

Utah's Transition Action Guide: for Students with Disabilities and Agencies

*This document is a work in progress.
Final Document coming soon*

December 2009

***“How we can work together
so my transition from school to employment and
adult life go smoothly?”***



Seamless Collaboration

***With and For* Students with Disabilities**

**Transitioning To Employment, Education/Training
And Adult Life**

Adapted from:

Transition Action Guide for Post-School Planning; Wisconsin Department of Public Instruction and
State of Wisconsin Department of Workforce Development (2008)

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Transition Requirements in the IEP

Utah State Special Education Rules

VII.B. TRANSITION SERVICES—SCHOOL TO POST-SCHOOL.

1. Purpose. (§300.1)
 - a. To ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
2. Definition. (§300.43)
 - a. Transition services mean a coordinated set of activities for a student with a disability that:
 - (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual student's needs, taking into account the student's strengths, preferences and interests; and includes:
 - (a) Instruction;
 - (b) Related services;
 - (c) Community experiences;
 - (d) The development of employment and other post-school adult living objectives; and
 - (e) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
 - b. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.
3. Parent participation (§300.322). For a student with a disability beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP team, the notice of meeting must indicate:
 - a. That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student; and
 - b. That the LEA will invite the student; and
 - c. Identify any other agency that will be invited, with the consent of the parents or student age 18 or older, to send a representative
4. IEP team (§300.321). For an IEP team meeting that includes as a purpose the development of a transition plan:
 - a. The LEA must invite the student with a disability to attend the student's IEP meeting if a purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.
 - b. If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
 - c. To the extent appropriate, with the consent of the parents or a student who is age 18 or older, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
5. Definition of IEP. (§300.320(b))

- a. Transition services. Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (1) Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
 - (2) The transition services, including courses of study, needed to assist the student in reaching the student's post-secondary goals.
- 6. Transfer of rights at age of majority. (§300.320(c) & §300.520)
 - a. Beginning not later than one year before the student reaches the age of majority (age 18), the IEP must include a statement that the student and the student's parents have been informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (except for a student with a disability who has been determined to be incompetent by a court). These rights include:
 - (1) An adult student has the right to approve his or her own educational placement and Individualized Education Program (IEP) without help from parents, family, or special advocates.
 - (2) An adult student has the right to allow parents, family, or special advocates to help if he/she desires.
 - b. The LEA must provide any notice required by Part B of the IDEA and these Rules to both the student and the parents (§300.520).
 - c. All rights accorded to parents under Part B of the IDEA transfer to the student.
 - d. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile, State or local correctional institution.
- 7. Termination of eligibility as a change of placement. (§300.305)
 - a. An evaluation is not required before the termination of a student's eligibility under this part due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, an LEA must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.
- 8. Failure to meet transition objectives. (§300.324)
 - a. If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the LEA must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
 - b. Nothing relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that LEA (§300.324).
 - c. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or an interagency agreement, to provide or pay for any services that are also considered special education or related services such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and transition services that are necessary for ensuring a FAPE to students with disabilities within the State,

the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement or as provided in an interagency agreement.

- d. If a public agency other than an educational agency fails to provide or pay for the special education and related services, the LEA must provide or pay for these services to the student in a timely manner. The LEA is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA in accordance with the terms of the interagency agreement (§300.154).
9. Students with disabilities in adult prisons. (§300.324)
- a. The requirements relating to transition planning and transition services, do not apply with respect to those students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
 - b. The obligation to make FAPE available to all students with disabilities (§300.102) does not apply with respect to students ages 18 through 21 to the extent that State law does not require that special education and related services under Part B of the IDEA be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility:
 - (1) Were not actually identified as being a student with a disability; and
 - (2) Did not have an IEP under Part B of the IDEA.
 - c. The exception does not apply to students with disabilities, ages 18 through 21, who:
 - (1) Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
 - (2) Did not have an IEP in their last educational setting, but who had actually been identified as a student with a disability.

VII.C. GRADUATION.

1. The obligation of the LEA to make FAPE available to all students with disabilities does not apply to students with disabilities who have graduated from high school with a regular high school diploma (§300.102(a)(3)(i)).
 - a. The exception in VII.C.1 does not apply to students that have graduated from high school but have not been awarded a regular high school diploma (§300.102(a)(3)(ii)).
 - b. Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice (§300.102(a)(3)(ii))
 - (1) The written prior notice must contain all the requirements in IV.D of these Rules (§300.503), including being given a reasonable time before the LEA proposed to terminate the student's eligibility under the IDEA by issuing the student a diploma.
 - c. The term "regular high school diploma" does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED) (§300.102(a)(3)(iv)).
2. The IEP team may amend graduation requirements and must document in the IEP the nature and extent of any modifications, substitutions, and/or exemptions made to accommodate the needs of a student with disabilities.
3. The IEP team must refer to the *USOE Special Education Graduation Guidelines* for additional information.

Guiding Principles for Transition Plan Development

By T.E. Smith, B.C.; Gartin, N.L.; and Murdick, A. Hilton

1. Transition efforts should start early and continue until transition occurs. Schools should take a proactive approach to transition. Transition efforts should begin at age 14* and not wait until a student is nearing the end of public school.
2. Planning must be comprehensive. A district must focus on more than just school to post-school environments and services and develop a plan that encompasses transition needs from first grade through high school and provides supports for all students with special needs.
3. The planning process must balance what is ideal with what is possible. Even though it is important for students with special needs, their family members, and school staff to dream about adult opportunities, reality must be a factor in developing and implementing transition plans.
4. Student participation is essential. The one person most affected by transitions is the student with special needs so students and their family members must be involved in the entire process in order to incorporate their dreams, wishes, and ideas.
5. Family involvement is crucial. Family involvement in the transition planning and implementation process is vitally important because family members have information to contribute related to the future of their child.
6. The transition planning process must be sensitive to diversity. Diversity among students and their families must be taken into consideration when developing a transition plan because different cultures expect and desire different outcomes from school.
7. Everyone uses supports and services. All individuals who make changes need supports during transitions but students with special needs may need more extensive supports.
8. Community-based activities are important. Including community-based teaching and training opportunities is an excellent means of easing transition difficulties.
9. Interagency commitment, cooperation, and coordination must be improved. Without the active involvement of all agencies involved in providing services to children and their families, important transition efforts may be overlooked.
10. Timing is crucial if linkages are to be made and a seamless transition to life after high school is to be achieved. Waiting until students have difficulties is too late to provide appropriate support services.
11. The transition planning process should be considered a capacity-building activity.
12. Ranking of transition needs must occur. Part of the transition planning process should be to rank order the transition needs of students.
13. Transition planning is beneficial to all students. Preparing for change is a good way of avoiding pitfalls that often occur when there are changes.

