express transition in IEP's
 - Were able to help students understand the IEP process
- Reworked their curriculum writing
- Partnered with cradle to grave agency
 - Lost touch with goals for students this is why they partnered with Mary Haven- more effective job development and job coaching; really successful for a small number of kids, looking to increase this number
 - Meeting with parents 1:1
- Parent Workshops
 - UB came in to do VESID 101
 - 50 students/parents came to this
- Indicator 13
 - Successful this year
 - Next year will be doing Indicator 14 so parents feel they are apart of the process

Nassau BOCES

- Getting to know all the schools
 - 56 School districts-5 high schools
- Resources within the community
 - VESID-worked with VESID to create a PowerPoint for students to understand this process
 - Meeting with seniors at VESID to start implementation – went to high schools and selected key people
 - A lot of product development
 - UB
- Parent Brochure
 - What's next for our Kid? Help parents understand resources that their child should get
- Portfolios
- Open Houses
 - Working on participating at all open houses to get as much information across to parents as possible
- Parent Hotline-
 - Red Telephone-parents call this phone with any questions they have on transition
 - Will receive a phone call back within 48 hours

- Career Fair
 - 22 Businesses participated
 - 173 students attended-many got jobs out of it
- Permit Classes
 - Great success
 - By the 3rd week students wanted to be in the class that were non MTP students
- Overnight college planning
- Internships
- Soft Skills
 - Resume writing
 - Taught students how to keep jobs, get along with others, accept direction
- Meetings
 - Meeting every other month with all the schools to keep in touch
- Career Scopes-Assessments
 - Vocational Rehab meets with the students

VESID

- Everyone has great energy and has done great things with the students
- Growing pains
- Good Referral material
 - Need as much background information as possible when you send them the referrals
 - You need to tell them the students strengths and direction so they know what the best step is for the student
 - Share with them any internships/jobs the students have done, with results and evaluations from these-it will help them out a lot
 - Have a check list so you can go through it before you send in referral
 - Use VESID as a referral resource-call them and ask questions before sending stuff
- If you have someone how cannot legally work in the United States you need to start process for them to be able to work right away
 - SSI application
- Monthly meetings
 - Great thing to do so everyone is on the same page
- Make sure students know the different between IEP and IPE
- Put dollars aside for psychological evaluation
- Keep communication/collaboration open
- VESID looking at employment approach, not academic like high school
- All referrals done on a case by case basis

OBSTACLES

- Starting Late
- Develop career around students interests
- Sustainability after MTP grant
- In NYC evaluations need to be done outside of school, families not cooperative

- Department of Education will not do a psych for VESID
- OMRDD will never take a student without an IQ number
- Agencies in system do not talk to each other regarding testing & eligibility
- Student behavior
- More soft skills training
- VESID Referrals
 - Students following through with VESID
- Reaching Families – geographic problem, not local, 90% from NYC, Albany
- Combine meetings with clinical staff and school staff
- Better Transition to College
- Better structure of summer programs
- New behavior training for all staff – internal obstacles
- Access to records for 3rd party districts
- Do better student centered planning – make unknown known, get out there, don't hide; as a school work together
- Parent Involvement
 - Parent Trainings
- Data Entry is challenging
- Tracking forms more tapered to needs of students; track and integrate into system
- Staff Turnover-new administration
- Working with VESID for them to pay for books for students
- Getting information
 - New Psychological, reports, etc
 - Keeping track of these reports
- Ask, Ask, Ask
- Career Zone-how to integrate into VESID
- Student behaviors
 - Emotional disturbed students
 - Students dropping out
- Getting people to work harder
- Difficult getting students involved in after school activities
- Undocumented Students-Illegal Immigration, don't want to get parents/families involved in delicate process
- Community service volunteer jobs, but problem hiring our kid; would like businesses to come in and speak about the benefit in hiring kids with disabilities and possible tax incentives
- Internships-Students get plenty of internships and community service but they can't get those companies to hire their students.
 - Need someone to go and talk to employers on the benefits of hiring a person with a disability
 - VESID has a work try out where VESID gives the employer a month's salary for hiring a student with a disability. It is designed for employers to look and watch that students work ethic and make a decision if they really want to hire this person without spending their money
- Getting students on track to graduate

