

ICC Meeting Minutes

3/25/09

❖ Call to Order

The March 25, 2009 meeting was called to order at 1:40 p.m. by Marva Campbell Pruitt.

❖ Agency Roll Call

Marva Campbell Pruitt, Department of Human Services
Margie Harkness, IL Council & Developmental Disabilities
Andi Berryman, IL Community College Board
Sandy Mott, Health Care and Family Services
Bob Holiday, Department of Human Services
Beth Hanselman, Special Education Services, ISBE
Deb Fornoff, ISAC Transition Committee
Ochang Jany, Board of Higher Education
Sue Walter, ISBE
Lilia Teninity, Division of Developmental Disabilities

Guests: Vicki Niswander, Managing the Art of Living Project

❖ Adoption of Agenda

Changes/Updates to Agenda:

- Change agenda under conference update, delete Darcy Contri and add Sue Walter.
- Add House Bill 979 under new business.
- 2007-2008 Annual Report is at the printer.
- Add Margie Harkness under postsecondary education.

❖ Review and Approval of Minutes

Plan for future program is not 5 hundred million. Sue Walter will correct that.

Who are the SEALS? Centers for Independent Living which should be corrected to say CILS.

There are other corrections with grammar that need to be corrected. The first paragraph under introduction, the last sentence that starts with "Brenda is with us today", should say she was welcomed.

Bob Holiday gave an in-depth update on PUNS. (Correction to the figure in the first paragraph was accurate about 23,000 people on puns at that time, but that is the total enrollment. About 7,000 of those people are not active because their needs were being met since the time they enrolled, so that leaves about 16,000 children and adults on PUNS with remaining service needs).

Motion to approve minutes was passed by common consent.

❖ Chairpersons' Reports

ISBE has been busy planning for the stimulus money, the ARRA dollars. We have a cross agency team to address how we are going to apply for those competitive dollars and how we will manage the release of the dollars for the other formula projects. Primarily all of the additional recovery dollars will be going out in a formula basis. Beth has been coordinating and chairing the IDEA recovery fund portion. ISBE has received ½ of the Federal allocation for FY10 (all recovery \$ are FY10 with half coming in 2009 and the other half in 2010. ISBE is going to receive \$503 million for the regular IDEA dollars and \$506 million for the IDEA recovery dollars. Fifty percent of the recovery dollars or about \$253 million will come to ISBE on March 30th. ISBE is to release those funds by the end of April to those LEA's or cooperatives that write proposals. Because the dollars will be distributed by a formula, even if a district/cooperative doesn't write a proposal

they will still get the same amount – it is not a first come, first served process. If a proposal is written in April, the dollars must be expended by June 30th...therefore we do not anticipate a lot of entities submitting proposals in the first round because of the short turn-around time to spend.

Though the stimulus dollars can be used for all of the appropriate uses of IDEA funds, OSEP recommends focusing on how to make a short term investment that will produce long term gain. Therefore, the five key areas OSEP recommends for using the IDEA recovery dollars are assistive technology devices, professional development, transition, transition coordinator services, preschool services and data collection training. The FACT sheet that Beth referred to the draft that provides an overview of the basic ideas for expending the funds and this will be posted on the website and in the Superintendent's weekly message. Beth emphasized that she is advising districts/coops not to hire staff with the stimulus dollars because of the short-term, one-time nature of the funds. There is no administrative agency set aside for the recovery funds. OSEP has indicated there might be a possibility down the road that we can have a small portion to offset any modifications to our recording systems and/or data collections systems once we find out what we're supposed to report. Absolutely everything has to be expended by September of 2011.

What type of recommendations do you think will be relevant to transition? Professional development on transition:

- What services does the coordinator provide with respect to connecting with the community?
- Improving/increasing awareness and familiarity of what is available in the community, making connections and facilitating.
- Making sure we have all of the tools and knowledge in hand for teachers working with transition-aged students so that they can prepare appropriate transition plans, record data, follow through with students, and communicate with/educate families and the rest of the IEP team.

Can some of those activities also be planned jointly with the local transition planning committees? Yes they could. There would not be dollars flowing to the transition planning committees however. We would support the networking and the facilitation of that relationship.

DHS/DRS

Marva presented an overview of all of the services for which the Dept. of Human Services provides support to young adults with all of the youth initiatives. In each of the five TPC regions they pulled together a panel from DD, Mental Health, DRS, Child and Adolescents Services and Child and Healthcare Prevention. These panels shared with the participants at the TPC regional meetings all of the programs and services that fall under the umbrella. A similar panel will be presenting a session at the 2009 Statewide Transition Conference. Marva felt that people in the audience learned a great deal, however the panel participants also learned more about all of the supports that are provided.

In terms of DHS/DRS stimulus money, Marva understands they have a considerable amount coming in as well. They have a meeting coming up on Monday to look at how these dollars will be allocated and sent out. Marva doesn't have a report on that at this time.

A couple of meetings ago we talked just a little bit about DRS working on a new order of selection?