*NOTE: Utah State Special Education Rules require transition planning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.

From: Smith, T.E., Gartin, B.C., Murdick, N.L., Hilton, A. (2006). *Families and Children with Special Needs: Professional and Family Partnerships*. Pearson Education Inc.

Downloaded 7/7/09 <http://www.education.com/reference/article/principles-transition-plan-special-education/>

Quick Overview of Benefits and Actions by Team Members

This is an overview of how a student with disabilities and each stakeholder can benefit from the new collaboration. It shows how we can work *with and for* a student as he or she transitions from school to employment and adult life. Each of us needs to take specific steps to make this an efficient, effective and seamless process.

A few examples of how the new collaboration can help you.

<p>For students:</p> <ul style="list-style-type: none"> • Improved career planning and employment options • More supports and resources available • Seamless service delivery • More integrated settings 	<ul style="list-style-type: none"> • Greater self-determination, empowerment • Increased successful employment outcomes • More employer and business partnerships • Equal access and benefits • Improved quality of life
<p>For parents:</p> <ul style="list-style-type: none"> • Timely information and guidance from a local team of team members communicating and collaborating regularly • Seamless service delivery 	<ul style="list-style-type: none"> • Increased understanding of roles and duties of team members • More focus on student's future • Increased options for young adults
<p>For teachers, school team members:</p> <ul style="list-style-type: none"> • Expanded team to help teachers educate and guide students • Easier, earlier and faster access to community resources • Improved communication among team members 	<ul style="list-style-type: none"> • Identification of team members to assist in planning for positive student outcomes • More job satisfaction as students succeed • Improved relationship with parents/guardians
<p>For Vocational Rehabilitation Counselors:</p> <ul style="list-style-type: none"> • Timely and appropriate referral of young adults • Maximizing resources, reducing duplication of services • Improved transition planning, coordination of services for young adults 	<ul style="list-style-type: none"> • Earlier involvement to help counselors and young adults develop meaningful plans and services • Increased understanding of roles and duties of team members
<p>For Case Managers, Child Service Workers, and Mental Health Professionals:</p> <ul style="list-style-type: none"> • Timely and appropriate referral of youth • Better communication to improve teamwork and planning • Maximizing resources, reducing duplication of services 	<ul style="list-style-type: none"> • Identification of team members to resolve problems • Earlier involvement to help service providers and young adults develop meaningful plans and services
<p>For Division of Services for People with Disabilities Support Coordinators:</p> <ul style="list-style-type: none"> • Increased understanding of roles and duties of team members • Improved transition planning and coordination of services for students and young adults 	<ul style="list-style-type: none"> • Improved communication among team members • Identification of team members to assist in planning for positive student outcomes • Maximizing resources, reducing duplication of services
<p>For College Disability Resource Center Counselors:</p> <ul style="list-style-type: none"> • Earlier involvement to help young adults prepare for needed accommodations and services • Maximizing resources 	<ul style="list-style-type: none"> • Timely identification of services and resources needed • Improved college success for young adults with disabilities

-STUDENTS-

Student involvement is an integral part of transition planning; therefore, IEP teams must include the student in any transition planning by documenting that the student has been invited to any IEP meeting when postsecondary goals and transition services will be discussed. If the student does not attend the meeting, the IEP team must document how the student's preferences and interests were considered. When planning for an IEP meeting, remember that when the student reaches the age of majority (age 18), the student becomes an adult unless documentation of court-awarded guardianship is available.

As a student, I am expected to:

Prepare for my IEP meeting

- Talk to my teachers about who should attend my IEP meetings and why (e.g., VR counselor, DSPD Support Coordinator).
- Obtain their contact information from my teacher.
- With the help of my teacher and parent/guardian, invite them to my IEP meeting.
- Think about what I want to do for a job when I am done with school and why.
- Think about what education I will need for the job I want and where I might get that education.
- Think about what I am good at doing, what I like to do, and other strengths that would help me in a job.
- Think about where I want to live when I am done with school.
- Talk to my teacher and parent/guardian about my interests and possible post-school goals and the skills I will need to reach those goals.
- With my parents' and teacher's help, prepare an agenda for my IEP meetings.
- Learn how to be more involved in my meetings (e.g., asking someone to state my goals, stating my goals myself, running my meeting)

Participate in my IEP meetings:

- Ask questions as needed.
- Share my thoughts and be part of the discussions.
- Talk about my interests and what I would like to do when I am done with school.
- Be an active participant in the meetings, including leading the meetings if I wish.
- Develop my work, education and living goals for when I'm done with school. Determine what skills and strengths I have now and what I need to learn to achieve those goals.

Work towards my Goals:

- Complete activities that my team and I agree will help me achieve my goals.
- Apply for and work with programs, services and/or supports that will help me achieve my goals.
- Ask questions as needed, to make sure I understand my options and what I need to do.
- Recognize when I make progress towards my goals.
- Listen to advice and use it to help me make informed choices.

As a Student:

I can expect my Parents/Guardians to: Help me explore & decide what I want to do for work, education and living after school.

- Provide consent for agencies/ professionals (e.g., VR counselors, DSPD Service Coordinators) to inform me about their services and work towards my goals.
- Help me invite these agencies to my IEP meetings and apply for services.
- Help me think about what I want to do for a job when I am done with school and why.
- Help me think about what education I will need for the job I want to do and where I might get that education.
- Help me think about my strengths and talents and how they would help me in a job.
- Help me think about where I want to live and what skills I will need to live there when I am done with school.
- Help me think about how I can pay for education and living expenses when I am done with school.
- Help me complete activities that we decide will help me meet my goals.
- Help me make sure my IEP, IPE, PCSP and other plans coordinate with each other and help me review them at least annually.
- Help me apply for programs, services, and/or supports that will help me achieve my goals.

