



COLLEGE IS POSSIBLE

PARTNER MATERIALS -
GRADUATING WITH HIGH SCHOOL DIPLOMA
OCT 27

includenyc

CUNY Office of Student Inclusion Initiatives

Services for Students with Disabilities

CUNY Services for Students with Disabilities serves over 11,000 students across the university, ensuring equal access and opportunity for students with disabilities through innovative support programs. Each campus houses an Office of Disability Services, managed by a director who coordinates the provision of reasonable accommodations and support services for students. The Office of Disability Services also provides counseling and referrals, and arranges crucial auxiliary aids and services, including assistive technology services, note takers, readers, sign language interpreter services, priority registration, alternative testing arrangements and other accommodations as indicated.

Signature Initiatives



CUNY LEADS (Linking Employment, Academics & Disability Services) was established to facilitate successful academic and career outcomes for students with disabilities who are enrolled in CUNY programs. CUNY LEADS advisors are located on every campus to provide individualized career guidance and resources for students preparing to enter the workforce. CUNY LEADS Plus is an initiative launched on five campuses in Fall 2018 in partnership with and sponsored by ACCES-VR, designed to serve neurodiverse students who need extra support.



Project REACH (Resources and Education on Autism as CUNY's Hallmark) is a university-wide project funded by the FAR Fund, Project REACH enhances CUNY's capacity to support its growing population of students with autism spectrum disorders (ASD), and to provide training and resources to faculty and staff about students with ASD. Students participate in peer mentor and coaching programs which provide additional support on campus.



CUNY Unlimited is a meaningful credential program in development for students with intellectual disabilities as part of a federally funded TPSID (Transition and Postsecondary Programs for Students with Intellectual Disabilities) grant, in collaboration with the University of Rochester, AHRC NYC, the NYC Department of Education, and the JFK., Jr Institute for Worker Education. The credential will be offered to students participating in inclusive model demonstration programs at five CUNY campuses. Students in the program prepare for employment through participation in academic classes, work experiences, and co-curricular activities.

CUNY LEADS

Linking Employment, Academics, and Disability Services

Overview

CUNY LEADS is a unique individualized career development program empowering CUNY students with disabilities to acquire the skills and confidence to define their path and launch successful, fulfilling careers.

LEADS Advisors located on every CUNY campus provide career preparation services and resources for students preparing to enter the workforce, including:



Employer Connections

In addition to CUNY LEADS Advisors, each borough has a job developer who works to create relationships with employers in a variety of fields and can provide students with expanded opportunities for internships, jobs, networking events, and more.

CUNY LEADS alumni have earned internships and jobs at top companies and organizations around New York City.

To learn more and find your campus
LEADS Advisor, visit:
cuny.edu/leads



CUNY LEADS Plus

A Supported Higher Education Service Model in Partnership with ACCES/VR

Overview

This project, in association with ACCES-VR, will offer CUNY LEADS Plus, a new service model program for neurodiverse students at the City University of New York (CUNY). CUNY LEADS Plus will entail a more intensive level of services beyond CUNY LEADS for students who need a higher level of support in areas including soft skills, executive functioning, and other pre-employment competencies. Students work with a dedicated CUNY LEADS Plus Advisor through a work-readiness curriculum in both individual and group settings.

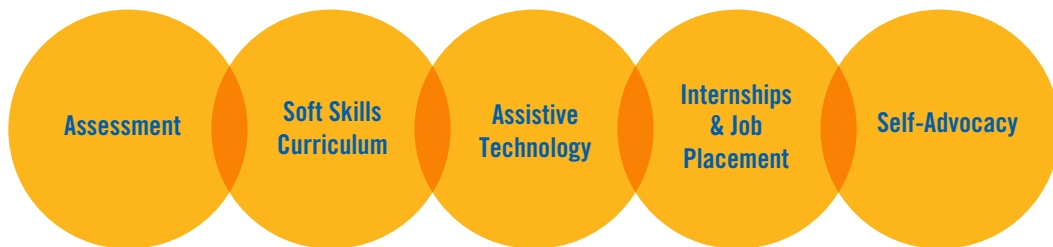
Grant Campuses



Fast Facts

- Neurodiversity frames autism spectrum disorder, psychological disabilities, learning disabilities, and other 'neurotypes' as part of the natural variation among higher education learners who may need more support preparing for employment
- Innovative model of major university joining with state rehabilitation agency to create a unique service that will assist a growing and under-served population in meeting their employment potential
- Students will proceed at their own pace through a curriculum with targets and measurable milestones, earning a CUNY LEADS Plus work readiness credential upon completing program requirements

