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INTERAGENCY TEAM COLLABORATION

**A GUIDE FOR TEAMS SUPPORTING STUDENTS
WITH EXTENSIVE SUPPORT NEEDS TRANSITION
TO EMPLOYMENT & ADULT LIFE**



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WHY: THE VALUE OF AN INTERAGENCY TEAM





Why: The Value of an Interagency Team

Important questions emerge when educators and related service providers prepare students to transition from school to adult living, such as:

- Whose responsibility is it to ensure that students exit with individualized, paid work experiences or employment?
- During their time in school, what post-school outcomes are interagency teams helping students achieve?
- What are the expectations for students, families, educators, adult service providers, students' peers, and the community?
- What about students for whom there has not been an expectation or vision of employment?
- What supports do students need to achieve meaningful outcomes?

Creating an interagency team is one way secondary transition programs support a student to access and connect to the broadest scope of services that promote competitive integrated employment (CIE). This tool serves as a guide for creating and implementing teams who support students with extensive supports needs in exploring and attaining CIE.

Why is an Interagency Team Important?

The goal of an interagency team is to coordinate services from multiple partnering agencies and to ensure students with disabilities access the full range of supports necessary to live, work, and be active in their communities before they graduate or exit school. Monthly meeting with a team of postsecondary transition-related partners and other service providers ensures that students and families are supported throughout the transition process. These meetings provide opportunities for the team to build a relationship with and stay connected to agencies and organizations, and provides students access to services before they exit or graduate from school.

Why: The Value of an Interagency Team



Remember: It is not one person's responsibility to ensure students exit with valuable experiences; rather it is a team effort.

When interagency teams plan for competitive integrated employment (CIE) by coordinating employment services among multiple employment support agencies, students with disabilities, **including those with extensive support needs**, have the opportunity to exit school with a variety of meaningful, individualized work experiences. These intentional experiences lead to careers and other positive post-school outcomes.

How can interagency teams ensure students with extensive support needs have meaningful employment opportunities?

To be effective, teams must:

- Adopt a “one student at a time” mindset.
- Recognize that there is no universal checklist for gaining employment - each student's path is unique and should follow their Individual Education Program.
- Operate from a foundation of optimism. Believe that all students, with the right supports and opportunities, are capable of achieving employment success.

Why: The Value of an Interagency Team

Getting Started: Building a Strong Foundation

There are several foundational values and beliefs that interagency teams should embrace when supporting students with extensive support needs in obtaining employment:

1. Recognize that employment may not happen right away for every student. Pathways and timeframes to achieve employment will look different for each student.
2. Believe that **everyone** can obtain meaningful work and contribute to an employment setting with the right supports.
3. Recognize the value of communication and collaboration with outside organizations and individuals.
4. Recognize the importance of collaboration and the structures that are already in place to ensure a student's path to employment as part of your role.
5. Recognize how language and expectations can influence outcomes.
6. Ensure students are respected within the team.

These foundational values and beliefs help interagency teams to facilitate the full range of employment services to students with extensive support needs.



WHO: BUILDING THE TEAM





Who: Building the Team

Create the Team

The first step in creating an interagency team to support students with extensive support needs in obtaining CIE is to identify a list of stakeholders and invite them to be members of the team. Potential stakeholders may include (but are not limited to):

- Secondary Educators and School Administration
- Community Rehabilitation Providers/Adult Service Providers
- Vocational Rehabilitation Counselors
- Department of Workforce Services Counselors
- Division of Services for People with Disabilities Representative
 - Support Coordinators
- Independent Living Center Staff

Once identified, the interagency team should meet regularly to collaborate, coordinate efforts, and identify the supports, services, and funding streams necessary to help students achieve meaningful employment outcomes.

This model for interagency teams can be implemented around any student who can benefit from focused, coordinated support. Time and effort are needed to build the team, but once established, educators and team members will recognize the benefits of interagency collaboration, rather than relying on one person or one agency to support the goal of employment.

The Utah State Board of Education created a brief overview of each of the possible team members and their agencies/organizations. To access this summary, click [**here**](#).

Who: Building the Team

Designing the Team: How To

Each identified team member has an important role in the interagency team. The team members and their roles described below provide guidance about the composition and roles of the team. Some of these team members and roles may vary depending on the team's unique makeup.