I can expect my Teachers or School Team Members to:

- Help me identify my goals for work, education and living after finishing school and complete activities that will help me meet my goals.
- At least one year prior to graduation, help me identify who else may be able to help me reach my goals, such as VR, learn about their services.
- Help me invite them to my IEP meetings (with consent).
- At least one year prior to graduation help me apply for these agencies' services.
- Meet with me before my IEP meeting to review my progress on my current goals and discuss new goals.
- Meet with me at the end of my last year of school to develop the Summary of Performance.

I can expect VR Counselors to (At least one year prior to graduation):

- Provide me with information and/or talk to me about their program.
- Attend my IEP meetings as invited, and help me determine my work and related education goals.
- Send me an application when I ask for one and determine my eligibility for services.
- If I am eligible, help me develop an Individualized Plan for Employment (IPE), coordinate this plan and services with my IEP, and other agencies' plans.
- Provide agreed upon services to help achieve my work goal and monitor my plan.
- Review my IPE with me and appropriate team members annually.
- Assist me in obtaining an employment outcome in line with my work goals.

I can expect Case Managers, Child Service Workers, and Mental Health Professionals to:

- Provide support to me, my teacher, and my family member/guardian by attending the IEP meeting when invited.
- Share current information about options, eligibility, and services available now, and when I leave school.
- Participate in planning discussions, to help me and my transition team to make informed decisions about courses of action during my final years of school.

I can expect DSPD Support Coordinators to:

- Help me learn about my options for employment and living after I leave school.
- Provide information to my school and my parents/guardian about these local services and programs.
- Help me understand my eligibility for additional long-term services and supports and apply for these services.
- Advise me about my options so that I can decide how to take advantage of my remaining years in school.
- Refer me to programs and service agencies that meet my needs.

I can expect my DRC Counselor to:

- Help me understand what I need to do to be eligible for accommodations in my college classes.
- Help me learn about what additional support services are available on my college campus that will help me be successful in college.
- Expect me to advocate for myself about my need for accommodations.

-PARENTS-

Parents are required members of the IEP team and the school team must take steps to ensure that one or both parents are present at the meeting or have another opportunity to participate. Parents who are unable to attend the meeting may participate in alternate ways, such as through video conferencing or conference calls. An IEP meeting may be held without the parents only if repeated attempts (documented in the IEP folder) to have parents in attendance are unsuccessful.

As a parent, I am expected to:

Help my student prepare for his/her IEP:

- Help my student explore his/her interests related to living, education and work goals for after school.
- Give permission for agencies/ professionals that may help my student achieve his/ her goals, to work with my student.
- Become familiar with these agencies/professionals and help invite them to the IEP meetings.
- Help my student think about what he/she wants to do for a job when he/she is done with school and why.
- Help my student think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Help my student think about his/her strengths and skills and how they would help him/her in a job.
- Help my student think about where he/she wants to live and what skills he/she will need to live there when he/she is done with school.
- Help my student understand his/her disability and the impact it may have on working, postsecondary training, and living independently.

Participate in my student's IEP Meetings:

- Ask questions as needed.
- Share my thoughts and be part of the discussions.
- Help my student develop his/her work and living goals for when he/she completes school.
- Help determine what can be done now and in the future to help him/her achieve those goals.
- Maintain the focus of discussions on the student's strengths, preferences and interests.

Help my student achieve his/her Goals:

- Help my student complete activities that will help my student achieve his/her goals.
- Help my student understand his/her choices and apply for programs such as VR, DSPD, and Social Security that will help my student achieve his/her goals.
- Learn about and work with these programs to help determine my student's eligibility and help my student achieve his/her goals.
- Be an active member of my student's IEP team.
- Ensure that post school goals and services are coordinated between his/her IEP, IPE, PCSP and other plans.
- Ask questions as needed.
- Help ensure my student is making progress towards his/her goals and plans are reviewed annually.
- Support my student's growing independence and informed choices.

As a Parent:

I can expect my Student to:

- Complete activities that will help him/her identify work, education and living goals.
- Invite people to his/her IEP, help run his/her IEP meeting, and decide his/her goals.
- Think about what he/she wants to do for a job when he/she is done with school and why.
- Think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Think about what he/she is good at doing, what he/she likes to do, and other strengths that would help him/her in a job.
- Think about where he/she wants to live and what skills he/she will need to live there when he/she is done with school.
- Complete activities to work towards achieving his/her goals.
- Ask questions as needed and be part of the discussions.
- Work with agencies as appropriate (such as VR, DSPD) including applying for services, developing plans, and participate in agreed upon services.
- Be actively engaged in the planning process, including reviewing the plan and changing them as needed.
- Make progress towards achieving his/her goals.

I can expect Teachers or School Team Members to:

- Starting with the first IEP to be in effect when the student is 16, or earlier as appropriate, help my student decide his/her goals for work, education and living after school.
- Identify and complete activities that will help him/her meet the goals.
- Help identify others who may be able to help my student reach his/her goals, such as VR, DSPD or other support resources.
- Inform my student and me about these agencies, and at least one year prior to graduation invite those agencies to the IEP meetings with my consent.
- With my consent, provide educational information needed for the application.
- Work with agencies/professionals to help my student learn the skills needed to achieve his/her goals.
- Evaluate my student's progress at least annually with all appropriate team members.

I can expect VR Counselors to (At least one year prior to graduation):

- Give my student and me information and/or talk to us about the VR program.
- Attend my student's IEP meetings when invited-and help determine work goals and activities for achieving his/her goals.
- Provide a VR application and determine if my student is eligible for VR services.
- If eligible for VR services, develop an IPE and provide agreed upon services to help my student achieve his/her work goal.
- Coordinate my student's IPE with his/her IEP and other plans as appropriate.
- Ensure my student is making progress towards his/her work goal.
- Update his/her IPE annually with all team members as appropriate.

I can expect Case Managers, Child Service Workers, and Mental Health Professionals to:

- Assist me in learning about my student's options for services and supports.
- Refer me to the DSPD to determine eligibility for services.
- Provide information about my student's options when he/she becomes an adult (18 yrs).