Services



To learn more, contact the campus accessibility services office or ACCES-VR
cuny.edu/leads



Project REACH

Resources & Education on Autism as CUNY's Hallmark

Overview

Project REACH is a university-wide project funded by the FAR Fund created to enhance CUNY's capacity to support its growing population of college students with autism spectrum disorders (ASD) and to educate faculty and staff about students with ASD. At the core of CUNY's mission is to provide affordable and accessible higher education opportunities to all students, especially those who have historically not had access to higher education opportunities – like students on the autism spectrum.

| RISING ASD POPULATION AT CUNY | | |
|-------------------------------|------------------------|------------|
| Year | # of Reported Students | % Increase |
| 2012 | 229 | |
| 2013 | 360 | 57% |
| 2014 | 409 | 14% |
| 2015 | 504 | 23% |
| 2016 | 589 | 17% |
| 2017 | 663 | 13% |
| 2018 | 792 | 19% |
| 7-year Total Increase: 246% | | |



Campus Programs

Progressing Autism Spectrum Services

Improves the chances of success for students on the spectrum by providing specialized services and supports, as well as working with faculty to make syllabi more accessible.

Collaborative Autism Spectrum Program

Assesses and meets the demand of greater support services for students on the spectrum and the faculty and staff that interact with them.

Building Bridges Initiative

Provides academic, professional, social skills and self-advocacy training to autistic students through a carefully assessed mentorship program, as well as autism training to students and faculty to reduce stigma and increase awareness on campus.

Transition to College Support

Provides a combination of direct and consultative services, which are more specialized and extensive services than might otherwise be available.

Academic and Social Student Integration for Success Team

Provides resources and support to the growing population of students on the autism spectrum and integrates students in school activities.

REACH Success: Transportable Practices



cuny.edu/projectreach

Project REACH is supported by the FAR Fund



Project REACH

Introducing

CUNY Unlimited

A Credential Program for Students with Intellectual Disabilities

Overview

CUNY Unlimited is a credential program in development through a grant partnership with the University of Rochester, AHRC NYC, and the NYC Department of Education. Students currently enrolled in model demonstration programs at five CUNY campuses prepare for employment by participating in academic courses, co-curricular activities, and vocational experiences aligned with their interests.



Grant Campuses



Timeline

Phase 1 · Pre-Grant Pilots

Phase 2 · Credential Development

Phase 3 · CUNY Unlimited

2001-
2015

2001 · NYC Department of Education D75 Inclusion Program established at Queens College
2008-2015 · AHRC NYC's Melissa Riggio Higher Education Program established at BMCC, CSI, Hostos, and Kingsborough.

2015-
2020

2015 · NYC TPSID Consortium established after receiving a five-year federal TPSID grant in partnership with U Rochester, AHRC NYC, & the NYC DOE. The process began to formalize a CUNY credential program, working with stakeholders at each grant campus and CUNY Central.

2020-

2020 · Students may apply to CUNY Unlimited for a fully inclusive college experience and earn the Unlimited Achievement Certificate upon successful program completion. Students will be eligible for federal financial aid, and matriculated CUNY students may obtain paid or credited positions as peer mentors.

cuny.edu/unlimited

CUNY Unlimited is supported in part by grant P407A150042 from the Office of Postsecondary Education, U.S. Department of Education.

CUNY | **Unlimited**

Contact & Additional Information

Disability Programs Fast Facts

- Since the start of Project REACH in 2012, CUNY's population of neurodiverse students registered with Disability Services has increased by over 246%
- CUNY educates approximately 20% of all students with disabilities in New York State.
- CUNY LEADS, which started as a grant program, celebrated its 10th year in 2018.
- CUNY students with disabilities at the university have included a valedictorian, salutatorians, elected student officials and athletes and are represented in numerous majors across the university in both undergraduate and graduate programs.
- Project REACH was highlighted in Huffington Post as an exemplary program that 'helps to get students on the spectrum to succeed'.
- In March 2019, COSA Disability Services hosted the 2nd Annual Neurodiversity Conference. The two day event was attended by over 300 professionals, faculty, community partners, & students.

