



COORDINATION OF SERVICES FOR STUDENTS WITH DISABILITIES SEEKING ADULT EDUCATION SERVICES

A TECHNICAL ASSISTANCE DOCUMENT

December 2024



INTRODUCTION

Students, parents, special education teachers, general education teachers, school counselors, and administration work together to ensure that all students are pursuing an educational path that can lead to success. For students who struggle with traditional educational paths, adult education offers an alternative route that can lead to success.

Navigating the path of adult education requires careful consideration of various factors by school teams and families. This is especially true for students with disabilities who are eligible for special education services. Even when these students choose to enroll in adult education, their eligibility for special education services continues until they graduate or age out (age 22). Providing these special education services to eligible students enrolled in adult education can become a complex process.

The purpose of this document is to help school teams and families understand their role and the requirements involved in providing special education services in adult education. To do this they must:

- Identify roles and responsibilities of those who may recommend or consider adult education,
- Ensure identification of students who are eligible for special education services that are enrolled in adult education programs, and
- Implement practices that meet student needs and lead to successful outcomes.

This document provides an overview of adult education, the process of building a team, identifying students with disabilities, and implementing these services in an adult education setting.

SECTION 1: OVERVIEW OF ADULT EDUCATION

Utah Adult Education provides three core services: Adult Basic Education, Adult Secondary Completion, and English Language Acquisition.

Adult Basic Education is a program of instruction below the 9.0 academic grade level designed to assist individuals in preparing them for post-secondary education and training, future employment, and personal success. **Adult Secondary Completion** is a program of instruction that leads to either an Adult Education Secondary Diploma or a Utah High School Completion Diploma. **English Language Acquisition** is a program of instruction designed to assist students in becoming literate in the English language. English Language Acquisition includes instruction in reading, writing, listening, and speaking below a twelfth-grade level that leads to a secondary school diploma or its equivalent and allows students to access post-secondary education and training and future employment, and leads to personal success.

The mission of Adult Education is to provide transformative, learner-centered, high-quality, evidence-based education that leads to sustainable employment and personal success.

The intent of Utah Adult Education is to offer rigorous, individualized instruction tailored to each students' academic, social, and emotional functioning level, enabling them to achieve educational success leading to post-secondary education, training, and a career.

ADULT EDUCATION AND SPECIAL EDUCATION

All Utah Adult Education programs receive public funds through state and/or federal sources; therefore, all programs have responsibilities to provide students with protections under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and Individuals with Disabilities Education Act (IDEA). Adult education programs must follow the [Utah State Board of Education Special](#)

[Education Rules](#) (SpEd Rules)¹ for students with disabilities who have not graduated with a credit-based high school diploma. Even though adult education students are not enrolled in K-12 programs, these rules still apply to adult education students with disabilities through the age of 21.

When a student enrolls in adult education, consideration for the new educational environment must be considered. The individualized education program (IEP) team should meet and review the IEP. Services in the IEP are based on student needs and goals outlined in the IEP, not on the school environment.

School districts must be prepared to provide special education services when students enroll in adult education. Students cannot be obligated to stay enrolled in high school to receive special education services, nor should they be counseled to enroll in adult education if they desire to maintain enrollment in the high school.

The most effective practice is for adult education to only be an option for students who qualify for special education when the unique needs and postsecondary goals of the student and the family align with the outcomes of adult education. And, as stated above, a student is entitled to special education services, even when enrolled in an adult education program.

OPTIONS FOR STUDENTS IN SPECIAL EDUCATION

When a student and/or parent think adult education is the only option, it is important for special education staff and school counselors to clearly outline all options and potential outcomes available to the student and determine the options that most effectively provide a free appropriate public education (FAPE) individualized to meet the student strengths, needs, preferences, and interests.