I can expect DPSD Service Coordinators to:

- With my consent or at my invitation, attend the IEP meetings.
- Determine eligibility for long-term services.
- Provide information about service and support options for services and supports so that the school, my student and I can make informed choices about educational options and post-school activities.
- Collaborate with schools and other service agencies to help me understand other agencies' eligibility requirements (e.g., Social Security) and to access public and private supports and services.

I can expect DRC Counselors to:

- Give my student and me information and/or talk to us about ADA and Section 504 and academic support programs.
- Require my student to advocate for him/herself, provide any necessary information, and follow through with requesting any needed accommodations.

-EDUCATORS-

IDEA 2004 and Utah Special Education Rules require certain school staff be members of the IEP team: at least one of the student's regular education teachers, if the student is or may be participating in the regular education environment; at least one special education teacher; and a qualified representative of the local education agency (district or charter school). Additional team members may be included, as appropriate for the individual student, such as speech language pathologist or technician, school nurse, occupational therapist, physical therapist, school counselor or school psychologist, or classroom aide/paraprofessional.

The provision of a free, appropriate, public education (FAPE) for a student with a disability is the responsibility of all educators in the school. While the special educator may be the IEP team facilitator or the IEP file manager, effective educational planning requires collaboration between special educators, related service providers and general educators, including content area teachers, guidance counselors and administrators. Effective collaboration will help provide the instruction that the student needs to improve the academic and functional skills he/she will need to make a smooth transition from school to post-school activities.

As a teacher or school team member, I am expected to:

Prepare for the student's IEP meetings:

- Ensure that the IEP, including the transition plan, are reviewed at least annually.
- Use transition assessments to help the student identify his/her goals for work, education and living after high school.
- Invite the student to the IEP meetings.
- Become familiar with various adult services programs and identify representatives in my area.
- Help the student identify who should be invited to the IEP meetings.
- Help the student prepare to actively participate in the IEP meetings (e.g., asking someone to state his/her goals, stating his/her goals, running the meeting).
- Obtain consent to invite agency representatives to the IEP meetings.
- Help the student invite the identified participants.
- If the student is 18, verify guardianship status.

Participate in the IEP meeting:

- Facilitate the active participation of all team members in discussion about the student's goals.
- Maintain the focus of discussions on the student's strengths, preferences and interests.
- Share my thoughts and be part of the discussion about the student's educational program, including accommodations needed, graduation options, and transition plans.
- Help determine what can be done now or in the future to help him/her achieve those goals.
- Treat adult students (those 18 and older) as "their own parents", unless guardianship has been awarded to another adult.

Help the student work towards his/her goal:

- Help the student complete activities that will help him/her achieve the goals.
- Help the student review his/her goals and apply for appropriate programs such as VR that will help him/her achieve the goals.
- With consent from parents or adult students, provide requested educational information to other agency personnel to assist with referrals and coordinating plans.
- Maintain familiarity with current resources available to students and parents/guardian, in order to include them in on-going planning efforts.
- Work with these programs to coordinate plans and services.
- Evaluate the student's progress towards achieving post school goals and update the IEP at least annually.
- Provide the student with a summary of his/her performance when appropriate.
- Assist the student in learning skills that will support independence and self-advocacy, such as asking questions and making informed choices.

As a teacher or school team member:

I can expect Students to:

- Participate in transition assessments to identify his/her work, education and living goals.
- Invite people to his/her IEP, actively participate in his/her IEP meeting, and determine his/her goals.
- Complete activities that the team decides will help the student meet his/her goals.
- Ask questions as needed and be part of the discussions.
- Work with agencies as appropriate (e.g., VR, DSPD, and Social Security) including applying for services, developing plans, and completing agreed upon services.
- Be actively engaged in the planning process, including reviewing the plan and changing them as needed.
- Make progress towards achieving his/her goals.

I can expect Parents/Guardians to:

- Help the student explore and develop work, education and living goals for after school.
- Help the student think about what he/she wants to do for a job when he/she is done with school and why.
- Help the student think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Help the student think about what he/she is good at doing, what he/she likes to do, and other strengths that would help him/her in a job.
- Help the student think about where he/she wants to live and what skills he/she will need to live there when he/she is done with school.
- Give consent for needed agency representatives (e.g., VR, DSPD and Social Security) to be invited to the IEP meetings.
- Become familiar with VR, DSPD and other services and apply for services.
- Be active team members in the transition process and help their student with activities and services to help him/her achieve post school goals.
- Ensure that school and agency plans are coordinated and reviewed at least annually.

I can expect V R Counselors to (at least one year prior to graduation) to:

- Provide information about VR services to the student and me.
- Provide employment planning consultation as needed, or at least one year prior to graduation.
- Provide employment information and assist in identifying appropriate post school goals, as needed.
- Provide applications and determine eligibility for services.
- Coordinate the IEP and IPE goals and the services needed to achieve the employment goal.
- Attend IEP meetings.
- Evaluate the student's progress towards achieving his/her employment goal and update IPE at least annually.

I can expect Case Managers, Child Service Workers, and Mental Health Professionals to:

- Be in contact with me about service and supports options that are available to meet students' needs.
- Be willing to discuss procedures for accessing service and support.
- Help the student and family understand options and timelines for accessing services and supports.

I can expect DSPD Support Coordinators to:

- Keep me informed about important information that a student and/or the parent/guardian must know about before the student leaves/exits school.
- Conduct information-sharing and/or training events to communicate with educators and school administrators.
- Attend events to inform groups of parents/guardians (e.g. parent nights) and students about eligibility requirements and services available for eligible individuals.

I can expect DRC Counselors to:

- Provide the student and school with information about application timelines, office locations, documentation needed, etc. as students consider attending college.
- Help me understand what education documentation will be helpful for students as they apply for accommodations through the DRC office.
- Attend Student/Parent Information Nights when invited to talk about what students can expect at college and how this is different from what they have experienced during high school.

-VOCATIONAL REHABILITATION-

Vocational Rehabilitation (VR) services are provided under the Utah State Office of Rehabilitation for the purpose of assisting eligible individuals with disabilities to prepare for and obtain employment, and increase independence.

The role and responsibility of the Rehabilitation Counselor is to work as a member of a transition team for each student who is referred or determined eligible to ensure a seamless transition from the Special Education system into the VR system. In general, the latest VR counselors should be involved with Special Education students felt to require VR services is during their senior year in High School.