- Transportation of students to fieldtrips/work sites/ internships
- Getting students to open mail
- Realizing college is not a choice
- Try to reach as many kids as possible
- How do we move along learning goals faster
- We were not doing what we needed to do – Transition is very valuable
- Don't rely on one person in school
- Realize self determination is greatest gift for students; only 10% response rate
- Provide more services so student knows what to do once grant runs out
- Get all staff on board to understand transition and what is at stake for students
- How to infuse transition into classrooms, instead of pulling students out
- Students make and defend a plan
- How to keep a job
- Schools don't know questions VESID will ask, is it possible to get them ahead of time to prepare student

**Model Transition Program
Central Regional Symposium
September 15, 2008**

BEST LESSONS LEARNED

VESID

- Good coordination
- 15% increase in referrals for area that includes Ithaca and Lansing
- Counselors are enthusiastic
- Referral process is becoming more thorough in follow-thru
- In January, outside intake help will be brought in, which will free up counselor time
- Schools are changing; postsecondary perceptions
- Bridging the gap between schools and VESID

OCM –*SES differs within the project; BOCES programs look very different from the school based programs (Westhill/Marcellus); BOCES project focuses on full-time students from 26 districts*

- Communication, creativity/creative materials
- Working with assessment and adult programming
- 250% increase in referrals in the Southern Tier
- More complete applications
- Overview PowerPoint for new teachers and administrators
- Advisory Board that includes community partners and employers, state organizations, schools, students, parents, and staff: meetings focus on successful transition practices and have included a video of student/parent/teacher involved in the process, and exploration of self advocacy, early intervention, collaboration, and employment
- Staff development aimed at developing a culture of transition; working on language differences
- Programming emphasis on transition planning, World of Work workshops, vocational evaluation, post secondary education preparation, and work experience activities
- Staff planning to write transition plans and meet with students/parents annually
- Starting a portfolio program
- Career awareness/assessments
- Fairs
- Emphasis on contributing to what is already in place, expanding on job shadowing and work experiences
- Piloting a career curriculum involving career exploration and awareness
- Increase in community outreach and speaking with agencies
- Development of many presentations

Lansing – 200 students with IEP's and 504's served in five districts; rural; college attendance varies by district; five districts

- Improving relationships and processing between VESID and the projects
- Self-sustainability is at forefront of thoughts
- Focus during the past year on seniors and Level 1 assessments
- Developing relationships with community partners
- Trainings for teachers regarding how to provide Level 1 assessments
- Assisting teachers with seeing how transition connects with IEPs, especially identifying strengths
- Service Fairs with agencies in all districts
- Mini self-determination program
- Trumansburg has a good work-based learning program with adaptive equipment and a data system to collect information; would like to extend this to other districts
- Internships: individual, not for credit, 1 week to 3 months; opportunity for career exploration and to network, might lead to a job, career exploration
- Career exploration/job readiness summer workshops and classes during the year
- Quarterly newsletter
- Connecting district website with links related to transition
- Advisory committee using goals from mission statement
- Planning a Green Collar Fair for upcoming year

Ithaca – school has 7,000 students; diverse population including upper middle class, a city minority population, and a rural poor population; 20% of secondary students have an IEP or 504 plan

- Made 40 referrals, which was 3 or 4 times the number in the past
- Information between the program and VESID has improved with MTP; more seamless process; meetings held in Jim's office, which he attends
- Summer vocational program
- Internships for credit
- Regents test preparation assistance
- Brochure, newsletter, work plan handed out
- Open house participation
- Building relationships with partners
- College visits
- College preparation course for seniors spring of 2009 for credit
- Trainings for teachers on changes in IEP facilitated by Jim and CSE Chair
- Resource curriculum developed for resource room
- Portfolio folder started in 7th/8th grades with Level One assessments included; updated annually; included guided interview, dreams, strengths, weaknesses...
- Summer Transition Program for career exploration, job acquisition, and transition issues; 6 weeks/100 hours course; transportation provided
- Tutoring paid for students through the program

