



Community Based
Services Inc.

WELCOME!



Community Based
Services Inc.

TRANSITION PLANNING AND INTERAGENCY COLLABORATION BEFORE GRADUATION

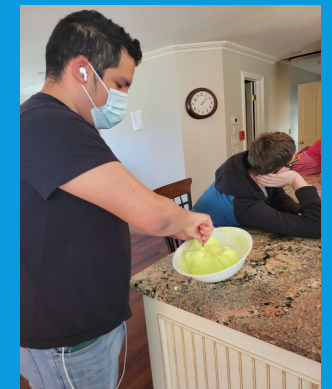
ENRICHING LIVES SINCE 1981



JENNIFER HAVRILLA
TRANSITION COORDINATOR
COMMUNITY BASED SERVICES

COMMUNITY BASED SERVICES

A 501(C)(3) ORGANIZATION THAT PROVIDES PROGRAMS FOR PEOPLE OF ALL ABILITIES THROUGHOUT THE HUDSON VALLEY



CBS PROGRAMS

Day
Habilitation

Vocational
Supports

Community
Habilitation

Respite

Residential

In-Home
Support

Innovative
Programs

Transition
Planning

HUDSON VALLEY INTER-ARTS

A 15,000 SQ.FT. ARTS CENTER LOCATED IN PATTERSON, NY.



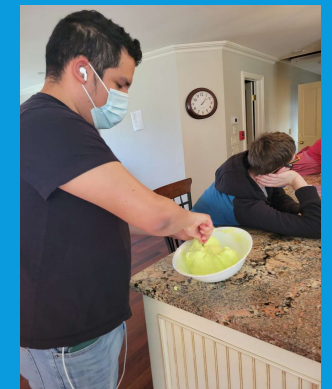
Hudson Valley InterArts

- A creative community bridging artists of all abilities located in Putnam County
- Holistic model for health and wellness using creative expression and social engagement
- Addresses isolation by bringing people together for shared creative experience in art, music, movement, and theater.
- Healing through story telling in creative ways
- Addressing chronic stress – creating and expressing art activates brain systems in positive ways
- <https://www.hudsonvalleyinterarts.org/>



CULTIVATING DREAMS

AGRICULTURAL TRAINING & LIFE SKILLS CENTER





CULTIVATING DREAMS

- Located in Hopewell Junction in Dutchess County
- 10 Acres houses the life skills farmhouse, 2 Greenhouses, Outdoor Gardens, Walking Path, and Renovated Arts Barn
- Programming includes Agricultural & Life Skills, Art, & Movement
- Setting for Site-Based Respite and Day Hab Without Walls
- <https://cultivatingdreams.org/>

CREATING JOBS THROUGH GOOD REASONS



Good Reasons Dog Treats & Fulfillment Company



- Located in Westchester County
- Jobs for people of all-abilities
- Baking all-natural dog treats
- Assembling and Packing products for local businesses
- Every bag of treats purchased provides jobs
- <https://www.goodreasons.com/collections/all>



Transition Planning

- TEAM ASSISTS WITH STUDENT'S POST-SECONDARY PLANNING
- EXPLORING JOBS, EDUCATION, DAY PROGRAMS, VOLUNTEERING, COMMUNITY CONNECTIONS
- NAVIGATING SYSTEMS OF CARE AND ACCESS TO RESOURCES

TRANSITION PLANNING SUPPORT PROGRAM

NORTHERN WESTCHESTER SCHOOL DISTRICTS

- Bedford
- Briarcliff
- Chappaqua
- Croton-Harmon
- Garrison
- Hendrick Hudson
- Katonah-Lewisboro John Jay HS
- Lakeland
- North Salem
- Ossining
- Peekskill
- Somers
- Yorktown

DUTCHESS COUNTY SCHOOL DISTRICTS


- Arlington
- Beacon City School District
- Carmel Central School District
- Dover Union Free School District
- Haldane Central School District
- Hyde Park Schools
- Millbrook Central School District
- Pawling Central School District
- Pine Plains Central School District
- Poughkeepsie City School District
- Red Hook Central Schools
- Rhinebeck Central School District
- Spackenkill Union Free School District
- Taconic Hills Central School
- Wappingers Central School District
- Webutuck Central School District

TRANSITION PLANNING SUPPORT

CBS is offering transition planning support to students of transition age (14-21) and their families who may need assistance in planning what comes next after high school.

CBS aims to provide transition support to students with an IEP or 504 Plan to create an easy-to-understand process that helps students, and their families navigate what can often be an overwhelming process.