CUNY Central Contact

Jenna Lamm, Disability Programs Coordinator
Jenna.Lamm@cuny.edu · 646.664.8839



Follow us on Twitter @CUNYDisability for updates and events!

www.cuny.edu/disability

CU
NY THE CITY
UNIVERSITY
OF
NEW YORK

Disability Services Directory

| | | |
|--|--|--------------|
| Baruch College | Student Disability Services | 646-312-4590 |
| Borough of Manhattan Community College | Office of Accessibility | 212-220-8182 |
| Bronx Community College | Office of Disability Services | 718-289-5874 |
| Brooklyn College | Center for Student Disability Services | 718-951-5363 |
| The City College | The AccessAbility Center | 212-650-5913 |
| Craig Newmark Graduate School of Journalism | Student Services | 646-758-7726 |
| CUNY School of Law | Services for Students with Disabilities | 718-340-4380 |
| CUNY SPS | Office of Accessibility | 646-664-8616 |
| CUNY School of Public Health | Student Disability Services | 646-364-9770 |
| College of Staten Island | Center for Student Accessibility | 718-982-2510 |
| Graduate Center | Student Disability Services | 212-817-7413 |
| Guttman Community College | Office of AccessABILITY | 646-313-8812 |
| Hostos Community College | Accessibility Resource Center (ARC) | 718-518-4263 |
| Hunter College | Office of AccessABILITY | 212-772-4857 |
| John Jay College | Office of Accessibility Service | 212-237-8031 |
| Kingsborough Community College | Access-Ability Services | 718-368-5175 |
| LaGuardia Community College | Office for Students with Disabilities | 718-482-5279 |
| Lehman College | Students Disability Services | 718-960-8441 |
| Medgar Evers College | Office of Services for the Differently- Abled | 718-270-5027 |
| New York City College of Technology | The Center for Student Accessibility | 718-260-5143 |
| Queens College | Services for Students with Disabilities | 718-997-5870 |
| Queensborough Community College | Services for Students with Disabilities | 718-631-6257 |
| York College | Center for Students with Disabilities | 718-262-2191 |

YOUR RESPONSIBILITIES

- Keep all appointments with your ACCES-VR counselor
- Let your counselor know if you change your address or phone number or email
- Follow medical and treatment recommendations
- Send your counselor your grades or progress reports
- Let your counselor know if you have any problems that will interfere with your plan
- Contact your counselor when you get a job!

Fill in this information at your first meeting with your VR counselor.

My counselor (VRC) is _____

Phone _____

Email address _____

Counselor's assistant (VRCA) is _____

Phone _____

Email address _____

THE ACCES-VR PROCESS

- Student makes an informed choice to apply for ACCES-VR
- Student completes application packet
- VR Counselor determines eligibility
- VR Counselor and student choose an appropriate employment goal
- VR Counselor and student develop an Individualized Plan for Employment (IPE)
- Student acquires skills and supports
- Student gets and keeps a job
- VR Counselor closes case as a **SUCCESS!**

KEEPING IN TOUCH WITH ACCES-VR

- **By telephone to your VRC or VRCA**
Listen to the message - it is often customized to let the caller know the person's schedule and activities
Leave a clear message - your name, your phone number, what you are calling about, and times to call you back
- **By mail** - note the counselor's name on the envelope
- **By email** - sometimes the quickest
- **By appointment** - be responsible - arrive on time - call ahead to cancel if you can't make it

****BRING THIS TO YOUR 1ST MEETING WITH YOUR ACCES-VR COUNSELOR****

Manhattan District Office
116 West 32nd Street, 6th Floor
New York, NY 10001
(212) 630-2300

Harlem Satellite Office
Adam Clayton Powell Jr. State Office Building
163 West 125th Street Room 713
New York, NY 10027
212-961-4420

Staten Island Satellite Office
2071 Clove Road Suite 302
Staten Island, NY 10304
718-816-4800

