

Comparison of Bridges to Community Readiness (BCR) and Utah Adult Service Agencies

Agency/Program	Primary Focus & Services	What Bridges Provides That's Unique
Bridges to Community Readiness (BCR)	<ul style="list-style-type: none"> - School-based, post-high educational transition program - Direct, daily instruction in Expanded Core Curriculum (ECC) - Addresses critical life readiness academic gaps - Ongoing progress monitoring and collaboration with families - Prepares students for next steps: college, work, or adult agencies 	<ul style="list-style-type: none"> - Fills academic and ECC gaps with structured instruction - Individualized, outcome-focused plans - Bridges the gap between high school and adult life - Does not duplicate adult agency services, but prepares students to benefit from them - Provides same age peers to build a community with
Division of Services for the Blind and Visually Impaired (DSBVI) - Information obtained from their Website	<ul style="list-style-type: none"> - Adjustment training (daily living, O&M, tech), vocational rehabilitation, counseling, and job readiness - Services primarily for adults and those exiting school - List of services received from DSBVI - Low Vision Services - Field Services 	<ul style="list-style-type: none"> - BCR delivers direct academic intervention and daily ECC instruction before adult adjustment training - Students enter DSBVI better prepared for adult training, not duplicating DSBVI's focus
Vocational Rehabilitation (VR) - Information obtained from their Website	<ul style="list-style-type: none"> - Prepares individuals with disabilities for employment - Counseling, assessment, job placement, some short-term skills training - No daily academic or ECC instruction; employment is primary outcome - List of Services Received from Voc Rehab also Pre-Ets Services 	<ul style="list-style-type: none"> - BCR provides the foundational academic and ECC skills VR expects, but does not teach - Students transition to VR with greater readiness for employment goals
Division of Services for People with Disabilities (DSPD) - Information obtained from their Website	<ul style="list-style-type: none"> - Long-term residential, daily living, and community support - Habilitation, supported living, and day programs - No school-based education, academic remediation, or ongoing ECC instruction 	<ul style="list-style-type: none"> - BCR prepares students with targeted academic, ECC, and life skills before DSPD eligibility - DSPD provides lifelong support, not structured transition education (DSPD Overview; DSPD Services)

Key Points:

- Bridges to Community Readiness (BCR) is educational and school-based, providing direct daily instruction in ECC, academics, and self-advocacy.
- While it may appear at first glance that there is some overlap between Bridges Community Readiness and adult service agencies, the depth and focus of our program set us apart.
 - Bridges is not simply duplicating services; we are intentionally filling critical skill gaps—particularly in Expanded Core and life ready academic areas—so that students are truly prepared to flourish in all of their postsecondary pursuits, whether in college, employment, or adult services.
 - Our education-centered approach ensures that students transition with the foundational skills, confidence, and independence necessary to take full advantage of what adult agencies offer, ultimately leading to more successful and efficient outcomes for every student.
- Bridges identifies and addresses gaps in critical Expanded Core skills—such as assistive technology, independent living, and social interaction—as well as critical academic life ready skills—while students are still in school. This ensures students enter adult services with essential foundational skills already in place, reducing the need for remedial instruction.
- **We want to maximize agency impact: When students arrive at DSBVI or other adult agencies with higher levels of readiness, those agencies can allocate their limited staff and resources more efficiently, accelerating progress toward employment and independence for all clients.**

Unique Features of Bridges to Community Readiness (BCR)

- **Comprehensive Transitional Scaffolding:** BCR offers a structured, step-by-step transition process that includes regular “Futures Meetings,” (person centered planning) individualized transition planning, and hands-on adult life simulations. These scaffolds help students gradually assume more responsibility, practice real-world problem-solving, and build confidence before fully exiting the school environment.
No comparable, structured, school-based transition scaffolding is provided by adult service agencies, which expect clients to self-advocate and adapt upon entry.
([Utah DSBVI](#), [Utah VR](#))
- **Integration of Social-Emotional and Self-Advocacy Skills—with Ongoing Counseling Support:** BCR embeds explicit instruction and practice in social-emotional learning, self-advocacy, and self-determination within daily routines. Our school counselor provides ongoing support through 1:1 meetings, small groups, and coaching, helping students manage their needs, develop resilience, and build coping skills—critical for successful independent living. Students receive coaching in navigating adult systems, disclosing disabilities, and advocating for accommodations—skills not directly taught by DSPD, DSBVI, or VR, which expect a baseline of self-advocacy upon entry. ([Utah VR Services](#))
- **Depth and Breadth of Expanded Core Curriculum (ECC) Instruction:** While other adult agencies may address select areas of the Expanded Core—such as independent living or assistive technology—often through short workshops or targeted skills training, BCR provides daily, integrated, and interrelated instruction across all nine domains of the ECC: independent

living, assistive technology, orientation & mobility, social skills, recreation and leisure, sensory efficiency, compensatory/access skills, career education, and self-determination. This comprehensive, sustained, and data-informed approach ensures students build a strong, interconnected foundation of skills, fully preparing them to move forward into adulthood with confidence and independence.

- **Academic Maintenance and Remediation:** BCR uniquely addresses foundational academic gaps (reading, numeracy, writing) that can otherwise limit student access to adult services, employment, or postsecondary education. Adult agencies like DSBVI and VR do not provide direct academic remediation or daily literacy/numeracy instruction.
- **Real-Life Application and Community-Based Learning:** BCR blends classroom learning with community-based experiences—such as internships, dual enrollment, public transportation training, and service learning—under direct supervision and with continuous reflection. These real-world experiences are scaffolded and connected to each student’s individualized plan, not just referrals or placements.
- **Gradual Release and Supported Exit:** Rather than abrupt termination of school supports, BCR systematically fades scaffolds as students demonstrate readiness, involving family, educators, and adult service liaisons. Transition is personalized and monitored, with follow-up as needed, to ensure successful adjustment to post-school life.
- **Family Engagement and Guided Transfer of Decision-Making:** BCR includes families as active partners in planning, skill-building, and progress monitoring. We offer training and support that helps families gradually shift decision-making and self-advocacy responsibilities to their young adult, fostering independence while maintaining a safety net. Adult service agencies often expect young adults to navigate services independently, with limited family involvement.
- **Peer Community and Social Integration:** Through our residential life program, students live and learn alongside similar-age peers, building a supportive community. This environment helps students practice social skills, develop friendships, and gain mutual encouragement—key factors in a successful transition to adulthood. This type of structured peer community is not a feature of most adult agencies.
- **Universal Design for Learning (UDL) Embedded Throughout:** BCR uses UDL principles to proactively remove learning barriers, ensuring every student can access, engage with, and demonstrate essential skills. Adult agencies typically do not redesign curriculum or learning environments with UDL in mind.
- **High Reliability and Data-Driven Accountability:** BCR utilizes a Signaling Data framework to proactively identify both individual and schoolwide progress, allowing for early intervention and targeted support. Through the High Reliability School (HRS) approach, we ensure all school initiatives are cohesive and consistently focused on student-centered outcomes. This integrated, data-driven system for monitoring and continuous improvement is unique to BCR and goes beyond the quality assurance practices typically found in adult agencies.