

STUDENT'S NAME: _____

Last Name

First Name

Middle Initial

STUDENT CERTIFICATION / AUTHORIZATION

- I certify that the information provided is true to the best of my knowledge. I am also aware that the information I have provided is subject to review and verification and I may have to provide documentation to support this application. I am also aware that I am subject to immediate termination if I am found ineligible after enrollment and may be prosecuted for fraud and/or perjury if I intentionally supplied inaccurate or misleading information. I allow release of this information for verification purposes and understand that it will be used to determine eligibility. Upon request, I will be provided information on equal opportunity and appeal rights and the Privacy Act of 1974.
- I authorize the Division of Rehabilitation Services, Department of Workforce Services and the Division of Services for People with Disabilities to release information to the each other and the school district in which I attend school. This exchange is authorized for information relevant to eligibility determination and coordination of service delivery and all information will be kept confidential.
- I authorize each agency I am eligible for services to contact me after termination of services to offer additional services and any long term supports needed.

GUARDIAN SIGNATURE IS REQUIRED BELOW

- I authorize agencies in this project to assist my student in obtaining unsubsidized employment.
- I authorize the exchange of information between the agencies listed above and any school, school district, or college in which my student is or has been enrolled. This exchange is authorized for any information relevant to the success of my student's participation in the School to Work Program and related activities. I understand that it may include standardized test results, transcripts, attendance records, performance reports and information from counselors, teachers, and other staff.
- I grant permission for my student to fully participate in educational, training, employment related counseling activities provided by the School to Work Program.
- I grant permission for my student to participate in and to go on any education, work, or training related field trips or activities arranged by the School to Work Program.
- I will provide any medical information that will assist the above agencies in providing services to my student (include any physical, mental, or emotional challenges, allergies, as well as prescribed drugs your student is taking).

Specify:

- I authorize the use of my student's name and likeness in public displays or media releases to promote community awareness of our programs.

SIGNATURES

Student _____

Date: _____

Guardian _____
(If other than Student)

Date: _____



employment

AGREEMENT FOR RELEASE OF INFORMATION

Student Name: _____

Last Name

First Name

Middle Initial

I grant permission to the agency checked below:

- Utah State Office of Rehabilitation. Vocational Rehabilitation Program (VR) Division of Rehabilitation Services
- Division of Services for People with Disabilities (DSPD) Department of Human Services
- Department of Workforce Services (DWS) Department of Labor
- Juvenile Court, Department of Corrections
- United Indians of All Tribes Foundation
- Public School(s) Attended
- Community College:
- Vocational Technical Institute:
- GED Testing Board:
- Employment Vendors with Job Prospects
- Griffin-Hammis Associates (Trainers of Customized Employment and Discovery)
- Residential or Adult Family Home Services Provider:

To release financial or any other necessary information regarding planning and providing vocational services

- Utah State Office of Rehabilitation. Vocational Rehabilitation Program (VR) Division of Rehabilitation Services
- Division of Services for People with Disabilities (DSPD) Department of Human Services
- Department of Workforce Services (DWS) Department of Labor
- Juvenile Court, Department of Corrections
- United Indians of All Tribes Foundation
- Public School(s) Attended
- Community College:
- Vocational Technical Institute:
- Employment Vendors with Job Prospects
- Independent Living Center (ILC)
- Griffin-Hammis Associates (Trainers of Customized Employment and Discovery)
- Residential or Adult Family Home Services Provider

I understand that this information will be kept confidential and will not effect my services with the listed agencies above. The intent is for sharing data, information and collaborating services.

Student Signature

Date

Guardian Signature (if other than student)

Date

State of Utah Employment First
Partnerships in Employment (PIE)
School to Work Program



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Photographic Consent and Release

School-to-Work Best Practices: Brochures, Promotional Materials, Videos and Success Stories.

Student's Name

Address

City, State, Zip

I hereby consent to and authorize use and reproduction of all photographs taken of me for purposes of World Wide Web internet pages, publication, display, video presentations, and advertising for Utah's School to Work Program. I understand that all digital files, negatives, positives, prints and transparencies will be property of the program and can be used and reproduced without compensation to me. Any School to Work Program photographs are in public domain and cannot be copyrighted or used commercially.