Team Lead - Collaborator, Connector, and Communicator

The team lead is a designated individual who guides the interagency team's efforts. While this role is often filled by a secondary educator, a paraeducator or another school staff member who has regular, meaningful interaction with students and their families can take on the role.

The team lead should:

- Be a committed advocate for students, grounded in the values and beliefs outlined in the introduction.
- Understand that they don't need to have all the answers, but must be willing to navigate challenges, facilitate collaboration, and seek creative solutions to support student success.
- Send ongoing monthly calendar invites during the school year.
- Update the agenda each month.
- Remind team members of next steps they are involved in.



Who: Building the Team

Secondary Educator - Champion, Doer, and Problem-Solver

The secondary educator is often the team member who spends the most time with students and has first-hand knowledge of their strengths, interests, and preferences. Additionally, the secondary educator is familiar with each student's postsecondary and annual employment-related goals. Sharing this insight with the team is essential to guiding the employment exploration process and ensuring supports are aligned with each student's aspirations.

The secondary educator should take responsibility for the following activities:

- Become familiar with the employment process and available services, and share this information with students and families.
- Clearly communicate the interagency team's timeline, roles, and planned activities with relevant people.
- Document and share progress on students' post-secondary and annual employment goals and objectives.
- Begin Positive Personal Profiles (see more in the "HOW" section) and document students' skills, abilities, experiences, and interests.
- Provide multiple and various job shadow and/or work experience opportunities before students graduate or exit school.
- Collect and analyze data on student progress.
- Coordinate with other service providers and agencies to align services and supports.
- Assist students and families in completing the vocational rehabilitation and Division of Services for People with Disabilities waitlist processes (if not already completed).

Who: Building the Team

Vocational Rehabilitation (VR) Counselors - Supporter, Planner, and Advisor

VR Counselors are key members of the interagency team as they authorize funding that can be used for employment supports. The vocational rehabilitation counselor should take responsibility for the following activities:

- Explain the VR eligibility process and provide an overview of community rehabilitation providers (CRPs) to students and families.
- Guide educators, students, and families in connecting with CRPs.
- Provide authorizations to CRPs to provide employment services such as:
 - Supported Employment,
 - Customized Employment, or
 - Job Coaching.
 - Pre-Employment Transition Services (Pre-ETS)
- Share information on paid internship opportunities.
- Stay informed on services provided by a CRP and the overall progress of a student receiving services.
- Give updates on a student's employment goals and progress toward employment.
- Coordinate Pre-ETS with schools and educators.
- Coordinate benefits planning for students and their families.
- Ensure that students receive benefits planning services prior to graduation or aging out of the school system.

To learn more about employment services offered through VR, click [here](#). To learn more about Pre-ETS, click [here](#).



Who: Building the Team

Community Rehabilitation Providers (CRPs) - Advocate, Explorer, and Innovator

A CRP is an important member of the interagency team. The CRP is a business that supports job seekers with disabilities in obtaining and maintaining employment. CRPs are sometimes referred to as employment providers or provider organizations. CRPs employ employment specialists and job coaches who deliver individualized employment services to people with disabilities. Employment specialists and job coaches will work with each job seeker to discover their talents and interests, find a job that matches those talents and interests, and provide on-the-job support as needed.

The CRP should take responsibility for the following activities:

- Coordinate and deliver employment services.
- Provide updates on student progress toward employment goals.
- Support the team in understanding employment service processes as needed.
- Gather input from team members on individual students to enhance and guide the employment services, such as:
 - Previous work experiences,
 - Assessments,
 - Beneficial supports,
 - Conditions of success in a workplace, and/or
 - What worked versus what didn't work.
- Facilitate employment planning meetings for students as needed.
- Collaborate with educators to support communication with students and their families.
- Keep information about students confidential, respectful, and professional within the team.

Who: Building the Team

Steps to connect a student with a CRP:

1. The student applies for vocational rehabilitation.
2. If eligible, the vocational rehabilitation counselor and student develop an individual plan for employment (IPE) which includes an employment goal.
3. The vocational rehabilitation counselor provides options of CRPs.
4. The student interviews CRPs and determines the best match to meet their needs.
5. The CRP meets with the student and family.
6. The CRP begins employment services with a student.