Transition planning is the process used to help students and their families plan for transition from high school into adult life.



The purpose is to help teens prepare to be young adults who are as independent as possible.



Transition planning helps students decide what they want to do after high school and create a plan to achieve their goals, participate in their communities, and engage in meaningful activities.

WHAT IS TRANSITION PLANNING?

Learning to use money

Help applying to work programs

Volunteer opportunities

Tutoring

Vocational training

Afterschool activities

Help applying to college and financial aid

Internships

Exploring different types of housing

Help getting a driver's license or state ID

Applying for OPWDD eligibility

TRANSITION GOALS

INTERAGENCY COLLABORATION

The process of coordinating services through collaborative efforts.

Partners come together to share expertise and resources to improve the quality of transition planning and post-school outcomes.

INTERAGENCY COLLABORATION

*Interagency collaboration is a process in which education professionals establish partnerships with personnel from multiple agencies to achieve a common goal: to improve the post-secondary success of students with disabilities.
–Iris Center*





Coordinate services and supports



Identify and address gaps in services within the community



Share and leverage resources to reduce costs



Promote efficient service delivery

INTERAGENCY COLLABORATION HELPS:

Source: Iris Center

RESEARCH

Interagency collaboration has been substantiated as a promising transition practice for several decades.

(Kohler, 1993; Landmark, Ju, & Zhang, 2010; Noonan, Morningstar, & Gaumer, 2008)

Source: Iris Center

RESEARCH (CONTINUED)

Interagency collaboration leads to more positive post-school outcomes, especially when students are linked with services prior to exiting high school.
(Test et al., 2009)

Source: Iris Center

RESEARCH (CONTINUED)

Building both formal and informal support networks during high-school using a person-centered approach has been shown to be associated with better post-school employment and education outcomes.

(Povenmire-Kirk et al., 2015)



Help create smooth transitions. School personnel and community representatives work together to improve transition outcomes for students.



This is successful when teams are created and meet with each other to discuss issues related to these outcomes.



These teams may include representatives from different organizations such as the student's school district, community provider agencies, or state agencies like OPWDD.

INTERAGENCY TEAMS

Source: Iris Center

TEAM EXAMPLES

IEP/TRANSITION TEAM

Responsible for creating the student's individualized transition plan (ITP)

Members individually determined according to guidelines established by Individuals with Disabilities Education Act (IDEA)

Additional members of the team are added based on the needs of the student

Agency representatives providing direct services to the student may be a part of this team

Ensures active participation from students and parents regarding transition planning informs the process

Typically work directly with the student

SCHOOL/COMMUNITY TEAMS

Links education and adult service providers

Involved in planning transition services at the community level (e.g., resource fairs)

Include a wide range of professional representatives from community organizations, as well as family members and students with disabilities

Typically, not directly involved with students

STATE TEAM



Establish, evaluate, and revise policy



Develop coordinated systems to reduce duplication, prevent gaps, and increase efficiency of services among agencies



Evaluate the success of state and local transition services



Leaders of public agencies (e.g., director of the Department of Health), legislators, parent representative, school representative, community rep (e.g., member of school/community team), representatives from disability organizations



Typically not direct service personnel

EXAMPLES OF AGENCIES INVOLVED

- OPWDD
- Social Security
- ACCES-VR
- College or University
- Trade School
- Transportation
- Provider Agencies
- Center for Independent Living

OPWDD

Office for People With Developmental Disabilities

WHAT IS OPWDD?



OPWDD is the New York State agency responsible for coordinating services for students with intellectual and developmental disabilities



Provides services directly as well as through a network of nonprofit service providing agencies



Prioritizes individual choices, needs, and desires in making decisions



Approves people for services and connects them to available services

WHY OPWDD?

- Once a student leaves high school, the support they have been receiving in school through the NY State Education Department ends. To obtain state-funded adult services, a person must be deemed eligible to receive these services.
- Once approved, OPWDD provides eligible applicants with customized supports and services.
- Medicaid funds most OPWDD programs.
- OPWDD eligibility provides access to a network of state and private agencies, professionals, and resources that can make a significant difference in the lives of individuals with developmental disabilities.

(This is why it's important to get started on this process early!)