I hereby release and discharge Utah's School to Work Program and writer from any and all claims and demands arising out of or in connection with the use of the photographs and text, including any and all claims for libel.

I am 18 years of age or older

Signature of Student

Date

COMPLETE IF MODEL IS UNDER 18 YEARS OF AGE or Has a Guardian

I certify that I am the guardian of the named model and I give my consent without reservation for Utah's School to Work Program's use and reproduction of the photographs described.

Signature of Guardian (if other than student)

Date

Although model releases are not normally required for news and journalistic photos, they can reduce The Utah School to Work Program's liability for invasion of privacy. The forms are not required for: groups at public events, agency employees performing official duties, and news photos (unless they may be deemed embarrassing). Model releases are required for photos used on the internet. If requested not to photograph a particular person, the photographer should comply. When possible, the photographer should inform those photographed of the general purposes of the photographs. If anyone desires to restrict the use to specific publications or other purposes, this should be noted on the consent form and initialed by the model and the photographer. Signed consent forms should be retained by the agency as long as the digital files, transparencies, prints or negatives are kept by the Utah School to Work Project.



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Employment First and Partnerships in Employment (PIE)

Utah's School-to-Work Program Information for Students, Families, Guardians, and Key Supports

It is important that the key people in the student's life understand the opportunities and responsibilities of the Utah School to Work Program and agree to support and participate in the steps along the way to finding paid employment. This document gives you the most frequently asked questions and features of the program and spells out the roles and responsibilities of students and key support people.

What are the responsibilities of the family/key support person and student?

- Learn how the program works and agree to learn about the following topics as they relate to their student's work goals.
 - Social Security Benefits, Employment services and Work
 - Customized Employment and Discovery Initial _____
- Attend any **Transition Fair's** held to learn about adult services, School-to-Work, and meet the Employment Agencies. Initial _____
- Work closely with your school district** for Discovery and employment supports. When necessary the student and key support people are encouraged to interview **Community Rehabilitation Providers** to determine what agency that they want to work with for employment specialist (job coaching) supports. Initial _____
- Parents and other key support people should be part of the job development process** through sharing creative ideas, community connections, and contact information of their own friends and family networks as needed. Most people find their first job through their family connections! Initial _____
- The student must stay enrolled in school:**
 - School staff provide training and internship support; they can only do this if a student is enrolled.
 - Sometimes students lose their first jobs and need to return to the district for services until another job is found.
 - Students who receive Supplemental Security Income (SSI) may be eligible for a Student Earned Income Exclusion **while they are enrolled in school** (learn more at *Social Security Benefits and Work Training*). Initial _____

How do all of the players work together?

This program requires a team approach. Key team players include: the student, parent, or key support person, the teacher and other school staff, the employment specialist from your chosen Agency, Vocational Rehabilitation Counselor, DWS Employment Counselor, DSPD Support Coordinator or Community Services Broker, etc.

- **Establishing open communication and clear expectations is essential to success in this program.** It is important to develop a good relationship with your Agency, so you can talk about issues before they become problems. Most issues are due to simple miscommunications, so be proactive and call your Employment Specialist if you are confused about the process and/or timelines. Other issues may be due to the difference between the way adult services and school services are provided. Initial _____
- **The team is expected to meet and communicate on a regular basis** to brainstorm, develop strategies, and negotiate responsibilities around job development and training. Expect a Planning Meeting to be scheduled; take the initiative and schedule Team Meetings. Initial _____

What happens when the student gets a job?

Employment Specialists will be encouraging and training students to be as independent as possible in all tasks and will ask that key support people and educators do this as well. Schedules and daily routines may change significantly once a student begins working. Key support people can support at home through these changes by reinforcing the learning of these new concepts and continuing to talk with the student about the importance and value of work. **Safety and supervision concerns** will be addressed and heard; however, people will be encouraged to take **reasonable risks** and develop natural support strategies. The more independent students can learn to be in the community the more employment opportunities they will have.