¹ N.B.: Utah Board of Education Administrative Rules (Board Rules) fall under the Utah Admin. Code under title R277. These rules can be found in two places: the [USBE Administrative Rules webpage](#) or the [Utah Office Administrative Rules webpage](#). Therefore, Board Rules R277-609 refers to the same rule as Utah Admin. Code R277-609. Similarly, though the [Utah State Board of Education Special Education Rules \(SpEd Rules\)](#) appear as a separate set of rules distinguished from Board Rules, they are in fact incorporated into Board Rules by reference ([see Board Rules R277-750](#)).

POST-HIGH SERVICES

Post-high services are a coordinated set of activities for a student with disabilities that may include instruction, related services, community experiences, employment, other post-high adult living activities, daily living skills and functional vocational evaluations ([SpEd Rules VII.B.2.a.\(2\)](#)). These services support students with disabilities to prepare for further education, employment, and independent living.

Post-high services as part of a student's IEP are the services provided to the student based on the student's needs. Post-high services can be provided in a variety of settings including, but not limited to, a high school, a post-high program, adult education, community-based services, and independent living centers.

Regardless of enrollment location, students with an IEP qualify for post-high services until they graduate with a regular diploma or age out of special education services.

STUDENT RIGHTS IN SPECIAL EDUCATION

A student receiving special education services is an adult when they are 18 years of age or older. Students may be considered an adult before 18 years of age if the student has married or become emancipated (SpEd Rules I.E.,56. and III.J.2.k). When a student is an adult, all rights under special education transfer to the student including consenting to evaluation and services, participation in eligibility determinations, and participation in IEP development.

The only exception to this transfer of rights is when parents obtain legal guardianship, power of attorney, or conservatorship over the student as determined by the local education agency (SpEd Rule VII.B.6.b.). K-12 and adult education programs need to ensure they know who holds the rights when a student enrolls in adult education.

OBLIGATIONS OF THE LEA RELATED TO SPECIAL EDUCATION ELIGIBILITY

The LEA is responsible to provide special education and related services to a student that is eligible until the student graduates with a regular high school diploma or until the services are terminated upon reaching age 22 (SpEd Rule VII.C and D.). To fund special education and related services dual enrollment between the K-12 program and Adult Education programs is critical.

LEAs and Adult Education have obligations to ensure students have relationships with pre-employment transition services (pre-ETS), [Vocational Rehabilitation, and Department of Workforce Services](#) to guide and support the student toward paths of education and employment.

ADULT EDUCATION ELIGIBILITY

While school districts must provide special education services to adult education students with disabilities who are entitled to special education regardless of funding, if the school district desires special education funding for the student, the student with disabilities must remain enrolled in the K-12 program. The adult education program could still provide the student educational services, but the school of record would be a K-12 program. In this case, the student with disabilities would not technically be enrolled as an adult education student.

When students are dual enrolled in adult education and a K-12 program, a student would not need to complete the High School Equivalency (HSE) Candidate and Adult Education Eligibility form because the student is maintaining enrollment in a K-12 program. Students would maintain a schedule in the K-12 student information system (SIS), indicating that services are being provided in adult education. In addition, the information necessary for special education Self-Contained Resource Attendance Management (SCRAM) reporting purposes should be entered in the K-12 program. Students would be marked as dual-enrolled in the adult education student information system to avoid duplication of funding or reporting.

Traditional enrollment for adult education students requires that the student must be at least 16 years of age and not enrolled in a K-12 program. Students whose

class has not graduated must complete the HSE Candidate and Adult Education Eligibility form that verifies students have withdrawn from K-12 and parents have given permission for the student to enroll in adult education. If a student uses traditional enrollment in adult education, special education funding will not be provided. However, the student is still entitled to special education services.

Additional eligibility requirements for students seeking enrollment in adult education are:

- Student must be a resident of the state of Utah or a border community and
- Student meets one of the following:
 - Is basic skills deficient (below a 9th grade academic level),
 - Does not have a secondary school diploma or its equivalent, or
 - Is an English learner

Students who have not graduated or aged out of a post-high program should be counseled about the options in the K-12 system. Periodic collaborative meetings with the student, parent, special education staff, school counselor, and other appropriate participants should be held to consider the options before determining adult education is the appropriate path.