As a VR counselor, I am expected to:

Prepare for the IEP Meeting:

- Provide outreach to students.
- Respond to IEP meeting requests.
- Provide employment and planning consultation.
- Attend IEP meetings when invited and available (at least one year prior to graduation).
- If not able to attend, provide information on VR services and eligibility criteria to students, their parents, and other team members as appropriate.

Participate in the Student's IEP Meeting:

- Provide information on VR services and eligibility criteria to students, their parents, and other team members as appropriate.
- Share thoughts and be part of the discussion occurring.
- When requested provide an application for services and determine eligibility for services.
- Help the student develop his/her work/career path goals for after school.
- For students found eligible, develop an IPE that aligns with and is consistent with the goals of the IEP.
- Help determine what the student can do now and in the future to help him/her achieve their goals.

Help the student achieve his/her goals:

- Coordinate services with the school and other team members as appropriate for students found eligible for VR services.
- Provide services agreed to and listed in the IPE.
- Provide counseling and consultation services as needed and appropriate.
- Help ensure the student is making progress towards his/her goals.
- Where appropriate make referral to other agencies and entities that may offer services that meet the students need.

As a VR Counselor:

I can expect Students to:

- Complete activities that will help him/her identify their work and living goals for after school.
- Invite VR to his/her IEP meeting, help run the meeting, and decide his/her goals.
- Think about what he/she wants to do for a job when he/she is done with school and why.
- Think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Think about what he/she is good at doing, what he/she likes to do, and other strengths that would help him/her in a job.
- Complete activities to work towards achieving his/her goals.
- Ask questions as needed and be part of the discussions.
- Work with VR including applying for services, developing their IPE, and completing agreed to services.
- Be actively engaged in the process and make progress towards achieving his/her goals.

I can expect Parents/Guardians to:

- Help their student explore interests, strengths, work, education and living goals for after school.
- Sign (obtain) consents to allow VR to be active participants in their student's transition.
- Be familiar with the VR representatives and help their student invite them to their IEP meetings as appropriate and apply for services.
- Help their student think about what he/she wants to do for a job when he/she is done with school and why.
- Help their student think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Help their student think about his/her strengths and talents and how they would help him/her in a job.
- Help their students think about where he/she wants to live and how much it might cost to live there when he/she is done with school.
- Be an active stakeholder in the transition process and help their student with activities and services that will help them achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, PCSP and other plans, that progress is being made, and plans are reviewed annually.
- Discuss with the school the need for a referral if it is not made prior to one year from graduation.

I can expect Teachers or School Team Members to (at least one year prior to graduation):

- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of the post school goal.
- Have consents signed for students to allow VR to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with VR services and representative.
- Make referrals as appropriate, with consent, no later than one year away from graduation, and include information needed for eligibility determinations.
- For eligible students, coordinate services for the IEP, IPE, and ISP as appropriate, and encourage participation of all team members in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

I can expect I can expect Case Managers, Child Service Workers and Mental Health Professionals to:

- Provide current information about services and supports that are available to each student that has an IPE.
- Coordinate services with VR.

I can expect DSPD representatives to:

- Collaborate with each student's team when appropriate.
- Refer students and parents/guardians to VR when appropriate.

I can expect DRC Counselors to:

- Communicate with me about the needs and progress of students who are receiving VR services.
- Be familiar with the student's educational goals specified in the IPE.

-Case Managers, Child Service Workers, and Mental Health Professionals-

Case Managers, Child Service Workers, and Mental Health Professionals play an important role in transition planning for students for whom they provide services. Students may be in state custody, in which case these professionals not only have the responsibility of providing and coordinating services that are provided by their agencies, but may need to coordinate plans with foster parents as well as natural parents.

NOTE: Utah State Rules I.E.29: a "parent" may be a biological or adoptive parent, a foster parent if specific conditions are met, a grandparent or other person acting as a parent, including a surrogate parent. The State may not act as the parent if the student is the ward of the State.

As a Case Manager, Child Service Worker, or Mental Health Professional, I am expected to:

Prepare for the IEP Meeting:

- Respond to IEP meeting requests.
- Clarify my role as an IEP team member.
- Attend IEP meetings when invited and available.
- If not able to attend, provide information on program and eligibility criteria to students, their parents, and other team members as appropriate.

Participate in the Student's IEP Meeting:

- Provide information on program and eligibility criteria to students, their parents, and other team members as appropriate.
- Share thoughts and be part of the discussion occurring.
- When requested provide an application for services.
- Help determine what the student can do now and in the future to help him/her achieve their goals.
- For students found eligible, work with other team members to align services.

Help the student achieve his/her goals:

- For students found eligible, provide long term funding and services.
- Participate in service planning and coordinate with other team members as appropriate.

As a Case Manager, Child Service Worker, or Mental Health Professional

I can expect Students to:

- Complete activities/services to help him/her in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting me to their IEP meetings as appropriate and being active in completing services, as appropriate.

I can expect Parents/Guardians to: Help their student explore & develop work & living goals for after school.

- Sign (obtain) consents to allow key team members to be active participants in their student's transition.
- Be familiar with agencies that may provide services needed, and help their student invite representatives from these agencies to their IEP meetings and apply for services as appropriate.
- Be an active participant in the transition process and help their student with activities and services to help him/her achieve their post school goals.
- Ensure that post-school goals and services are coordinated between the IEP, IPE and PCSP, progress is made, and his/her plans are reviewed annually.

I can expect Teachers or School Team Members to (at least one year prior to graduation, or no later than 6 months before turning 18):

- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of the post school goal. Have consents signed for students to allow me to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with adult services and representative.
- Make referrals as appropriate, with consent, no later than one year away from graduation, and include information needed for eligibility determinations.
- For eligible students, coordinate services for the IEP, IPE, and ISP as appropriate, and encourage participation of all team members in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

I can expect Division of Vocational Rehabilitation Representatives to (At least one year prior to graduation) to:

- Assist the teacher and schools in determining when a referral to another agency would be appropriate.
- As eligible and needed, coordinate plans, services and supports with that agency that will assist the student in achieving their post school employment goal.
- For eligible students, evaluate the student's progress towards achieving his/her employment goal and review his/her IPE annually.