TYPES OF OPWDD SERVICES

Employment

Day Services

Housing

Care
Coordination

Family
Support

Parent
Advocacy

Respite

Environmental
modifications

PERSON-CENTERED SUPPORTS AND SERVICES

THROUGH OPWDD, YOU CAN ACCESS SUPPORTS AND SERVICES THAT CAN:

Help a person's family to support them to live in the family home

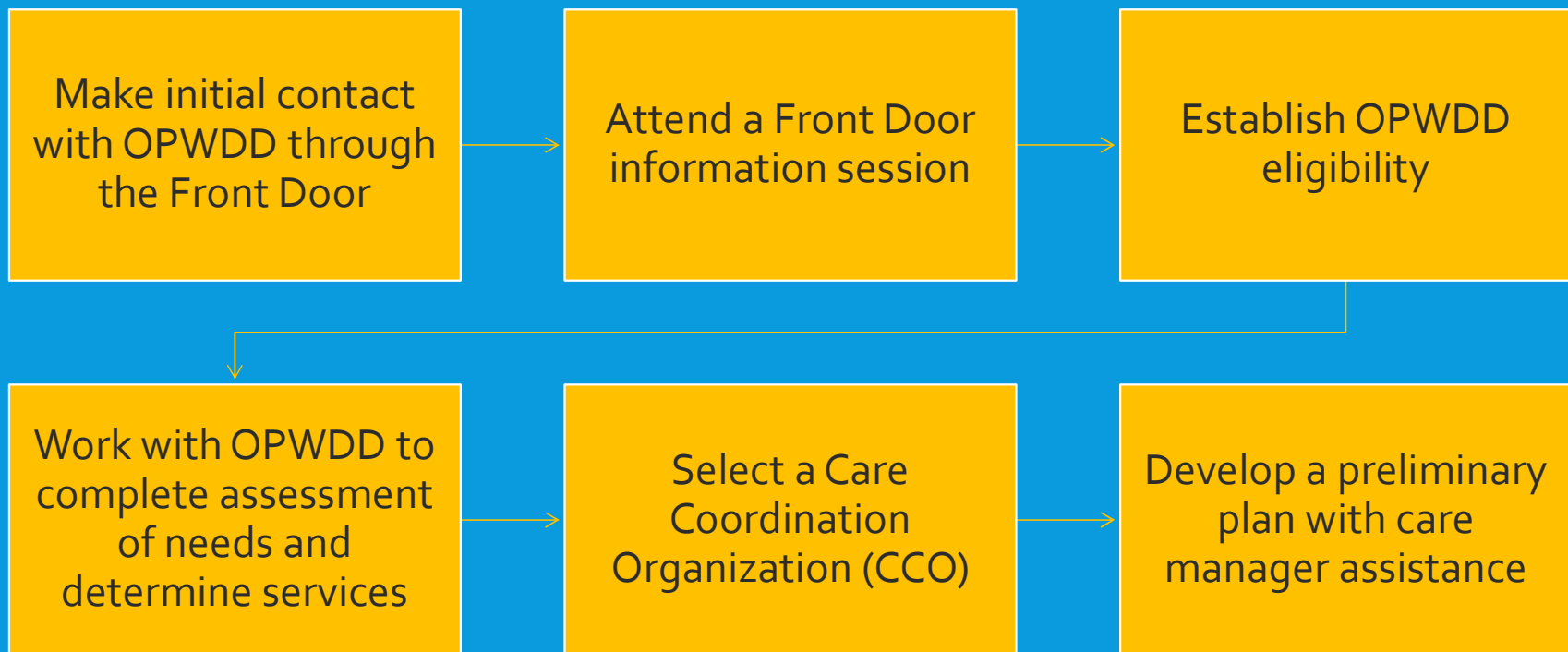
Assistance to help a person live on their own in the community of their choice

Help if they want to work

Take part in volunteer opportunities or other types of community involvement

Assistance accessing services needed to live their life, including connecting to clinical or therapeutic supports

KEY STEPS IN THE FRONT DOOR PROCESS



ESTABLISHING INTERAGENCY COLLABORATION

- The student's IEP team and/or transition coordinator identifies potential partners. The school team will work to find and develop contacts with agency personnel.
- Parents, inform the IEP team of any agencies, providers, or community organizations you are communicating with about services, especially if you want them involved in the transition planning process.
- This process will continue to evolve and change throughout the high school years. You can establish new partnerships as needed at any stage.

CBS TRANSITION SUPPORT STEPS



CONTACT INFORMATION

Transition Coordination

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Instagram: @commbasedservices
Facebook: Community Based Services
Facebook: Hudson Valley InterArts Center

QUESTIONS?