Students and parents need to be made aware that extracurricular activities, including clubs related to career and technical education (CTE) are not an option in adult education.

DIPLOMAS, GED[®], AND CERTIFICATES OF COMPLETION

Adult education students in Utah have access to two separate options for secondary completion, including a **24-credit secondary school diploma** or the **Utah High School Completion diploma**, which is awarded upon completion of the GED[®]. When guiding a student through the decision between secondary completion options, program personnel should base their guidance on as much information as possible, including diagnostic assessments (e.g., National Reporting System (NRS) approved assessments, GED[®] Ready tests) and analysis of the student's transcript. Program personnel should also remember during this discussion that completion of the GED[®] does not legally end a special education student's right to a FAPE.

K-12 programs need to ensure the student is fully informed of available options in K-12 and adult education programs when determining whether the path to adult education is appropriate. Once the student is in adult education, consideration for appropriateness of the diploma or GED® should also be based on the student's postsecondary goals outlined in the IEP.

Adult education programs do not have a required completion timeline for students like K-12 programs do (e.g., a cohort graduates in 4 years, or special education students' eligibility expires when they turn 22). This flexibility allows programs to serve students for as long as necessary to meet their goal of obtaining a diploma or completing the GED®.

Other secondary completion options to consider for students with disabilities include alternative diplomas and a certificate of completion. A certificate of completion is awarded in K-12 programs using local education agency (LEA) criteria for students with disabilities who have completed their senior year, are exiting, or aging out of the school system, and have not met all state requirements for a diploma (Board Rules R277-704-4).

SECTION 2: BUILDING A TEAM

Regular interactions between adult education staff, special education staff, school counselors, parents, students, school administrators, youth in care directors, and community partners build strong relationships that make the work more effective.

This section included an outline of the roles of team members who need to collaborate to meet student needs.

STUDENTS AND FAMILIES

When a student approaches school leadership with the request to go into adult education rather than remaining in the K-12 setting, it is important to acknowledge the student's request but then work to identify the root cause of this request. LEAs will want to determine the student's needs by centering the student's voice and gathering family input.

Families can help offer insight into the potential influence of this request:

- Does the student share financial responsibility in their household and would an alternative schedule be needed to help the student obtain or keep employment?
- Are there alternative credit obtainment options where a student's employment, internship or externship could qualify as course credit?
- Are there other motives reflecting interactions or systemic school barriers to address for the general well-being of the school population?
 - For example, are instances of bullying pushing the student to want to leave the K-12 space?

The goal is to foster an environment where co-creation, collaboration, and problem-solving meet a student's needs and are part of the procedure before moving a student into the adult education setting.

Consider the student's understanding of family's expectations and roles compared to those in the school building. Building a common understanding of expectations is likely more impactful than implementing multiple strategies at the same time. Incorporate student and family input into the practices you build.

Schools should consider what skills does this student need to be successful in the workforce of today and of the future? Will adult education help support their skill development in these areas, and will this student be able to self-advocate in higher education or in the workforce?

Consider [self-determination](#) strategies including making choices, solving problems, evaluating options, taking initiative, and accepting consequences. Self-determination helps students participate in planning, engaging, and assessing post-high services for youth empowerment, self-determination, and skill building for success in learning, working, and living.

ADULT EDUCATION STAFF

Adult education staff are responsible for ensuring students and families are aware of the ramifications of selecting to receive services in adult education. In addition, adult education staff should be proactive in identifying students with disabilities and ensuring that appropriate services are provided. An adult education teacher should be involved in IEP meetings and work closely with special education personnel to provide needed accommodations as identified in the IEP.