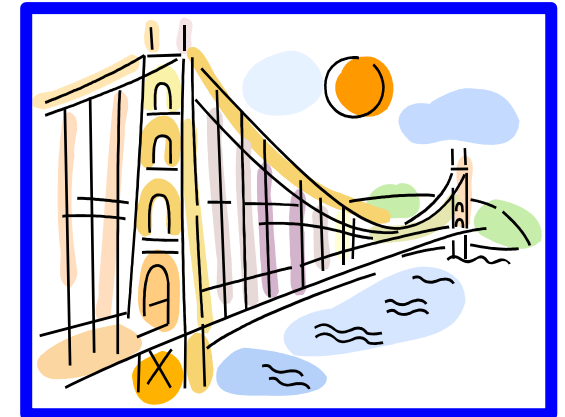
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ACCES VR

Adult Career and Continuing Education Services - Vocational Rehabilitation

a proud partner of the American Job Center network

USER-FRIENDLY GUIDE TO TRANSITION SERVICES FOR HIGH SCHOOL STUDENTS, THEIR PARENTS, AND THEIR TEACHERS



a bridge to your future

The University of the State of New York
The State Education Department
Adult Career and Continuing Education Services
Vocational Rehabilitation
Albany, New York 12234
<http://www.access.nysed.gov/vr>



APPLYING FOR ACCES-VR SERVICES

IEP/CSE planning or other school discussions prior to junior year should include the consideration of a referral to ACCES-VR so that you can make an **informed choice** about applying. You don't need to have an IEP or 504 to apply, as you may have another barrier to employment.

Transition staff at your school will help you decide when you should apply, help you complete forms, send forms home for your parent or guardian to complete/sign, and send the entire packet to ACCES-VR once it's complete.

ACCES-VR is **Voluntary**. You **choose** if you want to apply for services or not.

ELIGIBILITY FOR ACCES-VR SERVICES

There are four things student and counselor must establish to determine eligibility for ACCES-VR services.

- That the student has a *disability*
- That the disability creates a *barrier* to employment
- That the student can *benefit* from rehabilitation services
- That *vocational rehabilitation services are required* to achieve employment

Having an IEP or a 504 plan does not guarantee eligibility for ACCES-VR. All of the above criteria must be met according to federal vocational rehabilitation guidelines.

Important steps:

- When you are determined eligible or ineligible you will get a letter.
- If you are eligible, services will not begin until you have met with your counselor and developed a plan.

MEETING WITH YOUR ACCES-VR COUNSELOR

While you are still attending high school:

- You may meet at your school;
- Your parent or guardian will be invited; and
- A transition staff person at the high school will help schedule these meetings.

At the first meeting:

- Your ACCES-VR counselor will talk with you about your plans when you leave high school; and
- You will talk about your ideas about a job goal and the services you will need to become employed

Once you leave high school:

- Meetings will be at our district office or in a community location; and
- You will schedule these meetings directly with your ACCES-VR counselor.

DEVELOPMENT OF THE EMPLOYMENT GOAL

Everything ACCES-VR does is directed toward helping you to reach an employment goal.

You will meet with your ACCES-VR counselor as often as you need, to:

- Choose a realistic and achievable goal.
- Decide how you will gain the skills you will need to do the job.
- Decide what help you need to find a job.
- Figure out what supports you need to keep a job and who will be able to provide them.

SERVICES TO HELP YOU GET A JOB

All services are directed toward helping you to reach an **employment goal** and are based on your **individual** needs.

Examples of types of services include:

- Vocational counseling;
- Assessment for career planning;
- Assessment for assistive technology needs;
- Purchase of assistive technology (*);
- Funding toward the cost of education or training after high school (*);
- Assistance with some transportation costs (*);
- Funding for academic support services (note takers, tutors); and
- Job readiness and job placement services to help you get and keep a job (may include job coaching).

*means family income is considered

ACCES-VR is **MORE** than financial assistance.

- Yet some services ARE based on your family income (*) - see above
- You may need to provide your family tax return and records of expenses annually.



