


The Status of Transition Services for Secondary Students with Disabilities in Illinois

Interagency Coordinating Council
Annual Report
For 2004-2005 to
The Governor and General Assembly

Submitted by

Carol L. Adams, Ph.D.
Secretary
Illinois Department of Human Services

Randy Dunn, Ed.D.
State Superintendent
Illinois State Board of Education





November 2005

Dear Governor Blagojevich, Honorable Members of the General Assembly and
All Interested Parties:

Subject: The Status of Transition Services for Secondary Students with Disabilities

On behalf of the Illinois Interagency Coordinating Council (ICC), we are pleased to share the 2004-2005 Annual Report on The Status of Transition Services for Secondary Students with Disabilities in Illinois. In the past, we concentrated our report on the calendar year. This year's report is focused on a school year calendar, which connects more readily to whom we are charged, the students and families of Illinois.

This report reflects the Council's on-going commitment to improve outcomes for youth with disabilities by the continuous efforts to develop a comprehensive work plan. All agency representatives identified barriers to transition services that served as the catalyst for strategies the ICC implemented over the past year. The report also provides an overview of the graduation rates that highlight on-going student progress.


We solicited input from the local transition planning teams to focus on challenges and unmet needs for youth with disabilities across the five regions in Illinois as we are charged with sharing this information with legislators annually.

Establishing interagency linkages can be of enormous benefit to students planning to transition to adulthood. Increased collaboration and cooperation among ICC partners providing services to youth with disabilities and their families is exhibited with the development of the Service Matrix. In addition, the ICC Website provides vast amounts of transition-related resources. Visit the site at: <http://www.ISBE.state.ill.us/iicc>

It is our desire that policymakers and practitioners implementing systemic and sustainable educational and community reform strategies will utilize this report to direct future planning to ensure transition-related service and supports at the state, regional, district, schools and community levels that will enhance successes for young adults with disabilities as they transition to their post-secondary goals for employment, post-secondary education and training, community participation and independent living.

Sincerely,
Carol L. Adams, Ph.D.
Secretary
Illinois Department of Human Services

Randy Dunn, Ed.D.
Superintendent
Illinois State Board of Education





Illinois Interagency Coordinating Council Member Agencies

Illinois Board of Higher Education **(IBHE)**

Illinois Community College Board **(ICCB)**

Illinois Council on Developmental Disabilities **(ICDD)**

Illinois Department of Children & Family Services **(DCFS)**

Illinois Department of Commerce and Economic Opportunity **(DCEO)**

Illinois Department of Corrections **(IDOC)**

Illinois Department of Employment Security **(IDES)**

Illinois Department of Human Service ~ Division of Developmental Disabilities **(DDD)**


Illinois Department of Human Services ~ Division of Rehabilitation Services **(DRS)**

Illinois Department of Human Services ~ Division of Mental Health **(DMH)**

Illinois Department of Public Aid **(IDPA)**

Illinois State Board of Education **(ISBE)**

University of Illinois Chicago Division of Specialized Care for Children **(DSCC)**



Illinois Interagency Coordinating Council Member Agencies and Representatives

Christopher Koch, Ed.D. ~ **Council
Co-Chair**

IL State Board of Education **ISBE**
100 N. First Street, N253
217/782-4870
217/782-1900 (TTY)
217/782-0372 (Fax)
Chris.Koch@isbe.net

Kristine A. Smith ~ **Council Co-Chair**
IL Dept of Human Services **DHS-DRS**
Division of Rehabilitation Services
100 S. Grand Ave. East
Springfield, Illinois 62762
217/558-0419 (V/TTY)
217/558-4270 (Fax)
DHSVR60@dhs.state.il.us

Gary Alexander
IL Board of Higher Education
431 E. Adams
Springfield, IL 62701-8548
217/557-7355 217/782-8548 (Fax)
alexander@ibhe.org

Marva Campbell-Pruitt
IL Dept of Human Services
Division of Rehabilitation Services
100 West Randolph Street 5-300
Chicago, IL 60601
312/814-5081 312/814-5000 (TTY)
312/814-5849 (Fax)
Marva.Campbell-Pruitt@illinois.gov

Debra Heckenkamp
IL State Board of Education
100 N. First Street, N253
Springfield, IL 62777-0001
217/782-4870 217/782-1900 (TTY)
217/782-0372 (Fax)

Alicia Becker
UIC Division of Specialized Care for
Children
2815 W. Washington, Ste 300
Springfield, IL 62794
217/793-2350 217/793-0773 (Fax)
abeck@uic.edu

Darcy Contri
UIC Division of Specialized Care for
Children
2815 W. Washington, Ste 300
Springfield, IL 62794
217/793-2350 217/793-0773 (Fax)
dacontri@uic.edu

Ocheng Jany
IL Board of Higher Education
431 E. Adams
Spfld, IL 62701-1418
217/557-7361 217/782-8548 (Fax)
jany@ibhe.org

Victoria D. Benn-Rochelle
IL Dept of Commerce &
Economic Opportunity
620 East Adams Street
Springfield, IL 62703
217/524-2997 217/524-0189 (Fax)
1-800-785-6055 (TTY)
vbennroc@commerce.state.il.us

