



REAL CONVERSATIONS ON PARENTING AND DISABILITY

FROM SCHOOL TO WORK



FROM SCHOOL TO WORK

Resource Guide

Vocational preparation helps students develop the life and career skills they need to get their first job after leaving school. Find out how the **Career Development and Occupational Studies (CDOS) Credential** can prepare young people with disabilities to transition effectively to the world of work.

Career Development and Occupational Studies Commencement (CDOS) Credential

- State Memo Outlining CDOS Credential (June 2013)
<http://bit.ly/2vQk10F>
- State Memo Outlining CDOS Expansion (March 2016)
<http://bit.ly/2vQaqXW>
- Superintendent Determination of Graduation with a Local Diploma (updated 2017): <http://bit.ly/2vR06P8>
 - Details the new policy where parents/guardians can request that the superintendent review a student's file to determine eligibility for a Local Diploma with note
 - Applies to students with IEPs only "who, because of their disabilities, are unable to demonstrate their proficiency on standard State assessments, even with testing accommodations"
 - Students need to have minimum score of 55 on ELA and mathematics regents tests, or successful appeal of scores between 52-55
 - Other regents scores won't count for or against a Local Diploma under superintendent review
 - Diploma can only be considered and issued with parent/guardian request
- NYC DOE Academic High School Policy Guide (September 2016)
<http://bit.ly/2vR0YmS>
 - Pages 20-22 give overview of CDOS program of study and requirements

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- Note that CDOS is open to ALL students (not just those with IEPs) who participate in Standard Assessment (change effective in 2016)
 - A student can and should earn a diploma in addition to a CDOS; CDOS credential does not limit one's diploma options
 - Pages 5-20 of guide detail diploma options
- Overview Regents Diploma Requirements Meeting (July 2017)
<http://bit.ly/2vQMjZ9>
 - Gives helpful overview of credit requirements and pathway options for getting both a CDOS and a diploma
 - Slides 5-6, 13-16 are focused on CDOS

Note on Graduation Requirements: The graduation requirements — the types of courses and number of courses — are the same for both New York City and the rest of New York State, but New York State counts credits differently. State credits are counted as one half the value of equivalent New York City credits.

- Example: It takes 44 credit units to graduate in New York City; the equivalent course of study counts as 22 credit units throughout the rest of New York State.

- Example: the equivalent math classes needed to graduate in New York State will count as 6 credit units in New York City, but as 3 credit units outside of New York City.

- CDOS Career Plan Document
<http://www.p12.nysed.gov/cte/careerplan/>
 - To be completed during course of CDOS studies

INTERVIEW TIPS FOR YOUNG ADULTS WITH DISABILITIES



1. **Prepare, prepare, prepare!** Learn as much as you can about the job you are applying for. Make sure you understand what the company does and what the job requires. Be ready to answer the question “Why do you want to work here?” Also be ready to talk about your skills and strengths. Practice answering these questions with someone you know.
2. **What to bring.** You should bring a copy of your resume, a notepad, and a pen. Bring any other documents that the employer requests, such as an application or references.
3. **What to wear.** Dress nicely! Wear work appropriate clothes like a button down shirt and slacks (no jeans, t-shirts, sneakers, or flip flops).
4. **First impression.** Make sure you arrive 10 minutes before your interview time. Never be late or too early! You want to make a good first impression. Give yourself extra time, especially if you are taking public transportation or Access-a-Ride. Turn off your cellphone. When you first meet the interviewer, say hello, introduce yourself, shake his/her hand, and look him/her in the eye!
5. **The interview.** Listen to everything the interviewer says and make sure you answer the question s/he asks. If s/he says something that is upsetting or makes you feel bad, don’t react. Remain calm. Talk about good things that you have done or can do. Focus on your strengths!
6. **Whether or not to discuss your disability.** Interviewers are not allowed to ask you about your disability and you do not need to tell the interviewer about your disability. It is up to you if you want to tell the interviewer that you have a disability. If you need an accommodation at the workplace, you can wait until after you are offered the job to request the accommodation.
7. **After the interview.** Say thank you and shake the interviewer’s hand again. When you get home, send a thank you email or note to the person who interviewed you.

