Joint Agreement for the Coordination of Transition Services between the New York State Education Department ("NYSED") Adult Career and Continuing Education Services–Vocational Rehabilitation ("ACCES-VR") and Office of Special Education ("OSE")

Parties Involved/Authority

This agreement reflects federal requirements (Section 612(a)(12)) of the Individuals with Disabilities Education Act ("IDEA") 2004 and Title IV Section 101(a)(11)(D) of the Rehabilitation Act of 1973 (the "Rehabilitation Act") as amended by Workforce Innovation and Opportunity Act ("WIOA") and provides an overview of the purposes, objectives, and joint responsibilities of each party in the provision of transition services for students with disabilities, as well as pre-employment transition services for students with disabilities.

Through this agreement, ACCES-VR and OSE hereby define their relationship, including their respective roles and responsibilities to students with disabilities.

Purpose

ACCES-VR and OSE share responsibility to prepare students with disabilities for successful competitive integrated employment. The purpose of this agreement is to facilitate and foster a common under0 (s)4 (t5.9 (v)ns)412 (egu)10 ((t)12.1 (2(ag

services that are also considered special education or related services and that are necessary for ensuring a free appropriate public education ("FAPE") to students with disabilities in New York State.

Consultation and Technical Assistance

ACCES-VR and OSE will provide consultation and technical assistance to school districts in planning for the transition of students with disabilities from education and transition services in school to post-school activities, including VR services. Consistent with federal and State regulatory requirements for both ACCES-VR and OSE, consultation and technical assistance include:

- providing guidance and professional development to educational and VR personnel responsible for facilitating the transition planning process and the development and coordination of student individualized education programs ("IEPs") and individualized plans for employment ("IPEs");
- providing information about each agency's roles and responsibilities, including financial responsibilities, and the State lead agencies and qualified personnel responsible for transition services;
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- Working with ACCES-VR and OSE-funded specialists to develop procedures for outreach and identification of students with disabilities who need pre-employment transition services and transition services;
- Sharing training materials and extending invitations to trainings;
- Collaborating to ensure alignment of the IEP with the IPE by providing guidance to education and vocational rehabilitation personnel for facilitating the transition

- Promote access, as appropriate, for students with disabilities to career and technical education and work-based learning experiences;
- Provide technical assistance to VR personnel through formal and informal training, joint problem solving, and exchange of information on policies and procedures;
- Designate OSE staff to participate on the ACCES-VR State Rehabilitation Council and relevant subcommittees;
- Ensure the participation of at least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities on OSE's Commissioner's Advisory Panel for Special Education; and
- Facilitate the identification and referral of students between the ages of 14 and 21 in need of VR services, including pre-employment transition services starting at age 14.

Responsibilities of Adult Career and Continuing Education Services - Vocational Rehabilitation

ACCES-VR shall undertake the following responsibilities with respect to transition planning and vocational rehabilitation services for students with disabilities:

- Facilitate and coordinate the smooth transition of students with disabilities ages 14-21 from school to post-school activities, including the receipt of pre-employment transition services, transition services, and other vocational rehabilitation services;
- Designate vocational rehabilitation personnel to be responsible for the provision of technical assistance and consultation to educational agencies, and the development of statewide program strategies and procedures applicable for students

- Collaborate with school district personnel to enhance work-based learning experiences and assist students with disabilities per specific guidelines set by United States Department of Labor and United States Department of Education regarding tracking of hours completed;
- Provide technical assistance on vocational rehabilitation to school district personnel through formal and informal training, joint problem solving, and exchange of information on policies and procedures;
- Track agency data to improve collaboration efforts, vocational rehabilitation services, and employment outcomes; and
- Track each student in receipt of pre-Pervnsoym (or)7 0 ()]TJed0 (,)2 (and)]TJ 1616 (o

within a reasonable period as defined in 34 CFR 397.20(b)(3)(i), 307.20(b)(3)(ii), and 397.20(a)(2)(ii)(A);

- ACCES-VR will collaborate with school districts to establish a procedure to identify students with disabilities interested in seeking or continuing subminimum wage employment and work cooperatively to ensure that the student, prior to beginning work at subminimum wage, has obtained documentation indicating completion of the required activities identified in section 115 of WIOA and transition services provided under IDEA. ACCES-VR and the school district will retain copies of the documentation in a manner consistent with the requirements of 34 CFR 397;
- ACCES-VR and school districts will work cooperatively to ensure that students participate in the required services and obtain the proper documentation to maintain subminimum wage employment, including:
  - Receipt of pre-employment transition services and/or transition services provided by each;
  - Record of eligibility or ineligibility for VR services;
  - Record of IPE and case closure; and
  - Record of career counseling and information and referral services as described above.

Agreement Review

This agreement will be reviewed annually. The terms of the agreement may not be waived, altered or modified in any manner except with written agreement from both parties.

By signing below, the signatories agree to these terms and conditions on behalf of their respective offices.

Kevin Smith Deputy Commissioner Adult Career and Continuing Education Services	Kimberly Young Wilkins Deputy Commissioner P-12 Instructional Support
April 21, 2020 Date	April 21, 2020 Date