I can expect DSPD Representatives to:

- Collaborate on all transition activities for students reaching the age of eligibility.
- Maintain on-going communication about student needs as they begin to plan for their educational and work life after 18.

I can expect DRC Counselors to:

- Provide information to students about supports available on campus.
- Provide accommodations based on the eligible students need.
- Make sure that the student understands how often eligibility for accommodations must be determined and what documentation is needed to make that decision.

-DIVISION OF SERVICES FOR PEOPLE WITH DISABILITIES-

The Division of Services for People with Disabilities (DSPD) provides long term supports to eligible individuals with disabilities. DSPD determines eligibility for services; after eligibility has been determined, the client, support coordinator, caregivers and other significant people in the client's life will develop a Person Centered Plan, outlining the client's wishes and needs in areas such as community access, employment, living, and health care.

As a DSPD representative, I am expected to:

Help the student's team prepare for the IEP meeting:

- Respond to requests from schools to make sure appropriate & timely information is passed on to students and parents/guardians well before the IEP meetings, regardless of the student's age.
- Proactively provide written and/or verbal information about programs, services & supports (and eligibility criteria) to students, their parents, and teachers prior to IEP planning sessions.

Participate in the student's IEP meeting:

- Attend IEP meetings when invited, if appropriate for that student.
- Provide information about programs, services and supports (and eligibility criteria) to students, their parents, and other team members, as appropriate and/or necessary to the discussion.
- Share thoughts and be part of the discussion about available or potential options and choices.
- When requested, assist with applications for services (outside of the IEP meeting).
- Help the team determine what the student can do now and in the future to help him/her achieve their goals.
- For students found eligible for long term services/supports, work with other team members to align services and present options (after the IEP meeting).

Help the student achieve his/her goals:

- For students found eligible for long term services/supports, provide program descriptions and counseling about availability.
- Participate in service planning and coordinate with other team members, as appropriate.

As a DSPD representative:

I can expect Students to:

- Complete activities/services to help him/her in identifying and achieving their post school employment goals.
- Actively participate in the transition process.
- Contact DSPD directly for assistance and information.

I can expect Parents/Guardians to:

- Help their student explore and develop appropriate work and life goals after they exit school.
- Sign consents to allow other key team members to be active participants in their student's transition.
- Become familiar with DSPD so they can acquire the information & assistance necessary to support the student to achieve desired outcomes/goals.
- Be an active participant in the transition process and help their student with activities and services to help him/her achieve their post school employment goals.
- Ensure that post-school employment goals and services are coordinated between their IEP, IPE, and PCSP, progress is made, and his/her plans are reviewed annually.

I can expect Teachers or School Team Members to (at least one year prior to graduation, or no later than 6 months before turning 18):

- Invite DSPD to be an active stakeholder in the transition process for students, as appropriate, and ask for relevant information that will contribute to the development of the post school employment goals.
- Have consents signed for students to allow DSPD to participate in IEP meetings and present information to the student.
- Encourage students and their families to become familiar with services and representatives of DSPD.
- Make referrals as appropriate, with consent, no later than at least one year prior to graduation or no later than 6 months before turning 18, and share information needed for eligibility determinations and/or options counseling.
- For eligible students, coordinate services for the IEP, IPE, and PCSP as appropriate, and encourage participation of all team members in IEP meetings.
- Evaluate the student's progress towards achieving post school employment goals, and keep me informed of progress.

I can expect VR counselors to:

- Assist the teacher and schools in determining when a referral to DSPD would be appropriate.
- As eligible and as needed: coordinate plans, services and supports that will assist the student in achieving their post-school employment goals.
- For eligible students, evaluate the student's progress towards achieving his/her employment goal and review his/her IEP annually.

I can expect Case Managers, Child Service Workers, and Mental Health Professionals to:

- Collaborate with DSPD for youth who are currently receiving services as a child and going to begin to transition to adulthood.
- Participate as part of the youth transition team to ensure that educational options are aligned with realistic and chosen service and support options once the student turns 18.

I can expect DRC Counselors to:

- Provide information to students about supports available on campus.
- Provide accommodations based on the eligible students need.
- Make sure that the student understands how often eligibility for accommodations must be determined and what documentation is needed to make that decision.

-COLLEGE DISABILITY RESOURCE CENTERS-

All Utah colleges, public and private, provide supports for eligible students with disabilities. These supports include accommodations that allow the student access to programs offered. Accommodations may include changes in the environment, such as adapted furniture, accessible classrooms and access to elevators, or changes in classroom activities, such as books on CD, note takers, or scribes. Students must provide documentation of their disability and request accommodations to the DRC counselors before any supports will be provided.

As a DRC counselor, I am expected to:

Prepare for the IEP Meeting:

- Provide outreach to students.
- Respond to IEP meeting requests.
- Attend IEP meetings when invited and available.
- If not able to attend, provide information on DRC services and eligibility criteria to students, their parents, and other team members as appropriate.

Participate in the Student's IEP Meeting:

- Provide information on DRC services and eligibility criteria to students, their parents, and other team members as appropriate.
- Share thoughts and be part of the discussion occurring.
- Help determine what the student can do now and in the future to help him/her achieve their goals.

Help the student achieve his/her goals:

- Provide accommodations as appropriate for the student after the student is admitted to the college program.
- Provide consultation services as needed and appropriate.

As a DRC counselor:

I can expect Students to:

- Complete activities that will help him/her identify their education/training goals for after school.
- Invite the DRC counselor to his/her IEP meeting.
- Think about what he/she wants to do for a job when he/she is done with college and why.
- Think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Complete activities to work towards achieving his/her goals.
- Ask questions as needed and be part of the discussions.
- Work with the DRC including applying for services, providing any needed documentation, and being a self-advocate.
- Know about their disability and how it affects learning.
- Know what accommodations they have used in the past and what they may need in the future.

I can expect Parents/Guardians to:

- Help their student explore interests, strengths, work, education and living goals for after school.
- Be familiar with the differences between what supports and programs schools provide and what colleges provide.
- Be familiar with the DRC programs and help their student invite counselors to their IEP meetings as appropriate and apply for services.
- Help their student think about what he/she wants to do for a job when he/she is done with school and why.
- Help their student think about what education he/she will need for the job he/she wants to do and where he/she might get that education.
- Be an active stakeholder in the transition process and help their student with activities and services that will help them achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, PCSP and other plans, that progress is being made, and plans are reviewed annually.