Note: CRPs can start working with students **while the student is still in school**. CRPs can provide Pre-ETS to eligible and potentially eligible students (students do not need to apply to VR to participate in Pre-ETS). **Click here** to learn more about Pre-ETS. CRPs also provide supported and customized employment services to students found eligible for these services. You can learn more about supported and customized employment and who may benefit from these services by **clicking here**.

To find a list of your local Vocational Rehabilitation CRPs, click here.





Who: Building the Team

Division of Services for People with Disabilities (DSPD) - Informer and Funder

The DSPD representative is an important team member, especially for students with extensive support needs. DSPD offers an array of lifelong supports and services; more information about services can be found on DSPD's website by clicking [here](#). Some students may be on the DSPD services waitlist, and some students may already have DSPD services. If a student is not on the waitlist, the team should support them to apply for services to get on the waitlist, making a DSPD representative critical. A DSPD representative takes responsibility for the following activities:

- Provide information on eligibility for services.
- Give guidance to families through the application process.
- Give updates on the status of a case, including waitlist or in-service.
- Support families in updating any changes to their case if on the waitlist.
- Connect the team with support coordinators for individual students (when appropriate; see below).
- Provide DSPD-specific updates.

Support Coordinators

Students who are not on the waitlist and have funding through DSPD services will have a support coordinator whose role is to provide individualized case management services to the student. It may be helpful to include a support coordinator in team meetings, or provide regular updates regarding the student they support, to ensure goals and services align across agencies and organizations and to provide input on the student.



Who: Building the Team

Independent Living Centers (ILCs) - Champion, Instructor, and Uniter

An ILC staff member is another important team member. ILCs provide supports at any phase of life and are a good resource for transition-age youth to be connected to as they provide an array of transition-specific resources. To find your nearest ILC, click [**here**](#). An ILC team member takes responsibility for the following activities:

- Connect students to programs and services that can help them obtain employment.
- Offer classes that support employment and other transition goals.
- Support transportation needs, including training on the use of public transportation.
- Consider assistive technology needs for employment and other areas of life.

Other Team Members to Consider

Students and their families may use other services that have not been discussed and that may be valuable to include on the team. These services and supports may include:

- Utah Parent Center District Consultant,
- Pre-ETS Instructors,
- WIOA Youth Counselors, and/or
- Assistive technology organizations, such as Utah Assistive Technology Teams (UATT), Utah Center for Assistive Technology (UCAT), and Utah Assistive Technology Program (UATP).

Who: Building the Team

Getting Local Partners to the Table

Now that you know which agencies should be involved with the interagency team, identifying the right local representatives can still be challenging. This section will help you engage strong, dedicated interagency team members who can collaborate effectively and contribute to positive employment outcomes for students.

Connecting with Vocational Rehabilitation Counselors

Vocational rehabilitation has VR counselors with a designated transition caseload for every public high school and charter school. These counselors act as a liaison and direct contact for VR services. If you are not already connected to your school's counselor, you can find a list of contacts, including your Utah State Office of Rehabilitation transition program specialist, for each school district, charter school, and private school [here](#).





Who: Building the Team

Identifying and Connecting with Community Rehabilitation Providers

Your local VR counselors may be familiar with the CRPs that work in the region of your school. They might even have experience working with them and can offer guidance in identifying and selecting CRPs that provide supported and customized employment services. You can also find a list of CRPs and their provided services [here](#).

When considering different CRPs to invite to the interagency team, consider these points:

- Is the CRP currently providing or capable of providing community employment services to individuals with developmental disabilities residing in Utah?
- Is the CRP a current contractor and/or vendor with both the Division of Services for People with Disabilities and the Utah State Office of Rehabilitation?
- Can the CRP commit dedicated employment specialists to work with students to provide customized or supported employment?
- Is the CRP currently working with a student?
- Is agency leadership committed to supporting staff participation in a collaborative interagency transition team?

Depending on the answers to these questions, the team can determine whether a CRP is the right fit or not for the team.

New Partners: What to Do

Changes in an interagency team are a normal part of collaboration, but turnover can sometimes lead to disconnected or disrupted communication. When a new member joins the team, it's important to ensure they not only understand the team's purpose and goals but also that they are a good fit for the team's work and culture. Taking time to provide orientation and build relationships helps maintain continuity and strong collaboration.