As stated in the Utah Adult Education Policies and Procedures Guide, Section 9, Program Responsibilities B, “Adult education programs must notify the local school district Special Education department of a student who may be eligible for special education services and consult with them for further directions to ensure appropriate educational services are provided.” In addition, “Adult education programs must meet with an eligible student’s IEP team to determine the services and accommodations to be provided.” Adult education staff members should also remember that a GED® does not satisfy the requirements for a FAPE, which means that a student with disabilities may return to complete a credit based high school diploma any time before they turn 22.

While adult education instructors are already focused on providing individualized instruction, a student with disabilities requires additional efforts to ensure the student has access to the curriculum. Adult education programs should designate specific staff members to ensure that special education services are appropriately provided.

SPECIAL EDUCATION STAFF

Special education staff may be the special education staff from the K-12 system or special education staff assigned to adult education. The special education staff provide special education and related services as outlined in the student's IEP.

The student's IEP team must include the student, a regular education teacher of the student, a special education teacher of the student, and a representative of the LEA. An adult education teacher is an ideal candidate for the role of regular education teacher on the IEP team. The LEA representative should be staff specific to the LEA K-12 system as they are knowledgeable about the resources available in special education.

When a student transfers to adult education the IEP team needs to review the most current IEP and determine changes that must be made based on the student's needs and the structure of the adult education program.

IEP teams must consider the student's current academic and functional needs based on data and how the disability impacts the student's access to education. Detailed information is provided through the [IEP Reflective Framework Present Levels of Academic Achievement and Functional Performance](#).

Postsecondary transition assessments identify the strengths, preferences, interests and needs of the student and are included in the present levels that help in the development of the postsecondary transition plan. Detailed information is provided in the [Postsecondary Transition Assessments Padlet](#).

IEP goals are based on the student's needs as outlined in the present levels. Measurable goals include what the student is expected to accomplish within a year and the conditions in which the goals will be performed. Detailed information is provided through the [IEP Reflective Framework Individualized Education Program Goals](#).

Special education and related services are provided to the student to help them advance appropriately toward attaining annual goals and be educated with similar students who are not disabled. Detailed information is provided through the [IEP Reflective Framework Specially Designed Instruction and Service Time](#) and the [USBE Special Education Services and Service Time](#).

A student's IEP includes a description of accommodations necessary to measure academic achievement and functional performance on grade level, LEA, and statewide assessments. In adult education, assessments will look different, but the team must determine what accommodations are necessary. Detailed information is provided through the [IEP Reflective Framework Accommodations and Modifications](#).

The Postsecondary Transition Plan drives the IEP and the same requirements for development and implementation must be in place. Detailed information is provided in the [Postsecondary Transition Process Padlet](#).

SCHOOL COUNSELORS

School counselors take an active role in student achievement and postsecondary planning by providing a school counseling program for all students. As part of this program, school counselors advocate for students with special needs and disabilities, encourage family involvement in their child's education, and collaborate with other educational professionals to promote academic achievement, college and career readiness, and social wellness for all students.

School counselors provide academic advisement to all students through the Plan for College and Career Readiness (PCCR). This process is a comprehensive approach to individual student planning in which school counselors coordinate ongoing activities to help students establish personal goals and develop plans. School counselors help students make successful transitions from grade level to grade level, set future goals (including selecting college and career pathways), and establish career literacy. School counselors collaborate with the student's IEP team so that the student, parents, teachers, and school counselor all contribute together on behalf of the student in both their PCCR and IEP. School counselors are supportive and clear on the student's current academic status, and the requirements to earn a high school diploma.

This collaborative approach is taken when a transition to adult education is an option for a student. The school multi-disciplinary team and members of the student's IEP team should collaborate to ensure all information about student needs and services are considered with a transition to adult education.

When a student transitions to adult education before their class graduates, an HSE Candidate and Adult Education Eligibility form is completed by the school counselor with the student and their parents. It is best practice to include the student's IEP team during this form's completion.