Cortland -220 students, 35 graduating this year; numbers drop by senior year as some drop out and some are declassified

- Murray Center is part of MTP team
- More signed consents for agency to work with students have been obtained already this year
- Disability Mentoring Day – students spend two hours at a job site, with a donated lunch
- Drivers Permit Classes
- Information on preparing for college, living on your own, agency awareness
- Career Fair in June - included fashion show of both appropriate and inappropriate choices
- Working on developing portfolios; seniors are already working on these for English; assisting younger students will help them have a head start
- One of the team members is working on a Work Readiness Credential; she will be working with business chamber on work readiness and workshops
- Students are creating a webpage

OBSTACLES

- Quality of consumers for VESID – preparation of students and materials
- Assisting non-MTP schools with becoming aware of what is happening through MTP projects
- Staffing issues – more counselors needed
- Need to change mind set of school personnel and parents
- Connecting with employers for job shadowing/connecting with community
- Consistently getting MTP programming through districts; sometimes difficult to get into the districts; Districts need to request
- How do other BOCES with MTP projects work with non-MTP schools
- 250% increase in referrals in the Southern Tier; one VESID counselor retired
- Trying to get staff days for training
- Hard to get employers involved
- Getting students out of class for job experiences and workshops
- Institutional barriers
- Parent involvement
- Differences in different districts' focus of needs
- Difficult to get students and parents involved in Service Fairs
- Student/parent in after school events
- Original RFP was weak in vision for budget, support staff
- Summer workshop succeeded in attendance at only one school district (had been planned for more)
- Continuity in sharing information/events/progress
- Tendency toward recreating wheels
- Transportation and budget issues
- Moving into the private sector and fostering relationships

- Vocational aspect has not yet caught up in the middle school programming
- Schools and agencies live in different worlds; schools are safe, forgiving, not profit oriented – businesses are different; student awareness needs to be raised
- Need for more preparation related to soft skills
- Tompkins has a low unemployment rate, which makes it more difficult to find job opportunities
- Drop out rates are a problem; linked with NYS testing; students must take 11 tests to graduate; tutoring program helps students catch up; individual contact seems to make a difference
- Obtaining agency consents to work with students, limiting opportunities to work with students
- Ownership by schools; need for more marketing
- Hard to get people to career fair
- Parent involvement
- Gaining consents for portfolios
- Lack of ownership by school – more marketing needed to raise awareness
- Need to improve relationships with school counselors
 - Suggestions from group on this item:
 - Be part of jr/sr conferences to speak to transition piece
 - Progression of school/MTP relationship influences (such as René being housed in same area of school and attending joint meetings)
 - Providing things/events to make school counselor's job easier, such as career fairs
 - Bring awareness of /clarify MTP
- Sustainability
- Transportation
- Parent involvement
- Getting schools invested; engaging administration and parents
- Connecting work experiences while taking classes
- Stigma with agencies and VESID
- Making systems changes, consistent implementation
- Portfolios
- Developing relationships
- Getting others to buy into the process/programs
- TID management, entry of data, point of data, validity of data, seeing data
- Educating schools about VESID services
- Need to schools to be flexible to include training

**Model Transition Program
Albany Regional Symposium
October 2, 2008
6:00pm- 9:00pm**

BEST LESSONS LEARNED

Glens Falls

- Reached out to community and received great support
- Pushing in Transition Curriculum into the English classes with special emphasis for target group
- Inviting college professors into classes to teach English writing and college expectations
- Created summer programs- Great Escape Park, school provides coaching and transportation through MTP, Great Escape pays wages.
- Bringing more information to parents in workshop format
- UB training and collaboration
- 400 targeted students with afterschool programs
- Life skills curriculum in 15:1 setting
- Afterschool job coaching
- ILC coming in and talking with students afterschool- reality check

Shenendehowa

- Creating Transition Advisory Meetings
- Many trainings for students and staff
- Benefits counseling
- Job development and coaching through 4 different agencies
- Because of positive feedback from partner providers, additional calls from other providers want to be a part of things
- 78% of students left school with paid employment
- Starting up Summer Programs
- Hired transition psychologist
- Added service providers
- Coffee House training through ILC to students