SUS RESPONSABILIDADES

- Mantener todas las citas con mi consejero de ACCES-VR
- Informar a mi consejero si cambié de dirección, número de teléfono o correo electrónico
- Seguir las recomendaciones médicas y tratamiento
- Enviar a mi consejero mis calificaciones o informes de progreso
- Informar a mi consejero si tengo algún problema que interfiera con mi plan
- ¡Comunicarme con mi consejero si consigo un trabajo!

Complete esta información en su primera reunión con su consejero de VR.
Mi consejero (VRC) es _____

Teléfono _____
Dirección de correo electrónico _____
El asistente del consejero (VRCA) es _____

Teléfono _____
Dirección de correo electrónico _____

PROCESO DE ACCES-VR

- El estudiante toma una decisión informada para solicitar ACCES-VR
- El estudiante completa el paquete de la solicitud
- El consejero determina la elegibilidad
- El consejero y el estudiante eligen una meta de empleo adecuada
- El consejero y el estudiante diseñan un Plan Individualizado de Empleo (IPE, por sus siglas en inglés)
- El estudiante adquiere habilidades y financiamiento
- El estudiante consigue y mantiene un trabajo
- ¡El consejero cierra el caso como un **ÉXITO!**

MANTÉNGASE EN CONTACTO CON ACCES-VR

- **Por teléfono con su VRC o VRCA**
Escuche el mensaje - a menudo se personaliza para que la persona que llama conozca el horario y las actividades de la persona
Deje un mensaje claro: su nombre, su número de teléfono, motivo por el que llama y horario para devolverle la llamada
- **Por Correo:** escriba el nombre del consejero en el sobre
- **Por correo electrónico:** a veces es el método más rápido
- **Por entrevista personal:** sea responsable - llegue a tiempo - llame con anticipación para cancelar si no puede hacerlo

COMPARTA CON NOSOTROS INFORMACIÓN SOBRE USTED

Espero graduarme en _____
Mes/año

El empleo/la carrera que me interesa es:

Para prepararme para esto, ya he tomado clases, he trabajado como voluntario, tuve un trabajo:

Cuando termine la escuela estoy interesado en:

_____ encontrar trabajo de inmediato

_____ formación profesional

_____ universidad o escuela de negocios

**** LLEVE ESTO A SU PRIMERA ENTREVISTA CON SU CONSEJERO DE ACCES-VR ****

ACCES

VR

ADULT CAREER AND CONTINUING EDUCATION SERVICES - VOCATIONAL REHABILITATION

GUÍA DE USO FÁCIL PARA LOS SERVICIOS DE TRANSICIÓN PARA ESTUDIANTES DE SECUNDARIA Y PARA SUS PADRES Y MAESTROS
un puente hacia su futuro



The University of the State of New York
The State Education
Department
Adult Career and Continuing
Education Services
Vocational Rehabilitation
Albany, New York 12234



<http://www.acces.nysed.gov/vr>
1 800 222-JOBS (5627)

SOLICITUD DE SERVICIOS ACCES-VR

La planificación de IEP/CSE y otras conversaciones escolares antes del tercer año de secundaria deben incluir la consideración de una remisión a ACCES-VR para que usted pueda tomar una **decisión informada** sobre su solicitud. ¡Usted no necesita tener un IEP para presentar su solicitud!

El personal de transición de su escuela lo ayudará a decidir cuando debe presentar su solicitud, lo ayudará a completar formularios, los enviará a su casa para que su padre, madre o tutor los complete y/o firme y envíe todo el paquete a ACCES-VR, una vez que esté completo.

ACCES-VR es **voluntario**. Usted elige si desea solicitar los servicios o no.

ELEGIBILIDAD PARA LOS SERVICIOS DE ACCES-VR

Hay cuatro puntos que el estudiante y el consejero deben establecer para determinar la elegibilidad para los servicios de ACCES-VR.

- Que el estudiante tiene una *discapacidad*
- Que la discapacidad le crea un *impedimento* para conseguir un empleo
- Que el estudiante puede *beneficiarse* de los servicios de rehabilitación
- Que se requieren *servicios de rehabilitación vocacional* para lograr un empleo

Tener un IEP o un plan 504 no garantiza la elegibilidad para acceder a ACCES-VR. Se deben cumplir todos los criterios anteriores.

Cronología:

- Cuando se determine si usted es elegible o no, recibirá una carta.
- Si usted es elegible, los servicios no comenzarán hasta que se haya reunido con su consejero y haya diseñado un plan.