Who: Building the Team

Information to Share - What New Team Members Need to Know

- The purpose and value of collaborating as a transition team.
- Their role as an agency representative within the team.
- What other agencies are a part of the team and what services they are able to provide to students.
- The contact information for each team member and their agency.
- Which students are accessing coordinated services through the team.
- A background and updates on each of the student, as applicable.

Extra Resources

The Utah State Board of Education created a Transition Interagency Team Development and Collaboration Assessment Tool. Teams can use this tool as a checklist for creating teams. This tool includes sections on team development, such as identifying team leads and outside partners, creating a team mission, and setting goals, as well as team activities, such as student information shared, communication with families, and discussing funding opportunities. To access this tool, **[click here](#)**.



WHAT: A COLLABORATIVE PROCESS





What: A Collaborative Process

Holding Team Meetings

Once the interagency team assembled, the team should try to adhere to each of the items listed below:

- Team meetings should be monthly, either in person or virtual, to establish consistency.
- Members should give updates on student employment goals and progress.
- Members should work together to coordinate services, strategize, share ideas, and problem-solve.
- Outline action items and responsibilities of each team member regarding student progress.
- Use meeting time to become familiar with each agency and share resources.
- Orient new team members to team process and student goals when needed.
- Plan for enough time to discuss all participating students - typically 1-1.5 hours.
- Team meetings can be led by one person, by each team member and rotating turns, or as a collective group.

Problem Solving as a Team

Barriers to achieving outcomes often arise at both a systems-level and an individual-level. Systems-level barriers may include eligibility requirements, paperwork, and turnover. Individual-level barriers may include a lack of engagement with families, transportation, and low expectations. These barriers will vary student-to-student and how you solve the problem may also vary. Teams should leverage relationships with agency leadership to address systems-level barriers. It is important to remember to work as a team in these situations, as many team members may have different information or perspectives on each of these problems.





What: A Collaborative Process

Keeping the Team Organized

In addition to the responsibilities of the team lead, it is helpful to designate specific responsibilities to team members to keep the team organized and functioning smoothly. Some responsibilities that can be delegated include:

- Calendar invitations/reminders for monthly team meetings.
- Taking and sharing meeting notes.
- Maintaining a team contact list (this is especially important to update when new team members join).
- Updating the used data sharing systems.
- Updating student and family contact information.

Resources to Keep the Team Organized

Interagency teams benefit from using organized agendas and monthly trackers, such as the examples offered below. Without clear agendas and data trackers, interagency teams may find themselves meeting without a clear focus and action steps.

The **sample agenda** includes items such as organization updates, student goals, barriers and service needs, and time for problem-solving. The **monthly goal tracker** creates a shared space for team members to focus on each student and review their goals, activities to reach those goals, and needed action steps. This tracker is a great resource to check in with each month and review previous actions and ongoing needs.

The **monthly communication tracker** can support interagency teams as well as the student and their family. This tracker is meant to be a private document for students, families, and their team members where contact information is kept and updated, notes on communication preferences are kept, and monthly written summaries are provided for each team member.

- **Sample agenda**
 - **Monthly goal tracker**
 - **Monthly communication tracker**
- 

HOW: IMPLEMENTATION AND BEST PRACTICES



HOW: Implementation

There are several best practices interagency teams should consider. These practices are designed to support students with extensive support needs in obtaining competitive integrated employment.

One Student at a Time - Individualizing and Braiding Services

Each student's transition experience will be unique to them, with their IEP and transition plan being the driving force behind planning and goal attainment. An interagency team can provide a comprehensive range of services and experiences for students to access based on their goals, interests, and needs. Not every student may want or need to access every service, but there should be options so that opportunities are available when they will serve the student. When coming together as an interagency team, it is critical to consider each student's case. Using the provided resources (agenda and monthly trackers, page 20) can streamline this process for the interagency team and ensure each student is being considered individually. To better understand the importance of individualized supports, watch Breanne's story [here](#).

Some students may need assistive technology (AT) or other accommodations on the job. The team should support students to learn about and find AT and accommodation resources.

