

# Agency Collaboration

What does it look like?  
How do we do it?

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**GST.BT.DCMO.ONC BOCES region**

**Greater Southern Tier (GST)**  
**BOCES Region**



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# What is Agency Collaboration?

- ***"Collaboration involves parent and professional, professional and child, parent and parent, professional and professional, agency and parent, federal and state administrators, and others. Collaboration will not look the same for all families and professionals. Some collaborative relationships will be simple to develop, others will be much more complex and demanding. Collaboration must be developed between and among all of us."***

*Mattessich, P. and Money, B. (1992). Collaboration: What Makes It Work, p.7.*



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# Why Collaborate with Agencies?

- When a student prepares to transition into adult life, needs and issues often change. Assistance and support from multiple agencies, organizations and providers may now be required. Eligibility may need to be determined for services that were mandated before. **It is important to make these connections while the youngster is still in school.**

*Sitlington & Clark,  
2007; Sitlington &  
Payne*



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# Federal Law

## New York State Regulations

- **IDEA mandates...the “development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities”**
- To the extent appropriate and with parental consent or the consent of a student 18 years or older the school district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the district should take steps to involve the other agency in the planning of any transition services.

**20 U.S.C. 1411[d] § 300.704**  
**200.4(d)(4)(i)(c)**



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# The Committee on Special Educations (CSE) Role

- **Determine the needs of the student** ( including the need of involving agency collaboration)
- **Target the services available** ( including those provided by outside agencies)
- **Develop a formal transition plan** (which may include agency involvement)
- **Monitor the performance of the student** ( assessment data may come from participating agencies)
- **Provide education and training for parents** ( which may come from agencies)



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# Possible Agency's Greater Southern Tier Region

- **Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)**  
<http://www.acces.nysed.gov/vr/>- 800-888-5020
- **Office of Persons with Developmental Disability (OPWDD)**  
<http://www.opwdd.ny.gov/> local DDSO 585-461-8500
- **Social Security Administration (SSA)**  
<http://www.ssa.gov/> 1-866-591-3665
- **Commission for the Blind and Visually Handicapped (CBVH)**  
<http://www.ocfs.state.ny.us/main/cbvh/about.asp> (585) 238-8110
- **Office of Mental Health (OMH)**  
<http://www.omh.ny.gov/index.html> (607) 737-4738 field (716) 533-4075
- **NYS ARC** <http://www.nysarc.org/>  
Steuben (607) 776-4146 Chemung (607) 734-6151 Tioga (607) 723-8361  
Allegany 585-593-5700 Schuyler (607) 535-6934
- **Independent Living Centers (ILC's)**  
<http://www.acces.nysed.gov/vr/lsn/ilc/about.htm> (607) 962-8225

What other agencies do you work with in the GST region ?

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# ACCES-VR (Formally VESID)

- **ACCES-VR administers special education, vocational rehabilitation and independent living programs. ACCES-VR is the designated state agency for providing vocational rehabilitation services to individuals with disabilities under the federal Rehabilitation Act of 1973, as amended in 1998.**
- **ACCES-VR starts with the presumption that all persons with disabilities can benefit from vocational rehabilitation services and should have opportunities to- work in jobs integrated within their communities. VR Counselors guide individuals through service programs they need to reach their employment goals.**

**Index of district office's nearest you**

**<http://www.acces.nysed.gov/vr/do/doindex.htm>**



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# The Office for People With Developmental Disabilities (OPWDD)

- OPWDD provides high quality, person-centered services, supports and advocacy to approximately 120,000 individuals with developmental disabilities and their families. OPWDD works with a network of nearly 800 not-for-profit providers to help people with developmental disabilities lead richer lives that include meaningful relationships, good health, personal growth and productivity and homes in their communities. Their goal is to help people with developmental disabilities achieve their personal best and attain the highest level of independence through individualized service programs.
- **Index of district office's nearest you**  
[http://www.opwdd.ny.gov/document/hp\\_contacts.jsp](http://www.opwdd.ny.gov/document/hp_contacts.jsp)



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# Social Security

- **Disability is a subject you may read about in the newspaper, but not think of as something that might actually happen to you. But your chances of becoming disabled are probably greater than you realize. Studies show that a 20-year-old worker has a 3-in-10 chance of becoming disabled before reaching retirement age. While we spend a great deal of time working to succeed in our jobs and careers, few of us think about ensuring that we have a safety net to fall back on should we become disabled. This is an area where Social Security can provide valuable help to you.**
- **To learn more;**  
<http://www.ssa.gov/dibplan/index.htm>



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# New York State Commission for the Blind

- **CBVH provides vocational rehabilitation and other direct services to legally blind New York State residents, including children, adults, and elderly persons. CBVH's primary objectives is to assist consumers in achieving economic self-sufficiency and full integration into society.**
- **Legal blindness is defined as having a visual acuity of 20/200 or less in the better or stronger eye with best correction, or a restricted field of vision of 20 degrees or less in the better or stronger eye.**
- **Persons severely visually impaired but not legally blind, may qualify for job save services that help retain employment and adapt persons to their impairment.**
- **Index of district office's nearest you**

