

MEMORANDUM

To: Glenna Gallo, Director of Special Education Services
From: Utah Special Education Advisory Panel
Subject: School-to-Post School Transition
Date: April 26, 2012

In our role as an advisory panel, we would like to provide input and recommendation to the Special Education Section of the Utah State Office of Education to improve services to students with disabilities. After receiving numerous trainings about transitions and being involved in numerous discussions, it is the recommendation of the panel that there are certain areas related to school-to-post school transition that need to be priorities of the State Office of Education in order to improve outcomes for students with disabilities.

The panel suggests the following focus areas:

- For students with significant disabilities the focus should be individualized but also consider:
 - A variety of community experiences based on student interest and ability, including specialized training, and customized work experiences;
 - Self-care/independent living skills; and
 - Social skills.
- For students with mild/moderate disabilities the focus should be individualized but also consider:
 - A variety of community and career awareness experiences based student interest and ability;
 - Preparedness for post-secondary training including college and career readiness (including occupational opportunities); and
 - Skills building in the areas of self-advocacy/self-determination.

Recommendations:

Based on the focus areas named above, the Utah Special Education Advisory Panel recommends the State Office of Education:

- Encourage collaboration with the State Office of Rehabilitation in the following areas:
 - Organize ongoing professional development, sharing of information, and coordination of efforts between the State Office of Rehabilitation and districts, charter schools, youth in custody, mental health agencies, and the Utah Schools for the Deaf and the Blind.
 - Increased outreach from the State Office of Rehabilitation with parents.
 - A variety of diverse employment outcomes including customized employment, self-employment, on the job trainings and transitional provisional employment.

- Consider methods of providing support for teachers in implementing best practices related to transition, such as:
 - Opportunities to collaborate with other teachers and share successful practices.
 - Discuss methods of disseminating current transition requirements and best practice information from the USOE to LEA special education directors to the school and the classroom.
 - Additions to the USOE website to identify components of successful transition programs, contacts, and other transition-related materials in a one-stop site.

Thank you for your time and consideration in reviewing these recommendations. We as a panel appreciate all of your efforts on behalf of children with disabilities throughout the State of Utah.