Hamilton-Fulton- Montgomery BOCES

- Transition night – 100 families- food service provided by target students- Parents and students very engaged
- Best VESID office
- Working together- great collaboration

Northeast Parent

- They are an all Special Education School with Residential Program
- The focus on getting kids work experience
- Have a lot of technology
- Students are building a shed, working in a greenhouse, restoring a car, and kids film TV show on campus
- Students love hands on work
- Summer Work Program- 4 hours a day, school pays and provides transportation- partnered with Schenectady job training to do this
- Afterschool work- 10 week internships paid by school
- More information out to Middle School students

North Colonie

- Developed many activities for students
- Held a Transition Fair through MTP
- Collaboration- sharing with partners
- Regular Transition Meetings with parents
- Job Coaching training for Aides through Hudson Valley Community College
- Scheduling authentic college exposure
- Went from 16 VESID eligible to 70 students eligible
- Quality if VESID referrals are better
- Support from the Board of Education- report to and update the Board in hopes of sustainability
- Curriculum development over the summer- created mini lessons
- Transition Advisory Committee- getting OMH to the table
- Partners have worked well in collaboration and would like to continue working relationships

East Greenbush

- Mixture of Rural and suburban setting which has been a benefit
- Incorporated driving programs with grant
- Driving lessons 1 hour a day afterschool
- On-line permit test in classroom
- Sandy Sweet is fabulous- point person for VESID applications
- Coordination of services
- Have over 20 sights for job coaching
- District is supportive with transportation and transition
- Transition brochure for parents
- 2 job counselors
- Incorporating Aspergers students into programs including the driving program

Guilderland/Capital Region BOCES

- Grant allowed to expand and enhance

- Working in transition for over 10 years many systems in place
- Transition Thursdays for Parents across 3 districts
- A work and college bound focus
- Used grant money to write pre- college curriculum throughout the year— rolling it out this year for credit in the Junior Year
- Increased VESID referrals
- Dedicated professionals

Kim Massaro and Eric Bright, Eastern New York Transition Site Coordinators

- In awe of what people are doing
- This is all about relationships and people connecting
- Start thinking about where this stuff goes
- Continue to share
- Would like a whole day to share and bring together NC and Albany

VESID

- We are all looking at sustainability
- The federal program will come to an end at some point
- Looking at asking the state to pick up initiative
- Looking at gathering support to bring to legislation
- Sees one way to reach sustainability is through sharing and using ideas
- Cant stay focused on money- need to move forward and find other avenues
- When you see a crack fill it with transition
- Referrals should include short, clear information to move cases along
- Not all students need VESID
- Look to add value to transition for all
- Looking into in the future- electronic transfer of information
- VESID will continue to meet with projects individually
- VESID is still discussing what is an application
- Make sure everyone submits expenditure reports
- Central office dedicated mailbox checked by Nancy- mtp@mail.nysed.gov
- Cornell website is up to speed
- Goal is to replicate all good models so they can be shared across the state
- Cornell needs information on projects
- VESID will continue to work with Cornell to make sure information is sent back in a clear and way
- Big picture is happening- can see evidence that community and schools are working together to create coordinated sets of activities for students