School counselors should be familiar with the adult education programs available in their area as well as any post-high or alternative programs within the school or LEA. Students are eligible for FAPE regardless of successfully obtaining a GED® and the resulting Utah High School Completion Diploma.

LEA/school policies and practices school counselors should be aware of include:

- If and how a student in adult education with a disability can participate in school sponsored activities, such as sports, extracurricular activities, clubs, etc.
- How the student will receive services required in the IEP.
- The graduation ceremony options available to the student.
- How the student will access postsecondary planning resources, such as support for completing college and job applications.

YOUTH IN CUSTODY AND CARE DIRECTORS

Youth in Care (YIC) are students younger than 21, or eligible for special education services and receiving services from the Department of Health and Human Services (DHHS), in the custody of a Native American tribe recognized by the United States Bureau of Indian Affairs or being held in a juvenile detention facility (Utah Code 53E-3-505). These students are typically placed in the custody and guardianship of the Division of Child and Family Services (DCFS) mainly due to abuse and/or neglect or Juvenile Justice and Youth Services (JJYS) due to the student's criminal charges.

Youth placed in an adult correctional facility are not included in the YIC population. There is a YIC director in 26 LEAs in the state.

YIC students are entitled to general education and special education when they are found eligible. In addition, YIC students are eligible for one of two mentoring services. These mentors are advocates for the students and engage the youth team including family and DHHS partners:

- **Check and Connect Mentors:** Youth in foster care and youth transitioning out of JJYS secure care have access to a mentor.
- **Education Transition Career Advocates (ETCA):** Youth in JJYS Secure care facilities are assigned an ETCA.

The YIC director should be consulted prior to placing a YIC student into adult education. The YIC director will be aware of the special education and other agency services the student may be entitled to.

SECTION 3: IDENTIFYING STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION

K-12 programs should proactively inform adult education of students who qualify for special education and work together through dual enrollment (i.e., adult education and K-12) to ensure special education services continue consistent with student needs.

When a student drops out of the K-12 system and later returns to adult education, adult education should seek records from the last school of enrollment identified by the student. Adult education and K-12 need to determine if the student is eligible for special education. If the student was eligible, adult education staff should work with the K-12 program to evaluate the student and dually enroll where appropriate to provide special education services.

STUDENT DISTRICT OF RESIDENCES

The responsibility for providing special education to eligible students is typically the school district where the parent or student who is an adult resides.

When a student resides in the school district that the adult education program is also housed in, the enrollment in K-12 and adult education is clearly connected. The student can continue enrollment in the K-12 program because they reside in the district.

When a student resides outside of the school district and enrolls in the adult education program within the school district they are not entitled to enroll in K-12 programs within the school district because they do not reside in the school district. This may lead to funding challenges in special education. Adult education students may be encouraged to enroll in an adult education program that is housed in the school district they reside in or investigate open enrollment options in K-12 programs for the district they do not reside in (see [Utah Code 53G-6-302](#) and [Utah Code 53G-6-402](#)).

Districts should prepare to provide special education services for students who do not reside in the school district and enroll in adult education programs. This is not a common occurrence. If a large number of students residing in a specific school district are enrolling in adult education in a neighboring school district, then leadership is encouraged to collaborate and determine the best way to address this issue. The school district of residence and neighboring school district may develop a memorandum of understanding to meet student needs.

CHILD FIND IN ADULT EDUCATION

Districts are obligated to conduct child find activities for all students within their jurisdiction up to age 22. Child find is the obligation to identify, locate, and evaluate students with disabilities who may be entitled to special education and related services. Specific child find obligations are outlined in [SpEd Rule II.A.](#)

Adult education programs should consider a student comprehensively before referring a student for a special education evaluation under child find. Consideration should be given to multi-language learners, possible temporary impacts of trauma, and other impacts in the student's life.