REUNIÓN CON SU CONSEJERO DE ACCES-VR

Mientras aún asiste a la escuela secundaria:

- Pueden reunirse en su escuela.
- Se invitará a su padre, madre o tutor
- Un miembro del personal de transición de la escuela secundaria lo ayudará a programar estas reuniones.

Durante la primera reunión:

- Su consejero de ACCES-VR hablará con usted acerca de sus planes cuando salga de la escuela secundaria.
- Usted hablará acerca de sus ideas sobre un objetivo laboral y los servicios que necesitará para obtener un empleo.

Una vez que termine la escuela secundaria:

- Las reuniones serán en nuestra oficina del distrito o en un lugar de la **comunidad**.
- Usted programará estas reuniones directamente con su consejero de ACCES-VR.

ALCANCE DEL OBJETIVO LABORAL

Todo lo que ACCES-VR hace está dirigido a ayudarlo a alcanzar un objetivo laboral. Usted se reunirá con su consejero de ACCES-VR tan a menudo como sea necesario, para:

- Elegir un objetivo realista y alcanzable.
- Decidir cómo va a adquirir las capacidades que necesitará para hacer el trabajo.
- Decidir qué tipo de ayuda necesita para encontrar un trabajo.
- Averiguar qué apoyos necesita para mantener un trabajo y quién será capaz de dárselos.

SERVICIOS PARA AYUDARLO A CONSEGUIR UN TRABAJO

Todos los servicios están dirigidos a ayudarlo a alcanzar un **objetivo laboral** y están basados en sus necesidades **individuales**.

ACCES-VR NO es un programa de ayuda financiera.

- Sin embargo, algunos servicios se basan en sus ingresos familiares (*) (ver abajo)
- Es **posible** que tenga que proporcionar su declaración familiar de impuestos y los registros de gastos anuales.

Los ejemplos de tipos de servicios incluyen:

- Orientación vocacional
- Evaluación para la planificación de la carrera
- Evaluación de las necesidades de tecnología asistencial
- Adquisición de tecnología asistencial (*)
- Financiamiento del costo de educación o capacitación después de la secundaria (*)
- Asistencia con algunos costos de transporte (*)
- Financiamiento de los servicios de apoyo académico (tomadores de notas, tutores)
- Preparación para el empleo y servicios de colocación para ayudarlo a conseguir y mantener un puesto de trabajo (puede incluir entrenamiento de trabajo).



El State Education Department no discrimina en base a edad, color, religión, credo, discapacidad, estado civil, condición de veterano, origen nacional, raza, sexo, predisposición genética o estado de portador u orientación sexual en sus programas, servicios y actividades educativas. Las preguntas relacionadas con esta política de no discriminación deben dirigirse a la Department's Office for Diversity, Ethics and Access, Room 530, State Education Building, Albany, NY 12234.



Work-based Learning

Work-based learning programs provide opportunities for students to gain real-life work experience through internships and employment. These programs can also assist students in meeting Career Development and Occupational Studies (CDOS) requirements.

Training Opportunities Program (TOP)

Administered September through June, students participate in internships in their school and in the community. They receive a stipend and valuable experience that supports their vocational skill development.

Summer Youth Employment Program (SYEP)

Youth between the ages of 14 and 21 participate in paid employment for up to six weeks in July and August. Participants work in entry-level jobs in a variety of industries and receive an educational component to support the work experience.

Our Centers

Brooklyn

Boys and Girls High School
1700 Fulton Street, Room G170
Brooklyn, NY 11213
Phone: 718-804-6790 Fax: 718-804-6734
Email: BKLYNTCAC@schools.nyc.gov

Bronx

DeWitt Clinton High School
100 W Mosholu Parkway South, Room 150
Bronx, NY 10468
Phone: 718-581-2250 Fax: 718-581-2251
Email: BXTCAC@schools.nyc.gov

Manhattan

269 West 35th Street, Room 702
New York, NY 10018
Phone: 212-609-8491 Fax: 212-609-8493
E-mail: MNTCAC@schools.nyc.gov

Queens

90-27 Sutphin Blvd., Room 152
Queens, NY 11435
Phone: 718-557-2782 Fax: 718-557-2814
Email: QNSTCAC@schools.nyc.gov