OBSTACLES

- Trying to convince teachers and administration this concept of transition is for all students
- Communication with all the people involved/teachers
- The process of starting up summer programs
- Documentation is a challenge- making sure you have everything down
- Eligibility for programs
- Reaching kids that may fall through the cracks
- Needs access to data from Cornell
- An easier recording system
- No public transportation
- Getting students out working afterschool and on weekends
- Covering 5 schools with only 3 staff members
- Getting Administration on board
- Summer Programs were a struggle because of parents not assisting with transportation
- Working on a parent plan
- Working to get kids more engaged
- TID documentation is time consuming
- Parent involvement
- Teachers and administration to understand we are all a part of transition
- Need to start earlier- in Middle school
- Explore what jobs are actually out there
- Lack of consistent information- paying kids through the grant
- District office concerned about setting up contracts with providers
- How to sustain this work
- What will we use as a funding source when grant is over
- Communication with General Education Teachers
- Keep Transition Coordinator when grant ends
- Develop curriculum for soft skills for students with an IEP
- Clarification on who districts can work with through this grant- OMRDD, OMH
- Need more community based work experience for those not getting a diploma
- Academic requirements balanced with job experience
- Increased VESID referrals not moving in the VESID office
- Is all the data asked to be put in relevant to the grant
- Time spent on input of data instead of contact time with students
- TID system not user friendly
- Projects would like to see own TID data
- Would like real time access to data
- Electronic transfer of information to VESID would be more efficient
- Different paperwork coming out of all district offices
- Format of IEP and IPE should align
- Looking for student access for VESID application

- Acceptance of electronic signature
- Amount of time it takes to receive budget reimbursements

**Model Transition Program
North Country Regional Symposium
September 30, 2008
6:00pm- 9:00pm**

BEST LESSONS LEARNED

Franklin- Hamilton- Essex BOCES

- Single point of contact makes better transition for both sides
- Career Links Project
- Capturing more kids with more complete evaluations and referrals
- Getting more buy in from schools—advertising in district about positive community experience and the concept of transition
- Was able to fund 4 students in summer programs with MTP funds who did not qualify otherwise
- Was able to have almost all seniors connected with VESID
- Having a Counselor on board was more productive
- Promoting more and better interaction with students
- Able to add North side students so they are making good connections with VESID
- Added experience with employers—Wal-Mart green jacket employer orientation
- About 60 students attended the Recipe Conference
- Gathered more information on transition and getting it to the Special education Teachers and school leaders
- Made connections with the Independent Living Center
- 9 students visited the Messina Independent Living Center and obtained working cards
- Keys Conference in spring to connect approx. 60 students to independence ideas and work.
- Focus numbers to 30 instead of 175(in original plan) to create more complete and prepared students—Focus efforts

OBSTACLES

- Each VESID counselor interprets paperwork differently
- Need follow up from VESID where referrals are in the process
- Grant writing was tedious
- Money was late coming in from the State
- Time Requirements for grant recipients but state not required to respond in the same timely manner
- Change in that money from year one could not roll over
- Need feedback to see how well they are doing-- Cornell
- Getting in district kids to participate
- Slow assessment process—needs adult norms
- Paperwork being lost by teachers
- Too much paperwork

**Model Transition Program
Southern Tier and Scio
Regional Symposium
September 12, 2008
8:30-2:30 pm**

BEST LESSONS LEARNED

Scio

- Increased # of referrals
- Connections with agencies, eye-opening for teachers
- VESID sitting in on more meetings
- Shadowing / field experiences that collaborate with BOCES, business
- All 200 students are in Career Zone
- Writing portfolio self- guide

Elmira

- Career Info Summer Workshop (see separate notes to use as model)
- Youth influencing adults—thinking outside the norms
- Collaborating with outside partners
- Introducing MTP to districts, parents/ teachers/students talking about MTP

GST (*a support group that includes GST BOCES, Corning-Painted Post, Bath, Alfred-Almond*)

- Getting administration on board (Board presentation)
- Creation of website, newsletters
- Summer Outreach Program
- Closer to sustainability
- Increased # and quality of referrals
- Increased partner involvement in TSG
- Planning ahead-conferences
- 3 Career Fairs held
- Growth in agency involvement
- Students on panels
- TSG (Transition Support Group) practices

Corning

- Job shadows and work experience

Bath

- Development of portfolios, parent/administrator involvement

Alfred-Almond

- 97% SWD graduated with Regents diploma, build group practices with GST

OBSTACLES

- Not enough time
- People to provide quality services
- Students with unrealistic, inappropriate goals
- Agencies' lack of capacity
- Attitudes: grant is frivolous, who is really entitled to funds, re-appropriation of funds
- Turnover in positions (i.e. VESID)
- Disconnect in calendars and vocabulary between schools and agencies
- Transportation
- Difficulty in setting up trainings from UB
- Districts are in an MTP by chance, not by passion or commitment to transition