PREPARING FOR WORK



Entering the work place can be particularly challenging for young adults with disabilities. With planning, preparation, and self-advocacy, individuals can find work that is both meaningful and enjoyable.

START EARLY

- Encourage your child to think about what he or she is interested in doing for a living, and to research those jobs and speak to people in similar fields of work
- Identify your child's strengths and weaknesses and consider how they play into his or her career interests
- Put together a resume and consider what might be useful to add before seeking employment
- Develop interview skills by role playing with potential questions an employer might ask, and questions to ask potential employers
- Identify and practice asking for accommodations your child might need on the job. You may also want to consider supported employment programs for individuals with disabilities
- Discuss the importance of self-presentation, including hygiene, dress code, punctuality, and appropriate behavior
- Seek out internships and volunteer opportunities in school and in your community

ACCOMMODATIONS

Employers are legally required to provide certain accommodations to people with disabilities. If you anticipate a few difficulties once on the job, you can be prepared with practical solutions. Common issues and possible solutions include:

- **DISTRACTIONS:** Wear headphones or request a work space away from busy, noisy areas.
- **CONCENTRATION:** Break tasks down into small parts, or consider requesting that tasks be assigned one at a time.
- **STAMINA:** Take all allowed rest breaks. Consider working part time.
- **MULTITASKING AND TIME MANAGEMENT:** Meet regularly with a supervisor to prioritize assignments. Keep a daily to-do list, agenda book, or online calendar to help stay on task.
- **INTERACTING WITH OTHERS:** Find a buddy or a mentor for support with challenges.
- **EVALUATIONS:** Ask the supervisor to clearly identify both strengths and areas for growth. Request private time to absorb the evaluation.

PREPARING FOR WORK



SUPPORT

- Find or continue counseling and/or therapy, which is an appropriate setting to discuss job-related issues or anxieties
- Engage in social and recreational activities in the community to find support and relief from the stress of work
- Try to stay focused on the benefits of employment: financial security, independence, and fulfillment

ACCUMULATING RESUME AND WORK EXPERIENCE



EMPLOYMENT OPPORTUNITIES FOR STUDENTS ENROLLED IN PUBLIC SCHOOL

Summer Youth Employment Program (SYEP)

- Department of Education places students in a variety of internships
- Paid summer internship program for six weeks (July – August)
- For students ages 14 to 24
- Provides job coach (special education teacher/provider)

For more information, please visit goo.gl/m4EUe4.

Work, Learn, and Grow Employment Program

- Department of Education places students in a variety of internships
- Paid year round internships (September – June)
- For students ages 14 to 24
- Must be a SYEP participant

Training Opportunities Program (TOP)

- Administered by the Transition Coordination Center (formerly Placement and Referral Center)
- Paid internships for students with disabilities
- TOP liaisons will identify work locations where students with IEPs will earn minimum wage and can work up to 15 hours per week
- Hours count towards Career Development and Occupational Studies Commencement Credential (CDOS)

Ladders for Leaders:

- Paid summer internships with corporations, nonprofits, and government agencies
- Students receive help with resume, cover letter writing, and interviewing skills
- Internships align with students' career goals and interests
- For students ages 16 to 22
- Minimum GPA of 3.00



love, equity, & access for young people with disabilities

Is your child **struggling** in school?

Does your child have
special needs or an **IEP**?

Do you have questions about your
young person with a **disability**?

WE CAN HELP FOR FREE

INCLUDEnyc provides one-to-one help, information resources,
and workshops on topics that are important to you, **at no cost.**



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amor, equidad, y acceso para jóvenes con discapacidades

¿Su hijo **tiene problemas** en la escuela?

¿Su hijo tiene un **IEP**
(Programa de Educación Individualizada)?

¿No sabe cómo ayudar a su hijo con
necesidades especiales?

**NOSOTROS LO PODEMOS
AYUDAR GRATUITAMENTE**

INCLUYEnyc proporciona ayuda individualizada, recursos de información,
y talleres gratuitos sobre temas que son importantes para usted.



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