To learn more about AT and other accommodations, follow the links below:

- [Utah Parent Center: Assistive Technology](#)
- [Job Accommodation Network \(JAN\)](#)
- [Utah Center for Assistive Technology \(UCAT\)](#)
- [Utah Assistive Technology Program \(UATP\)](#)
- [Utah Assistive Technology Teams \(UATT\)](#)





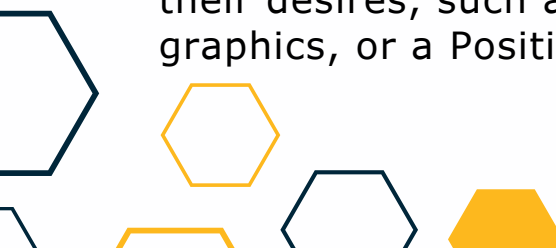
HOW: Implementation

Additional Considerations for Successful Coordination

- There is no magic number for how many students to include in coordinated efforts; all students can benefit from coordinated services, especially students with extensive support needs.
- Communicate with families that there is an expectation of employment, and that the team is dedicated to supporting this goal.
- Coordinated services and timelines will look different for each student and should be tailored to their individual needs.
- Employment exploration and the coordination of services should start much earlier than the last 2-3 years of post-high.
 - The more time a student has to explore employment and develop skills, the more likely they are to achieve their employment goals.
- Communicate with students and families that they will likely not lose benefits if employed.
 - This is a common misconception! Support students to get connected with a benefits specialist to learn more about how employment interacts with their benefits. Learn more [**here**](#).

Student Engagement

Meaningful student engagement is critical to the success of finding employment. Who better than the student to share their wishes, dreams, and aspirations around adult living and finding a career path that is important to them? Providing an opportunity for the student to express their wants and desires around employment will ensure the team is acting in the best interest of the student. This process will look different depending on the type of support the student may need to clearly express themselves. It is the responsibility of the team to support the student in finding creative ways to communicate their desires, such as creating plain language summaries, graphics, or a Positive Personal Profile.



HOW: Implementation

Positive Personal Profiles

A Positive Personal Profile (PPP) is a digital portfolio that highlights a job-seeker's attributes, contributions, skills, and abilities that will be relevant to their job search, employability, job match, retention, and long-term career development. PPPs can be an excellent tool to introduce job seekers to a CRP with whom they are new to working; think of it as an adapted resume. PPPs can also be shared by students during the IEP meeting as a way for the student to start the meeting. Information can be added to the PPP as experiences are gained and can eventually evolve into a virtual resume for the job-seeker. More information on PPPs, including what they are, what to include, and how to develop a PPP can be found **[here](#)**.





HOW: Implementation

Work-Based Learning Experiences (WBLEs)

WBLEs are a variety of work experiences that support students to access their communities, explore work, build expectations, and better prepare for life after school. All students, including those with extensive support needs, should have the opportunity to participate in community-based work learning experiences. As your transition program develops work-based learning sites or engages students in WBLES, here are some key points to consider:

- Find sites where students will be able to make use of skills they have as well as develop new skills.
- Make note of the conditions and environments that each student is at their best in.
- Collaborate with the team to build and utilize community relationships and resources.
- Utilize Pre-ETS for work-based learning experiences.
- Prepare paraprofessionals to support students in work environments.
- Do not rely on mock, generic work stations in the classroom. Learning in authentic environments supports relevant skill development and promotes generalization.
- Communicate with the Department of Workforce Services and Vocational Rehabilitation about paid and unpaid work experiences, businesses they work with, and new and emerging resources and opportunities.
- Talk to your VR counselor liaison about Pre-ETS, including work-based learning experiences, that may be available for your students through Pre-ETS instructors or VR's Pre-ETS contracts. [Click here to access information about Pre-ETS contracts.](#)



HOW: Implementation

Family Engagement: Building a Partnership with Parents

Support and buy-in from families is key to the success of students' employment opportunities and outcomes. Connect with families prior to, and invite them to important meetings, to ensure they understand the plan for preparing for employment and are comfortable with the steps and partners working with the student. Some families may be hesitant or have concerns about their student's path to employment. It's important to understand why a family makes decisions for their student and the impact of disability within the student's family.

There is value in sharing a positive vision for what team members see for the student. Utilize a person-centered planning approach to gain a deeper understanding of the student and involve families in establishing a vision for their future. Be vocal about skills and abilities seen in the school setting that can be transferred to an employment setting.