**<http://www.ocfs.state.ny.us/main/cbvh/distoffices.asp>**



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# Office of Mental Health

- **New York State has a large, multi-faceted mental health system that serves more than 500,000 individuals each year. The Office of Mental Health (OMH) operates psychiatric centers across the State, and also regulates, certifies and oversees more than 2,500 programs, which are operated by local governments and nonprofit agencies. These programs include various inpatient and outpatient programs, emergency, community support, residential and family care programs.**
- **Index of County Mental Office's nearest you**  
<http://www.clmhd.org/about/countydirectory.aspx>



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# Independent Living Centers (ILC)

- **ILC's are private, not-for-profit organizations, governed by a majority of people with disabilities and staffed primarily by people with disabilities. The philosophy of independent living is to maximize opportunities for choices and growth through peer driven supports and self-help. ILC's provide services that assist persons with disabilities to live integrated and self-directed lives.**
- **Index of ILC's locations nearest you**  
**<http://www.acces.nysed.gov/vr/lsn/ilc/locations.htm>**



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# New York State ARC's

- **NYSARC, Inc. is the largest not-for-profit agency in the nation serving persons with intellectual and other developmental disabilities. It stretches from Lake Erie, across the Finger Lakes, into the Adirondacks to the very end of Montauk Point. Its combined operating budget is over \$1 billion. It has a presence in 61 of New York State's 62 counties. Through 49 community chapters and 4 developmental center chapters, we serve more than 60,000 individuals and their families daily in a range of community based residential, day and educational programs.**
- **To find a chapter nearest you**  
**<http://www.nysarc.org/chapters/nysarc-chapters-locator.asp>**



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# Board of Cooperative Education Services BOCES

- In 1948 the New York State legislature created BOCES to provide shared educational programs and services to school districts within the state. Today there are 37 BOCES, incorporating all but nine of the state's 721 school districts. BOCES partner with districts to provide a broad range of services that help meet the evolving educational needs of students.
- BOCES Prepares diverse populations for roles in the global economy. Provides cost-effective shared services to school districts. Initiating collaboration to close gaps in student achievement.
- BOCES membership is not currently available to the "Big Five" city school districts: New York City, Buffalo, Rochester, Yonkers, and Syracuse.



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# How Does IEP Development Fit?

**Please look at the sample IEP**

**Note the hand written page number  
located in the **Top Right Corner****

**This will provide a reference as we  
proceed**



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# Present Levels of Performance and Individual Needs

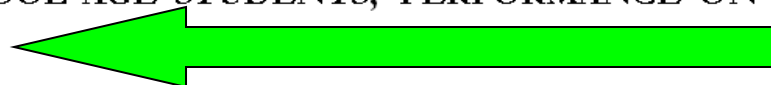
Agencies can help provide assessment information

p1

## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)



ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

STUDENT STRENGTHS:

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:



# Present Levels of Performance and Individual Needs

Agencies can help our students and CSE identify strengths interests and preferences

p1

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EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

### ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL REASONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

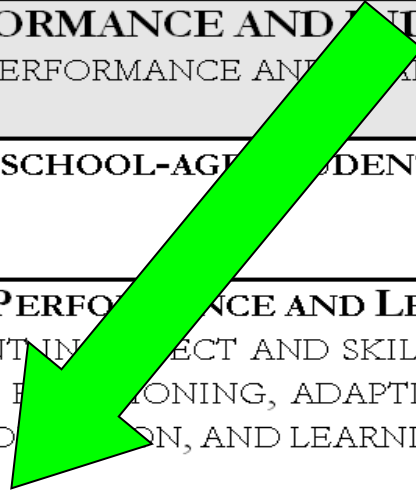
ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

### SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

STUDENT STRENGTHS:

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS



# Transition Needs Course of Study

Agencies can help our youth to develop MP  
and help the CSE to identify transition needs  
& Course of Study

p2

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

## MEASURABLE POSTSECONDARY GOALS

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

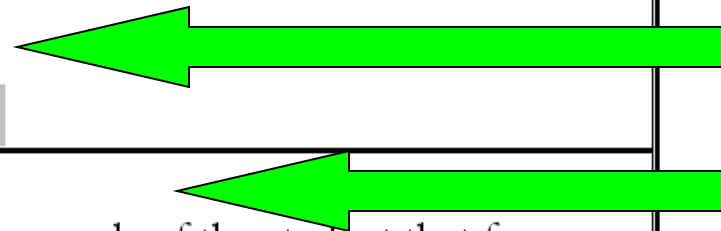
EDUCATION/TRAINING: [REDACTED]

EMPLOYMENT: [REDACTED]

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): [REDACTED]

## TRANSITION NEEDS

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



# Coordinated Set of Transition Activities

Can be used to capture  
the services and activities provided by agencies

p7

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BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE / ACTIVITY	SCHOOL DISTRICT / AGENCY RESPONSIBLE
Instruction		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

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# Web Resources

## **New York Makes Work Pay**

<http://www.nymakesworkpay.org/rny-service.cfm>

**A statewide initiative intended to dramatically improve the rate of employment among people with disabilities funded by Center for Medicaid Services**

## **Transition Source**

<http://transitionsource.org>

**TransitionSource was designed to support educational programs and agencies across New York State**

## **National Secondary Transition Technical Assistance Center**

<http://www.nsttac.org/>

**NSTTAC provides technical assistance (TA) and disseminates information to State Education Agencies, Local Education Authorities, schools, and other stakeholders**



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**Thank you for your attention.**

**Please feel free to contact me with additional questions.  
Enjoy the day!**

# **Agency Collaboration**

**What does it look like?  
How do we do it?**



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