Not so much a new order of selection, the correct order of selection. The rules are very clear with what the order of selection is. In our desire to provide services and support to those who could possibly give us the most outcomes we looked at a certain population of students and now RSA is re-examining who we're providing our services to and how we are implementing the order of selection.

Will that mean possibly more attention to those young people who have more significant disabilities?

The language calls for students with more significant disabilities but this has a different meaning than it does in the school system. Vocational rehabilitation's reference to individuals who have significant disabilities concerns functional limitations and the number of needed supports and services. Those students who have

more significant disabilities as secondary students might require developmental disabilities services versus vocational rehabilitation.

Guest Speaker

Vicki Niswander, State Director of Managing the Art of Living talked about micro-boards and cooperatives.

Micro-boards and Cooperatives represent a new model that has been developed through a grant by the Illinois Council on Developmental Disabilities and the project name is Managing the Art of Living. It is finishing up its second year. Both microboards and cooperatives are small nonprofit corporations that are established by family members or people with disabilities themselves in order to self-direct services for that person or for a group of people. A micro-board is established for one individual who has a disability and it is a corporation in every sense of the word. Corporate rules in the state of IL must be followed.

The Project is working with individual families to build boards of directors who will then make decisions about services and support for adults with disabilities...how they spend their days, how they live etc. All of this is based on person center planning, specifically a PATH (Planning Alternative Tomorrows with Hope). PATH is a very visual planning tool that looks to the future and talks about what the individual wants. The board of directors assists in this process and works together to put the steps in place to help the individual arrive at their goals, dreams and hopes. Microboards and Cooperatives are very community based. It's not a 9-3 type of program, it's not sheltered work, it's not living in a group home although some people may choose to purchase those types of services through their micro-board or cooperative.

A cooperative is a group of families coming together to form an organization, a small nonprofit cooperation and they work together to provide supports and services to their individual family members. A cooperative can be as small as three families working together. A Cooperative's Board of Directors is made up of 80% or more of individuals with disabilities themselves or their family members. The Board of Directors can hire and fire or make changes to staff based on the needs of those people being served. Funding can come from the same sources that might fund a typical agency.

Managing the Art of Living is working statewide though most of the work in the first part of the grant has been in Chicago. IL now has over 25 microboards in various stages of development, some who have just begun and some who are ready to apply for provider services and start receiving funding in a variety of ways.

The Project has five people in the state, one is a consultant still working with us with the micro-board project in TN. We hope that by the end of this year we will have an IL person who will be doing Southern IL specifically and then we will have all IL staff.

How are you communicating with the schools? The five staff have been reaching out to parent groups mainly at this point. We are encouraging them to contact people at the local high schools to do some workshops for parents in conjunction with what the schools do.

For the session at the Transition Conference, will it show more than just micro-boards and cooperatives in a title session? My concern is if you were to see the terms "microboards" and "cooperatives", many family members may not know what it is. A recommendation was made that a title that articulates a new model of directing support services gives a little more information and will draw people in.

Marva asked if the title order could be switched so that "a new model of self-directed...can precede the terms microboards and cooperatives. Vicki agreed to switch the order.

❖ **Old Business**

Annual Report for 2007 – 2008

This report is at the printer.

Annual Report for 2008-2009

Marva needs technical assistance in figuring out how to have the signature page inserted so that when the electronic version is placed on the website it has the signatures. ISBE will scan the report to have the signatures added and then have it posted to the web.

House Resolution 1117 update

Marva stated that they are continuing to meet. The next meeting is Monday. They are doing a lot of literature review, looking at past practices, and what other states are doing in regard to students aging out and coming up with a common age at which youth move from secondary to post-secondary services.

❖ **Workgroups**

Postsecondary/Public Education

The committee has not met but Andi Berryman and Margie Harkness provided updates regarding postsecondary education in general.

Education and Training

The 2009 Statewide Transition Conference is scheduled for November 8-10 at the Schaumburg Renaissance Hotel and Convention Center. A committee read session proposals yesterday, about 50 or so. We're still looking at targeting presenters for a few topics that are not covered. The conference is still looking for a new fiscal agent.

ICC Interagency Training

The training was supposed to take place tomorrow however it was decided to postpone this in favor of focusing on the conference proposals and selections. Marva's recommendation is that we look at a date in July or September for the interagency training. Her vision for this interagency training would involve asking each Council member to invite 10-15 individuals from their respective state agency to attend the training. The goal would be increasing an understanding of what the ICC and each of the representative agencies does. A comment was made that the agency matrix and compendium (completed several years ago) would be a wonderful tool to share information about the services each agency provides for transition youth who have disabilities. Another comment was made that case studies should be used during this training to look at how to wrap a plan around a youth looking at various scenarios students may encounter and issues they may face and what/how we can provide support to them. Beth and the members agreed that September would be better for the training and looking specifically at the 24th for the date of the training.

In our committed plans we talk about a creation of a public policy workgroup, has that been formed?