- Students will be expected to learn how to use **community transportation** such as UTA to get to their jobs on time (when appropriate). Initial _____
- **Work schedules** may include evening and/or weekend hours. Student's may be expected to go to work even if there is a school closure due to weather, holidays, early dismissal, etc.
 - Students and their support team will need to communicate directly with employers if they are **sick, late, or wish to request time off for vacations or special events.** Initial _____
 - **Work schedules may conflict with school activities, such as recreational outings, assemblies, birthday parties, etc.** It may be possible to negotiate certain days off; but if not, we ask that the team support students to choose work and find ways to use money earned or other time off to create a good work/life balance. Initial _____

- Students may need to follow a **dress code** or wear a uniform at work. They may need assistance at home to ensure that they get up on time, shower, have clean, well-fitting, professional looking clothes and their appearance and personal hygiene are appropriate for the workplace. Whenever possible encourage students to participate in these tasks! Initial _____
- **Work may not fill up a student's day or week in the same way that school did.** While students are encouraged to work as close to full-time as possible most students begin with part-time jobs. While the most important goal of the program is a paid job, students and their key support people are encouraged to use the last year of school to **develop plans and resources in addition to work** to create a full and meaningful life for the student after school ends. Initial _____

Can the Utah School to Work Program guarantee that each student has a job that he or she wants?

- **This program does not guarantee that all students will leave school with a job.** It provides an opportunity to work toward this goal while the student is still in school. If a student does not leave school with a job, they will have made connections with the key agencies for creating a plan after school. Initial _____
- We encourage students and their support teams to work toward their fullest potential in finding a great job match, building a resume, and taking steps on a career path. **Like most of us, a student's first job is usually not the job of their dreams, but it is a first step.** Initial _____
- **This program does not guarantee the availability of long-term funding.** The program is funded by a variety of partners using limited federal/state funds through the end of the school year. The DSPD/USOR is a funding partner in this project; however, they may not provide funding for long-term support. This support can be critical to maintaining employment and can be essential to building a career path. **Each student and/or their key support person is required to learn about their long-term funding options.** Initial _____

Can a student change provider agencies or drop out of the program?

- Students may choose to change providers either during or after the program. However, changing providers during program with its short timeline can negatively impact service delivery. Availability of a new provider is not guaranteed. We ask that students and their support team **take time to interview Community Rehabilitation Providers or work closely with their District in collaborating** with their partnering provider. Initial _____
- **The services of the program are not an entitlement.** The partnering agencies are not required by law to provide these services to you or your school. The partnering agencies do not want to spend limited resources on services that people do not want or allow services to be negatively impacted by a support team that has different goals for the student. Initial _____

- Utah's School to Work Program asks the primary support person in each student's life to learn about and participate in the program and support the student's employment goals. If during the course of the program the Agency finds that the student or their support team will not support the student's employment goals, and there has been a reasonable effort to communicate around the issues, we reserve the right to terminate payment for services until the situation is resolved. Initial _____
- If the student or their support team feels that the Agency is not providing key services despite reasonable efforts to communicate, it is their responsibility to **notify the school district/teacher**. They will work with the team to resolve the situation if possible and if not will provide the student with other options for support services through another agency. Initial _____

THIS SECTION IS ONLY REQUIRED IF STUDENT IS ON DSPD WAITLIST AND REQUIRES EXTENDED SUPPORTED EMPLOYMENT SERVICES

House Bill 45 was passed and signed by the Governor in March, 2008. This bill was signed to help individuals with disabilities get a job in the community. The continuation of the program is called Support Work Independence (SWI). The hope is to help people with disabilities find a job.

- If you decide to participate in the SWI program please understand that once SWI services begin (DSPD paying for Employment Support):

Your name will be removed from the Division of Services for People with Disabilities immediate needs waiting list for supported employment services **only** and you will continue to be on the DSPD wait list for any other services you are waiting for (family support, respite, other, residential, or supported living) you will need to accept SWI funding as the only employment support you will receive and agree not to make any additional requests for Federal funding. Initial _____

I have read the above document. I understand and agree to the responsibilities of the parent/guardian/key support person and the student.

Student Signature

Date

Primary Support Person Signature

Date

Guardian Signature (if other than Student or Primary Support)

Date

Give This Enrollment Form to Your Teacher so they can take the necessary steps for you to participate in Utah's School to Work Program. Thank you.