According to a **Pre-ETS transition guide written by WINTAC, NTACT, and Transcen**, building working relationships with families takes time and should be rooted in three goals:

1. Clarifying expectations and the goal of preparing youth with success in competitive employment,
 2. Conveying to families that you understand the student's unique talents, skills, and support needs, and make decisions based on a mutually agreed upon (including the student) vision for the future, and
 3. Providing information and support to families so they can play a true partnership role in the process.
- 



HOW: Implementation

Effective Communication with Families

It is important for families to establish relationships with partners and providers outside of the school system. Once the student exits or graduates from school, it will be the family that continues to coordinate services for their student. Supporting the connection and growth of these relationships is vital for student outcomes. Effective family engagement involves clear communication, keeping families informed, and actively involving them in service delivery. The team should consider the different family dynamics as they are included in the process, such as learning communication styles and preferred levels of involvement. Additionally, teams should meet with families early and regularly to clarify roles and ensure collaboration. Successful communication requires flexibility, using methods that suit each family, such as calls, texts, emails, or written notes.

Considerations for Effective Communication with Families:

- Ensure that the team and family understand and are committed to supporting the student's goal for competitive integrated employment.
- Find which method of communication works best for each family.
- Clarify employment goals by providing copies of the IEP and/or IPE to the family.
- Communicate successes more often than challenges to help build enthusiasm about a positive employment future.
- Use direct communication such as phone calls, texts, or visits to help support a timely response when needed.
- Make it a habit to ask the simple questions: How are you doing? Are you comfortable with the way things are going? Is there anything you don't understand? What else do you need information on?

HOW: Implementation

Suggested Questions for Engaging Families at Meetings:

- What does your vision of a good life look like for your student?
- What are your student's greatest skills and attributes?
- What worries you the most about transitioning to adult life?
- Are there local businesses your student may be interested in? Do you have any friend or family connections?
- What are some goals outside of employment that will support community involvement for your student?

Considerations for Helping Families Grow Expectations and Envision a Positive Future:

- Use tools like the Positive Personal Profile to identify strengths and talents. Have the family and all related professionals contribute to populating the Positive Personal Profile and connect these findings to the skills the student has that can lead to employment.
- Invite families to a jobsite so they can see firsthand successes on the job.
- Record the student doing a job task that the family might be surprised they can do.
- Consider tools like Charting the LifeCourse that help families focus on the big question (What does a good life look like for your student?) and plan for activities that lead to that goal.
- Consider holding a parent workshop where other families and youth with disabilities who are employed tell their stories. Invite services and supports to join who families can connect with at the event.

Important Links:

- **[Positive Personal Profiles](#)**
- **[Charting the LifeCourse](#)**



HOW: Implementation

Examples of Additional Communication to Share with Families:

- Success stories of other students who are working in the community.
- Steps of employment and/or a flow chart of services.
- Facilitate parent-to-parent groups.
- Information that employment will be individualized, in an environment where the student is at their best, and will include support to help the student be successful.
- Encourage families to support students' work skills by initiating or expanding chores and encouraging independence as much as possible.
- Send monthly newsletters highlighting students and their successes that month.





Full List of Resources

- [Utah Agency Partners List](#)
- [Employment Services Offered through Vocational Rehabilitation](#)
- [Pre-Employment Transition Services](#)
- [Community Rehabilitation Program Providers](#)
- [Division of Services for People with Disabilities and Medicaid Waivers](#)
- [Utah's Independent Living Centers and Locations](#)
- [Utah Parent Center District Consultant](#)
- [Pre-ETS Description and Instructors](#)
- [WIOA Youth Counselors](#)
- [Assistive technology organizations, such as Utah Assistive Technology Teams \(UATT\), Utah Center for Assistive Technology \(UCAT\), and Utah Assistive Technology Program \(UATP\).](#)
- [Vocational Rehabilitation Counselors](#)
- [USBE Transition Interagency Team Development and Collaboration Assessment Tool](#)
- [Charting the LifeCourse](#)
- [Creating Positive Personal Profiles](#)
- [Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners](#)
- [Pre-ETS for Students with Disabilities](#)
- [Utah Work Incentive Planning Services](#)
- [Utah Parent Center: Assistive Technology](#)
- [Utah Center for Assistive Technology \(UCAT\)](#)
- [Utah Assistive Technology Program \(UATP\)](#)
- [Utah Assistive Technology Teams \(UATT\)](#)
- [Breanne's Dream Job](#)
- [Monthly goal tracker](#)
- [Monthly communication tracker](#)
- [Sample agenda](#)
- [Supported and Customized Employment Guide](#)