Adult education programs within school districts should be provided with child find policies and procedures used in the K-12 system. Special education staff within the school district can conduct the evaluation of students in adult education who are under the age of 22 who reside within the jurisdiction of the school district. Students who live outside the jurisdiction of the school district can seek a special education evaluation in the school district they reside in.

Adult education students 22 and older do not qualify for special education, but they may seek additional support and evaluation through Vocational Rehabilitation. Vocational Rehabilitation helps people with disabilities find jobs and gain more independence. More information can be found at [Workforce Services Rehabilitation](#).

SECTION 4: IMPLEMENTATION AND PRACTICE

SPECIALLY DESIGNED INSTRUCTION

Implementing special education services in an adult education environment begins with looking at the student's IEP and tying the goals and services to the general education content provided in the adult education setting. Special education supports the access to adult education content.

Special education means specially designed instruction. Specially designed instruction (SDI) means adapting, as appropriate to the needs of a student with a disability, the content, methodology, or delivery of instruction to:

- Address the unique needs of the student that result from the student's disability; and
- Ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students ([SpEd Rule I.E.50 and 51](#))

Specially designed instruction can be provided in various modalities including in person and virtually. The key is to ensure it meets the definition of specially designed instruction and provides the student with a FAPE.

A check in with the student, consultation between teachers, monitoring student grades or work completion do not meet the definition of special education ([SpEd Rule I.E.50.](#)).

ATTENDANCE

Student attendance in adult education programs can create complexities when providing special education services. Special education programs need to work closely with adult education programs to create a schedule for providing special education services.

Students enrolled dually in K-12 and adult education programs should adhere to attendance policies in the K-12 program and be tracked by the K-12 program.

Special education implementation is tracked by K-12 special education programs and should be considered for progress monitoring when updating the IEP ([SpEd Rules III.I. and III.J.](#)).

Special education staff should also track times when they were prepared to implement the IEP, but the student did not attend or was not available.

ACCESSING POST-HIGH SERVICES

Post-high services are provided in a variety of ways focused on improving the academic and functional achievement of the student with a disability, to facilitate the student's movement from school to post-high activities, including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full community participation.

Post-high services are based on the individual student's needs, considering the student's strengths, preferences, and interests, and includes:

- Instruction;
- Related services;
- Community experiences;
- The development of employment and other post-high adult living objectives; and
- If appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation. ([SpEd Rule VII.B.](#)).

Some LEAs have programs that provide a location like a building or a classroom for post-high services, but that is provided at the discretion of the LEA and is not required.

Students in adult education are entitled to the provisions of post-high services outlined in the IEP. It may be provided at the adult education school, in a K-12 setting, in the community, or any other appropriate location determined by the IEP team.

FAMILY AND COMMUNITY ENGAGEMENT

Establishing a relationship with students and their families is not only helpful but necessary when trying to provide guidance to students as they discuss the next phase of their life. Home visits can help build positive relationships with families during their student's time in the K-12 system and can help in determining if a move to adult education is appropriate.

When conducting home visits, specific frameworks can be used to maintain the visit's intention. The [Parent Teacher Home Visit \(PTHV\) model](#) provides a framework that could be used to maintain the intent of strengthening relationships between schools and families by using the model's five non-negotiables. In this model, families receive an initial home visit whose focus is solely to meet and build a relationship with families. All students should be offered the opportunity to receive a home visit. Participation in home visits is voluntary for the school's families and home visitors alike. Using a model like PTHV has been observed to have a positive correlation with increases in student attendance and positive academic outcomes for the school even when only ten percent of the student population received a home visit.

When working with families, it is important to recognize that families might have a different perspective on what hopes and dreams for a student should be. It is important to think about the family's history and understand what options exist for a student. Schools can highlight future options for students, aiding families in developing their skills and awareness. For example, families in rural areas might find themselves nervous about their student pursuing higher education because of the implication this has of their student moving away permanently. If the student has a personal goal of attending a higher education institution this could cause conflict within that family system. The school could mitigate this by helping to increase the family's awareness of how higher education can help a student gain access to a field where remote work is possible.