Staten Island

715 Ocean Terrace, Building A, Room 204
Staten Island, NY 10301
Phone: 718-420-5723 Fax: 718-390-1622
E-mail: SITCAC@schools.nyc.gov

NYC

Department of
Education

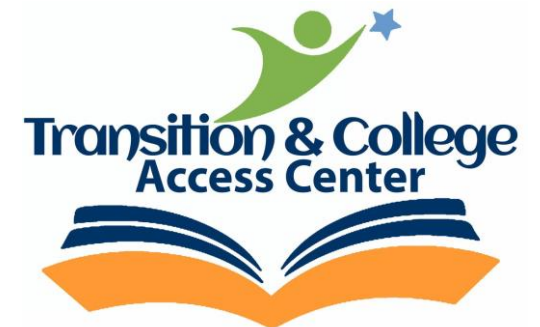
OFFICE OF THE
CHIEF ACADEMIC OFFICER

Division of Specialized Instruction
& Student Support

Linda Chen, Chief Academic Officer
NYC Department of Education

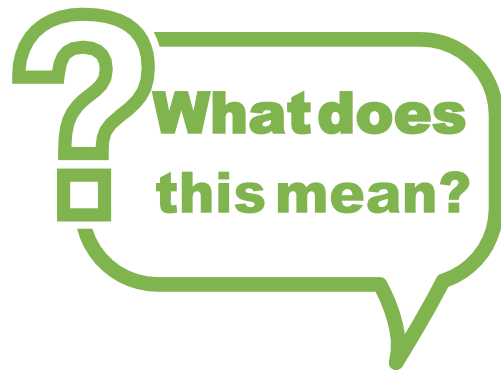
Christina Foti, Deputy Chief Academic Officer
Division of Specialized Instruction and Student Support

Jonathan Santiago, Executive Director
Transition and College Access Centers
www.schools.nyc.gov/specialeducation



Our Mission

The Transition and College Access Centers support schools and families by facilitating a seamless transition for students from school to adult life. All students are provided with experiences that foster their academic, social-emotional and vocational growth and excellence, facilitating multiple pathways to graduation and success after high school.

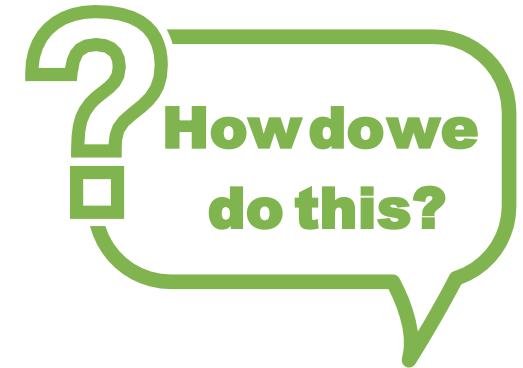


“Transition” means preparing students for adult life. Whether it’s preparing to attend college, enter the workforce, or live independently for the first time, Transition and College Access Centers (TCACs) exist to help students with IEPs achieve their goals, and support families and school staff in planning for their students’ life after high school.



Our Work

- Provide work-based learning and other vocational opportunities by working with community-based organizations (CBOs), schools and local businesses.
- Provide access to college and career learning experiences that will support attainment of graduation/diploma requirements and credential options.
- Train school staff on the administration of age-appropriate transition assessments to inform student-centered transition planning.
- Engage families in the transition planning process through family-centered workshops and information sessions.
- Develop and lead ongoing professional development for staff in the areas of college and career readiness and transition planning and services.



Our centers serve as student-centered resource hubs that offer trainings, workshops, and opportunities that provide the tools needed to plan for adult life. Here are some examples of the kinds of workshops we provide. Please contact us for information on current offerings.

Workshops for students

- College applications
- Job applications
- Interview skills
- Resume writing
- Self-advocacy/self-disclosure

Workshops for families

- College applications / Financial aid
- Connecting with agencies such as ACCESS-VR and OPWDD
- Transition planning

Workshops for staff

- Transition planning and the IEP
- Vocational assessments
- Academic and personal behaviors
- Using work-based learning experiences to work toward the CDOS