**Model Transition Program
WNY Regional Symposium
September 12, 2008
8:30 – 2:30**

BEST LESSONS LEARNED

Williamsville

- Provided summer programs for non 12 month students
 - 2-3 week programs (Employment 101, College 101)
 - Provided full day transition training which ran Monday-Thursday 8-1
 - A total of 16 students for Employment 101 and 12 for College 101
 - Partnered with YES program and SEPSA program
 - Utilized metro bus to go on fieldtrips to local colleges and local businesses
 - Parents transported students to and from the program and each student brought their own lunch or lunch money
 - Sent out letters to all the teachers for referrals on which students should come to this program which then generated the list. Students were juniors/seniors
 - Next year, will have Employment 101 and 102 and 2 short sessions for College 101 program. Some of the information was just repeated but by different people

Lancaster

- Mentoring Program
 - Partnered with Youth Bureau
 - Had middle school teachers recommend drop outs of incoming freshman with disabilities
 - Identified students-paired them up with other students to discuss obstacles they are facing
 - Did a lot of group activities-had trouble with some students not “buying in” with it.
 - Focus next year to work with LD population
 - This was held during the school day-social gatherings were on weekend over break

Clarence

- Dedicated a room to look like a disability office in a college
 - 3 of the resource teachers were talking with graduated seniors and heard that they are not doing a good job getting kids ready for college
 - They do-resume development, CareerZone, 14 computers
 - There is always at least 1 Special Ed teacher in the room at all times
 - Students are able to utilize during study hall periods.
 - Students love it!
 - Students were able to be transported by the district 4 days a week for getting to work sites

Cheektowaga/Erie 1 BOCES

- VESID referrals
 - Turned in 123 referrals-90 eligible
 - Did a presentation for parents/students on how to fill out VESID applications-students were responsible for filling them out
 - Created a list of barriers for students so they could choose which one they felt they could put on the VESID referral
 - Worked in small groups to help students fill forms out
 - Scheduled during study halls, resource room time, or one on one presentations
 - Offered parents a presentation to understand more about VESID
 - Great success-got parents to sign papers right away
- College Camp
 - 32 students from all over WNY (21 from MTP grant schools)
 - Had mentors that were students with disabilities
 - Learned about assistive technology
 - Had discussion panels
 - Professor from UB came and gave a lecture on Western Civ-students had to take notes-some students realized they had note taking ones and realized they would have to advocate for themselves and request a scribe when they got to college.
 - Last day was a parent session with students present
- Job Club
 - Working on job skills in a 6-8 week session in resource rooms
 - YES presented how to dress for work
 - Some of the students actually got jobs
- Student Portfolios
 - Each year there going to do a transition folder and put activities they do throughout the year in that folder
 - At the end of each year they will go through folders and pick out stuff they want to transfer to next years folder
 - At the end of their senior year they will have a binder to take with them of stuff they did throughout their years in high school
- College Club
 - Great for student in Resource Rooms with limited time
 - Start student portfolios in a binder -also start a transition *folder*
 - At the end of each year move most important things into the folder. Leave rest in binder
 - Senior year student will have a nice resource in binder form
- Met with Junior Achievement
 - Great curriculum
 - Had A/B system so no to repeat
 - Housed at BOCES
 - To increase communication, sent individualized letter to parents for individual conferences

- Always invite parents to presentations – Personal contact is very important
- Dine & Discuss – Dinner with parents/Agency Fair
 - Work with teachers – have younger teachers help veteran teachers get on board.
 - Bring in someone unknown to student to do a mock interview
 - Have student fill out an application and have someone do an honest appraisal of it with the student. i.e. – wouldn't hire/and why; redo and correct, etc