A pillar of family engagement is building knowledge around child and adolescent development. The school can also help families recognize the current stage of development their students are in and how this might be impacting their worldview and goals. A family might find themselves feeling frustrated that a student's aspirations do not align with their vision. Building awareness for the family around

how goals and identities are developed can help to ease some of their concerns while also helping to preserve the relationship with their student by promoting patience and understanding.

Providing support to newcomer families can also include conversations rooted in assimilation strategies and how they interact with adolescent development. Helping families in this situation understand how two cultures can co-exist within the family system can help preserve relationships within the family system and strengthen support for the student.

It is important to ensure that families are included as early as possible in discussions about what preparations must be made to support their student's future. Ongoing communication should be built into your LEAs' systemic planning and policy to ensure that it is worded in an accessible and understandable manner. Considerations of language and literacy needs, visible and non-visible disabilities, and ensuring that the information is meaningful to families at the current stage in their student's development are helpful considerations when communicating with students' families. By keeping families in the loop from the beginning, you are involving them in the mapping of the life trajectory their student will have as a scholar and as a person. At every grade level, ongoing communication can help parents prepare themselves and their students for the next step and the long-term well-being of their student.

An LEA's primary responsibility is to provide guidance. Parents, however, are protected and recognized as having the primary authority and responsibility for their children's education. This authority transfers to the student when they become an adult. Practices should be reframed within the question of whether the LEA is supporting the parents and their students to reach the goals they have identified rather than within the facilitator's perception or definition of what would be best.

Schools engage daily in the work of supporting families and students. Community organizations including out-of-school time programs, recreation centers, non-profits, and even private businesses are actively pursuing their initiatives to build stronger communities. Through communication and collaboration, these different organizations can refer students for services and align their efforts to support families and students, working together to achieve common goals. The Utah Afterschool Network's Day-School Alignment tool is one tool that can help LEAs reflect on their work and assess how effectively they are collaborating with

afterschool programs. The tool's examples and strategies for collaboration apply to multiple settings. More information about the tool as well as the tool itself on the [UAN website](#).

ADULT CORRECTIONAL FACILITIES

Adult correctional facilities include state prisons and county jails. Students under age 22 in correctional facilities often have disabilities and qualify for special education services. Adult correctional facilities fall primarily under the purview of adult education programs. Adult correctional facilities do not include YIC programs such as JJYS and the DCFS.

Adult education programs are the primary education programs in correctional facilities. The K-12 special education program is provided by the district where the correctional facility is located. Correctional facility staff, adult education, and the K-12 program must work together to ensure services the student is entitled to are provided.

AGING OUT OF SPECIAL EDUCATION

The purpose of special education is to prepare students with disabilities for further education, employment, and independent living ([SpEd Rule I.A.1.b.](#)). Adult education students who are 22 and older no longer qualify for special education. If a student with a disability turns 22 any time after July 1, LEAs must continue to provide special education until the end of that school year ([SpEd Rule VII.D.](#)).

The student may not continue to have course modifications for graduation once they have aged out of special education services. The special education and related services cease and the IEP ends.

Further education, employment and independent living should be addressed long before the student reaches 22 and continue to be addressed after the student ages out of special education.

Vocational Rehabilitation (VR) is a state agency to assist people with disabilities address their unique barriers and achieve employment. More information can be found at [Workforce Services Rehabilitation](#). Adult education, K-12, and VR programs

collaboratively help students continue to work on and meet goals in education, employment, and independent living.

As a student ages out of special education services, adult education teams must prepare plans to accommodate them as they participate in adult education (i.e., Section 504 Plans). Under the Rehabilitation Act and the Americans with Disabilities Act individuals with disabilities continue in adult education with accommodations that ensure participation in adult education.