No

Inviting the Governors office and the Attorney Generals office to become members, has anything happened there yet? Nothing has happened there where ICC is concerned however the Attorney Generals office has contacted Marva and she is making a presentation to them the second week of May. Someone from the Attorney General's office subgroup on transition issues participated in the joint meeting of the ISAC transition committee and the ICC. Beth views the work of the ISAC Transition Committee as very helpful in pulling that committee connection together.

Participation of other Key Stakeholders

Who are we thinking about with those other key stakeholders? Comments included: consumers, families, PTIC's, CIL's, IAASE, someone from the Step Advisory Council or someone from the Disability

Advisory Council. It was noted that Andy Berryman, Ocheng Jany and Sue Walter already participated on both the ICC and the DAC so it would be redundant to include them here.

Data Collection and Analysis

ICC has been asking for data from ISBE. Beth stated that what she needs to know is:

- Exactly what data does ICC want to look at?
- What format does the ICC want the data in?

The Public Policy subcommittee can then begin to look at a trend analysis and use the results to drive public policy. ISBE has the Annual Report on Special Education and also has access to special education profiles for every school district via the internet. There is not a lot of transition specific data on the profiles but the State Performance Report has data on graduation, drop-out, suspension/expulsion, education environment, the transition plan (IND 13) and post-school outcomes (IND 14). Also, the FACTS data system has “services needed upon graduation from high school” data.

How far below the surface of the state level data can we share?

A comment was made that if TPC’s are going to be effective, if they are going to do anything more than what their already doing that’s good and helpful, they are going to need to know things like: in our TPC area what are the most reported needs of students for services beyond high school and what are the transition services their looking for. Also, in looking at post-school outcomes, is it possible to discern what has been successful and what works for families and students.

Beth explained that the depth of data sharing has implications in regard to confidentiality of individual student data. To be effective in supporting students, TPC members need to be attending IEP meetings as they are invited to provide the community connection. So for example, a TPC member would then be able to say, “I know because of my connection with the school and participation in IEP meetings, that students who are transitioning are receiving X services at school age and will need X services throughout the transition process (in secondary school) and will need X services to be successful in their post-school goals.”

House Bill 979

Marva had a conversation this morning with the writer of HB979. Information was shared with Phil Milsk regarding the section of the bill that talks about school districts submitting a summary report of each eligible students transition goals and services to the appropriate TPC. Marva shared with him that the TPCs don’t want that type of data because it is a conflict of interest and it impacts the confidentiality laws. In the past, the local TPC’s would go to the school district and the district would complete a paper tally of the services and support needs of the student and what their expected goals would be. The school district would compile all of that data and share it with the TPC who would then compile all of the data from their catchment area.

A concern with this legislation is that by only providing a tally, there is not communication to answer questions like:

- Are these services that were provided in school?
- Are these services that are needed to achieve post-school goals?
- Are these services that will be needed to be successful in post-school environments?
- Does the parent and/or student know how to connect with or receive those services? Are they going to ask for them?
- Because the TPC catchment area is large, how can the TPC adequately plan to provide all those services when they don’t really know exactly where it is?

This effort seems to be a shot in the dark and the true benefit isn't clear. It also seems an unnecessary burden on the district to provide something that doesn't result in a positive outcome. Beth feels it is more important to participate in the transition planning meeting and be able to act locally.

Marva commented that the TPC's are not responding to the extent that they used to because they can't complete the entire assignment that's been thrust upon them because they are not getting the school piece in terms of that data. So yes the TPC's are asked to come together and look at the questions, we're only asking them what is their perception of the unmet needs in their area. Their not dealing with the school piece at all because they don't get any of that data, so even if they had the school data normally they would look at the school data in terms of the unmet needs but then also based on what they see they would use both of those data sets to develop their perception of the unmet need in that particular area and report out. They then report it and that's how we get the information we're mandated to provide to the general assembly.

Beth commented that it seems we are collecting this data only to meet a mandatory requirement rather than for the TPC to use it to improve the services. However, Marva thinks the TPC's really utilize the data to come up with their perceptions just like we do with the strategic planning. They use it to form the basis of what activities and goals are going to carry them for that following year.

Beth's suggestion is to put together information with regard to the TPC's so that she can share this on the special education director listserv and ask that all Special Education Directors share the information with their transition coordinators/staff. The goals would be to have a component be added to transition planning that focuses on community networking to assist in the transition to post-secondary services and that a critical transition component includes reaching out to the local TPC (if it is not already happening). We can also post information on ISBE's secondary transition webpage under IND 14.

❖ **Agency Reports**

In the interest of time the Council decided to forgo the agency reports and look at planning for the next meeting and Beth would recommend that we have two of the points we look at this next meeting be revisiting the committee plans, we need to focus on the creation of the public policy workgroup and then extend our conversation of the TPC's and that connection to education.

❖ **Adjournment**

The meeting was adjourned at 3:40 p.m. The next scheduled ICC meeting is May 27th.