I can expect Teachers or School Team Members to:

- Encourage students to consider attending college, whether 2 or 4 year programs, after high school.
- Invite the DRC counselor to be an active stakeholder in the transition process for students, as appropriate, including the development of the post school goal.
- Have consents signed for students to allow DRC counselors to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with DRC services on their preferred college campuses.
- For eligible students, coordinate services for the IEP, IPE, and ISP as appropriate, and encourage participation of all team members in IEP meetings.
- Evaluate the student's progress towards achieving post school goals

I can expect I can expect Case Managers, Child Service Workers, and Mental Health Professionals to:

- Provide current information about services and supports that are available to students on college campuses or in the community where the college is located.
- Provide documentation of disability to the student as needed for the DRC to determine eligibility for accommodations.

I can expect DSPD representatives to:

- Collaborate with each student's team, whether the student is on the wait list or receiving services.
- Refer students and parents/guardians to VR when appropriate

Appendix A Glossary

ADA – Americans with Disability Act

DRC – Disability Resource Centers (Colleges)

DSPD – Division of Services for People with Disabilities

FAPE – Free Appropriate Public Education

IDEA – Individuals with Disability Education Act, 2004

IEP – Individualized Education Program (Special Education)

IPE – Individualized Plan for Employment (VR)

LEA – Local Education Agency (school district or charter school)

PCSP – Person Centered Support Plan (DSPD)

Sec. 504 – Section 504 of the Rehabilitation Act

USOE – Utah State Office of Education

VR – Vocational Rehabilitation (Division of Rehabilitation Services)

Appendix B Resources

Becoming Leaders for Tomorrow (BLT) Project - <http://blt.cpd.usu.edu/Contact.html>

The Becoming Leaders for Tomorrow (BLT) project empowers young people with disabilities to develop strong self-determination and self-advocacy skills and further develop their leadership skills so that they can make a difference in their own lives and in the lives of others with disabilities as they transition into adulthood.

Utah Parent Center – <http://www.utahparentcenter.org>

The mission of the Utah Parent Center (UPC or Center) is to help parents help their children with disabilities to live included, productive lives as members of the community.

Center for Persons with Disabilities - <http://www.cpdusu.org>

The Center for Persons with Disabilities (CPD) at Utah State University joins the expertise of researchers and faculty with community partners to address the most difficult challenges facing persons with disabilities and their families. The CPD is a national resource providing education, research, and demonstration services.

Disability Law Center – <http://disabilitylawcenter.org>

The Disability Law Center (DLC) is a private non-profit organization that is designated as the Protection and Advocacy agency for the state of Utah to protect the rights of people with disabilities in Utah.

Utah Association of Community Supports – <http://www.uacs.org>

The Utah Association of Community Services (UACS) is an organization of 40 private agencies/business that assist people with disabilities throughout Utah.

Utah Center for Assistive Technology - <http://www.usor.utah.gov:81/ucat/index.htm>

The Utah Center for Assistive Technology (U.C.A.T.) is the statewide resource for Assistive Technology information, equipment review, assessment and modification, and the exploration of assistive technology funding options.

Utah Developmental Disabilities Council – <http://utahddc.org>

The mission of the Utah DD Council is to be the state's leading source of critical innovative and progressive knowledge, advocacy, leadership and collaboration to enhance the lives of individuals with developmental disabilities.

Utah State Office of Education (USOE) – Special Education - <http://www.schools.utah.gov/sars/>

The USOE – Special Education provides support to empower students with disabilities, ages 3-21 through implementation and enforcement of the Individuals with Disabilities Education Act (IDEA) 2004.

Work Ability Utah – <http://workabilityutah.org>

Work Ability Utah strives to link employers in the business community with a qualified workforce, including students of transition age.

Utah Family to Family Network – <http://utahfamilytofamilynetwork.org>

The mission of the Family to Family Network is: to educate, strengthen, and support families of persons with disabilities. The Family to Family Network is a grassroots volunteer group composed of family members across Utah who have a relative with a disability.

There are local Networks all across the state of Utah that regularly host meetings and activities.

See Appendix C for information about additional agencies:

- Utah State Office of Rehabilitation
- Division of Services for People with Disabilities
- Division of Work Force Services
- Utah AHEAD – Disability Resource Centers
- Independent Living
- Adult Education
- Social Security

Appendix C
Adult Services Resource Information

Agency	What is it?	What services do they provide?	What is the eligibility requirement?	Contact information
Utah State Office of Rehabilitation: Division of Rehabilitative Services (VR, Voc Rehab)	A state agency mandated to assist eligible individuals with disabilities to prepare for and obtain employment, and increase independence. Also includes Services for Independent Living. Other divisions within the Utah State Office of Rehabilitation include the Division of Services for the Blind and Visually Impaired, the Division of Services for Deaf and Hard of Hearing, and Disability Determination Services.	Career and vocational counseling, restoration services (if required to correct, improve or stabilize a disability so the person can work), training and education, assistive technology, job placement, other employment-related services as appropriate	Eligible individuals must have a verifiable physical, mental, or psychological disability that creates problems with getting or keeping a job, can benefit from services in terms of an employment outcome, and requires VR services in order to be successfully employed.	http://www.usor.utah.gov/index.htm (An application form is available on-line. For the closest VR office, call 801-538-7530 or 800-473-7530.)
Division of Services for People with Disabilities (DSPD)	A division of the Utah Department of Human Services that promotes opportunities and provides support for persons with disabilities to lead self-determined lives; oversees home and community-based services for people who have disabilities. Support includes community living, day services, supported employment services, and support for people with disabilities and their families.	Community Living (Residential Support); Companion Services; Extended Community Living Support; Host Home Support; Professional Parent: Community Living Residential Transportation; Chore and Homemaker Services; Supported Living Natural Support; Family Training/Brain Injury; Family Assistance and Support; Respite Care Support; Senior Support; Site and Non-Site Support-Children; Site and Non-Site Training; Day Training Transportation; Supported Employment; Support Coordination	Individuals may be eligible if they have the following qualifying disabilities: Intellectual Disabilities/Mental Retardation (children and adults with onset prior to age 22) includes individuals with cerebral palsy, autism, mental retardation; Acquired Brain Injury Services (ABI) (must be over age 18); Physical Disability Services (PD) (must be over age 18) includes adults with the functional limitation of 2 limbs. Prior to being removed from the waiting list and entering into services, applicants shall be determined eligible for Medicaid Waiver services.	http://www.dspd.utah.gov http://www.dspd.utah.gov/faq.asp contains a list of frequently asked questions, including information about contacting a regional office.

