



**T**he University of Tennessee Knoxville, Center for Literacy, Education & Employment (CLEE) is a nonprofit organization that supports continuous improvement in the areas of education and workforce development through trainings, resources, advocacy, and research. The Center works with partners to provide support to at-risk or underserved populations such as individuals with disabilities. Their goal is to support our partners and the individuals they serve to build knowledge and to improve the skills needed to be life-long learners and active members of their communities, families, and workplaces.

### **What services or resources does this agency provide?**

CLEE representatives provide services and resources in the areas of supporting youth with disabilities in the areas of self-advocacy and career planning, as well as transition IEP development.

### **What areas of Tennessee do they serve?**

CLEE serves the entire state of Tennessee.

### **Is there a cost and, if so, who pays?**

Their work is funded by the State of Tennessee's Office of Special Populations, therefore there is never a fee to the school systems for training, technical support, or follow up assistance. In some instances, there may be a fee for material to cover



printing costs of curriculums.

### **Who is eligible to receive their services/ supports and when?**

CLEE provides services and supports to school systems, educators, parents and students any time they receive a request.

### **What is the referral process?**

#### **What documents are needed?**

There is not a formal referral process. Schools should either call or email to discuss the school's needs so that a program can be tailored to fit a school or school system.

### **What is the family's responsibility?**

The family's responsibility is to support their student's choices and to assist as needed in the transition and self-determination processes.



### **What is the student's responsibility?**

The student should have full responsibility and the authority to make decisions for their future and their measurable postsecondary goals with the guidance of their teachers and their family.

### **What is the responsibility of an educator?**

Educators should use the curriculum to teach students the skills needed to become self-advocates and to promote empowerment. Additionally, during the transition process, educators should plan goals with the student instead of for the student.

### **How (and when) do you involve them in the transition planning process?**

- CLEE could be contacted at the beginning of the student's high school career so that they can help students become involved in the planning of their classes as well as pushing students to have an active role in their IEP meetings.
- CLEE can help edit and make changes to the Transition IEP every year upon renewal to meet the changing needs and desires of the student.
- CLEE should be involved in transition from age 14 to the student exiting high school so they can assist teachers and students in bridging the gap from school to postsecondary life.

### **Where can I learn more?**

Visit their website at: <http://clee.utk.edu/>

Give them a call at: 1-865-974-4109

### **What questions should I ask of CLEE?**

- How can I access the Self-Advocacy curriculum?
- Does CLEE itself provide services or do you contract out services to other agencies?
- How can I write measurable postsecondary goals that are realistic?