West Seneca

- Teacher Trainings
 - Incorporated summer courses to help get teachers trained (teachers got paid through schools)
 - Biggest hit this summer was NAS-toured different places do they could learn about different services. This was for summer credits given by districts.
 - Teachers loved it-great feedback-want to do it again next year
- Parent Trainings
 - Had trainings on open house nights
 - Parent Network was there to teach parents about who/what they do
 - Went to Parent/Teacher Conferences-when parents had breaks in between conferences they were able to go and get information from vendors that were set up in the halls (Sasi, VESID, Erie 1 Stop, etc)
 - Chamber of Commerce provided child care
- Students
 - Starting a video of seniors talking to freshman on what to expect in school, etc-than they have an agreement with seniors to come back once they have started college and so they can tape them again telling freshman what to do different that they didn't do.
 - Having students (K-12) tour resource rooms and BOCES to let them see what comes next and relieve fear of the unknown.
 - 90 referrals – 75 accepted

Tonawanda

- Did a parent training through a contract with Parent Network
- 36 Referrals – 30 accepted
- Surveyed teachers/parents on what training they wanted for next year-that's how they scheduled there trainings
 - Many parents suggested trainings for during the day-going to try
- Made portfolios for the students
 - 3 sections in each binder
 - Section 1 includes: Job readiness, Work Related training, Honors/Rewards
 - Section 2 includes: To go packet- Resumes, any applications, IEP, (things they can just pull of at the Disability Office)
 - Section 3 includes: Personal Information

Frontier

- Connected with the WAY (Work Appreciation for Youth) program (students loved this program)
 - Want to start documenting what students are doing there
 - Once they fill out the form which will include the summary of their job descriptions they will put it into the students portfolio
 - Portfolios are a group effort. Parents will have a checklist to add SS card, working papers other personal information.
- Met with Junior Achievement
- Designed a brochure explaining the program
- WAY program-run through Baker Victory
 - Take referrals from agencies and have 12 work sites that are run by mentors that are knowledgeable in that work site
 - Students in their program run the cafeteria at baker victory, market stuff they make such as jewelry, organic foods, x-mas cards, etc

Erie 2 BOCES

- College Shadowing-went to different colleges around WNY
- GED Class
 - Half day Jamestown Community College prep/half day transition curriculum-program classes
- Education Associates-program on the computer which will provide students with an electronic portfolio
 - Training their counselors on how to use this program
- Speaker Doctor Ellen Arnold (Arncraft.com) talk to students on Self Advocacy
 - “Can I make it” for 11-12 graders
 - “Keys to Empowerment” for 9-10 graders
 - Very hard to get teachers to let their students out of class to come to this so they had to sell and market this program
 - Need a lot of planning time-make sure you have the correct amount of students and parents she requires-wasn’t as affective as it could have been if they had the correct amount of people
- Transition Advisor Committee Meetings-
 - Has been very effective
 - Held the last Thursday or every other month (UB presentation at every training)
- Career System Application-Helps students find jobs. Does a one time presentation on applications and resumes.
- Mentoring Program-Diane Vigrass will be coming in to train

Buffalo

- Utilized Cheektowaga’s college camp-Loved it!
- Transition Fair:
 - April 2nd at Parent Network-great turnout-had many parents come which was great
 - Drive and Go - toured different places so they could learn about different services

- Summer Program
 - Participated with YES program with 10-12 students (consortium of agencies)
 - Was held July 8-Aug 28 Tuesday, Wednesday, Thursday s
 - UB came to do Self Determination
 - Would do it again, went very well

Ken-Ton

- Career Exploration-Job placement-Took students out of Erie 1 BOCES and got them out in the “real world” to work with people/employers
 - Next Year start a whole program getting students prepared to do resumes, work portfolios, etc

OBSTACLES

- Started late
- Parent Involvement
- They have a big team in many different schools to get to all the trainings
- Lack of clarity on budget issues and rollover of funds
- Data Entry is challenging
- Staff Turnover
- VESID Referrals
- Getting yearly parental consent
- Communication-very hard-E-mails were being missed due to school firewalls so
- Business Office Challenges
- Teachers getting on board
- Waiting for approval on thing with-in district/VESID
- Job Coaching-schools have already been using job coaching for years and want things done certain ways
 - Student attendance at school
 - Teachers not being able to leave classroom for trainings
 - VESID is losing counselors due to budget cuts