Agency	What is it?	What services do they provide?	What is the eligibility requirement?	Contact information
Division of Work Force Services (DWS)	A state agency that provides employment and support services to individuals to improve their economic opportunities	Child care (if required for individual to be employed); food and financial (food stamps, financial assistance, medical); health services (Utah Medicaid, CHIP, PCN); training; career guidance; jobs; unemployment insurance; youth training programs	Willingness to become employed (eligibility is not based on disability status; disclosure of disability is an individual choice)	http://jobs.utah.gov/regions/ec.asp to find employment centers by ZIP code http://jobs.utah.gov/jobseeker/dwsdefault.asp to find information for job seekers http://justforyouth.utah.gov/ to find information for youth
Utah AHEAD - Disability Resource Centers (e.g. Accessibility Services, Student Support Services)	Higher education programs that provide necessary supports and accommodations to eligible students with disabilities to assure programmatic and physical access to higher education programs and activities	Services provided depend on the individual student's needed academic adjustments. This may include increased time for tests or assignments, note-takers, readers for course work, interpreters, and physical access. Accommodations do not include modification of program admission requirements, grading policies, or substantive content of the course or test.	Students are required to self-disclose disability. Students must provide documentation that they have a disability and require an academic adjustment; documentation requirements may vary by institution. Colleges are not required to provide evaluation or assessment services to determine student eligibility or provide personal services or equipment.	BYU University Accessibility Services... (801) 422-2767 College of Eastern Utah Center for Students with Disabilities...(435) 613-5670 Dixie State College Disabled Student Services...(435) 652-7516 SLCC Disability Resource Center... (801) 957-4659 Snow College Student Support Services... (435) 283-7321 Southern Utah University Student Support Services...(435) 865-8022 U of U Center for Disabled Student Services...(801) 581-5020 USU Disability Resource Center... (435) 797-2444 Utah Valley University Accessibility Services...(801) 863-4636 Weber State College Services for Students with Disabilities...(801) 626-6413 Westminster College...(801) 832-2280 Bridgerland ATC...(435) 753-6780 Davis ATC...(801) 593-2500 Dixie ATC...(435) 652-7730 Mountainland ATC...(801) 863-6282 Ogden-Weber ATC...(801) 627-8300 Salt Lake/Tooele ATC...(801) 493-8700 Southwest ATC...(435) 686-2899 Uintah Basin ATC...(435) 722-4523

Agency	What is it?	What services do they provide?	What is the eligibility requirement?	Contact information
Independent Living	An agency to assist persons with disabilities achieve greater independence by providing services and activities which enhance independent living skills and promote the public's understanding, accommodation, and acceptance of their rights, needs and abilities.	Services to people with disabilities needing to gain independence in their homes, families, and communities, including outreach and personal assistant liaison services; assistive technology related services; training and activities for students ages 13 to 22 designed to improve life skills	Individual must have a disability	http://www.usor.utah.gov/independent-living to locate centers
Adult Education	A program of instruction below the collegiate level for adults, comprised of Adult High School Completion (AHSC/ASE), Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL).	<u>Adult Basic Education (ABE)</u> – instruction for adults with academic skills below ninth grade. <u>Adult High School Completion (AHSC)</u> - instruction in the Utah Core Curriculum, which leads to a high school diploma. <u>English Language Civics (ELC)</u> and English for Speakers of Other Languages (ESOL) - instruction to improve English communication skills for those with limited English proficiency <u>General Educational Development (GED)</u> GED – preparation classes and testing sites are located statewide. <u>Corrections Education</u> - educational opportunities to adults in state prisons and jails.	Individuals who: Who are at least 18 years of age or married, with the exception of those who are at least 16 years of age and released from compulsory attendance by the local School Board or are an adjudicated adult; or Who lack sufficient mastery of basic educational skills or English language communication skills to enable them to function effectively in society; and/or Who do not have a secondary school diploma or its recognized equivalent	http://www.schools.utah.gov/adulted/ (Find a Program button) to locate programs, including GED preparation and testing or contact your local school district Adult Education Director.

Agency	What is it?	What services do they provide?	What is the eligibility requirement?	Contact information
<p>Social Security Administration (SSA)</p> <ul style="list-style-type: none"> • Social Security Disability Insurance (SSDI) • Supplemental Security Income (SSI) 	<p>The United States Social Security Administration (SSA) is an independent agency of the United States federal government that administers Social Security, a social insurance program consisting of retirement, disability, and survivors' benefits.</p>	<p>SSDI pays benefits to adults who have a disability that began before they became 22 years old. It is paid on a parent's Social Security earnings record.</p> <p>SSI pays benefits to disabled adults and children who have limited income and resources.</p>	<p>SSDI: For a disabled adult, one of his or her parents: must be receiving Social Security retirement or disability benefits; or must have died and have worked long enough under Social Security. Benefits are payable to an adult who received dependent's benefits on a parent's Social Security earnings record prior to age 18, if he or she is disabled at age 18.</p> <p>SSDI benefits continue as long as the individual remains disabled. The child does not need to have worked to get these benefits.</p> <p>SSI: Children under age 18 must meet Social Security's definition of disability for children, and income eligibility limits. A medical review is required when the individual turns 18 to determine continued eligibility. If the individual was not eligible for SSI before his or her 18th birthday because the family did not meet income or resource requirements, he or she may become eligible for SSI at age 18.</p>	<p>Official website: http://www.socialsecurity.gov/</p> <p>On-line application for benefits: http://www.socialsecurity.gov/applyfordisability/</p> <p>Office locations by Zip code: https://secure.ssa.gov/apps6z/FOL/fo001.jsp</p> <p>Frequently asked questions: http://ssa-custhelp.ssa.gov/cgi-bin/ssa.cfg/php/enduser/std_alp.php?p_sid=EccdpeCj</p>