Pat Curtis
IL Dept of Public Aid
Bloom Building
201 S. Grand Ave, East, 3 Fl
Springfield, IL 62763
217/558-4534 217/557-2998 (Fax)
AIDH20A2@mail.idpa.state.il.us

Janet McGovern
IL Dept of Corrections
1301 Concordia Ct., Box 19277
Springfield, IL 62794-9277
217/522-2666
JMcGOVERN@idoc.state.il.us

Andi Berryman
IL Community College Board
401 East Capital Street
Springfield, IL 62701
217/785-0028 217/524-4981 (Fax)
aberryman@iccb.state.il.us

Mitch Daniels
IL Dept. of Employment Security
850 East Madison
Springfield, IL 62702
217/524-2968 217/785-5108 (Fax)
mdaniel@ides.state.il.us

Dr. Sheila Romano
IL Council on Developmental Disabilities
100 W. Randolph, Ste 10-600
Chicago, IL 60601
312/814-2080
312/814-7141 (Fax)
sromano@mail.state.il.us

Terry Braidwood
IL Department of Human Services
Division of Developmental Disabilities
319 E. Madison-Suite 3M
Springfield, IL 62701
217/785-7160 217/558-2799 (Fax)
DHSD9i@dhs.state.il.us

Alan Dietrich
IL Department of Human Services
Division of Mental Health
319 East Madison, Ste 3B
Springfield, IL 62701
217/785-7226 217/785-3066 (Fax)
DHSC1658@dhs.state.il.us


Michael J. Wonderlich
IL Dept of Child and
Family Services to
160 N. LaSalle St.
Chicago, IL 60601
312/814-5558
312/814-7134 (Fax)
MWonderl@dcfs.state.il.us



Mission

The Illinois Interagency Coordinating Council (ICC) was established in 1990 by the [Interagency Coordinating Council Act, 20 ILCS 3970](#) to facilitate collaboration among state agencies and improve outcomes for youth with disabilities.

The ICC is charged with: gathering and coordinating data on services for transition-age youth with disabilities; providing information, consultation, and technical assistance to state and local stakeholders; assisting state and local stakeholders in establishing interagency transition agreements; conducting an annual statewide evaluation of student Transition outcomes and needs; and providing in-service training to consumers in developing and improving awareness of transition services.



Our Charge ~ Our Aim

The interagency coordinating council act, 20 ILCS 3970, charges the interagency coordinating council (ICC) with

Gathering and coordinating data on services for transition-age youth with disabilities, and with evaluation of student

Transition outcomes and needs.

The current status of adults with disabilities in Illinois, as reported by the rehabilitation research and training center

On disability demographics and statistics (StatsRRTC), denotes the following:

- In 2004, 675,000 of the 7,269,000 working-age individuals (ages 21-64) reported one or more disabilities.
- The employment rate of working age people with disabilities decreased from 39.5 percent in 2003 to 37.5 percent in 2004.
- The employment rate of working-age people without disabilities increased from 76.4 percent in 2003 to 77.0 percent in 2004.
- The median labor earnings of working-age people with disabilities who worked full-time/full-year increased from \$32,300 in 2003 to \$35,000 in 2004.
- The difference in the median labor earnings between working-age people with and without disabilities who worked full-time/full-year decreased from \$5,600 in 2003 to \$3,000 in 2004.
- Among people with disabilities, the percentage with a bachelor's degree or more increased from 12.7 percent in 2003 to 13.0 percent in 2004.

The population of children under the age of 18 in Illinois is 3.5 million according to the census bureau's population estimates as of July 1, 2003. According to the CSHCN 2002 national survey of children with special health care needs (CSHCN) there are about 379,436 CSHCN in Illinois, or 11.6 percent of children under 18 years of age with special health care needs. CSHCN are defined by the U.S. Maternal and child health bureau as: "...those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally."

Success Story

Kristine Smith, Asst. Director, DHS-DRS wanted to share a great story about a student who has a burgeoning new career - fashion design and dressmaking. This student attends a residential school in Chicago that prepares young people with severe physical disabilities for a successful adult life.

Kristine elaborates: I first met ICRE-R student Tiffany Hankins at the recent DRS-sponsored Transition Conference. She is a beautiful young woman who exudes passion and excitement for her dream of becoming a fashion designer specifically for people who are in wheelchairs – a virtually untapped market.

For the past year and a half, school staff have worked diligently with Tiffany to make her dream a reality. Without the dedication of staff at the school and the support of her VR counselor, Tiffany would not be moving toward that big runway. . . fashion runway, that is. Please read more about her story. . .

[The following is an excerpt from a letter Tiffany recently sent to the International Academy of Design and Technology]

"My name is Tiffany Hankins and I am currently a resident of the Illinois Center for Rehabilitation and Education in Chicago. I am physically impaired and I am speech impaired. Because of my health needs I live at ICRE-R. My teachers at Jones and ICRE have helped me start a sewing business using the Singer 6000 that uses hoops for embroidery. This business makes name labels for the residents' clothes. These clothes are laundered at ICRE. These labels not only mark who owns the clothing but this offers work for other students at ICRE to match name labels and deliver the clean clothes back to the correct owner.

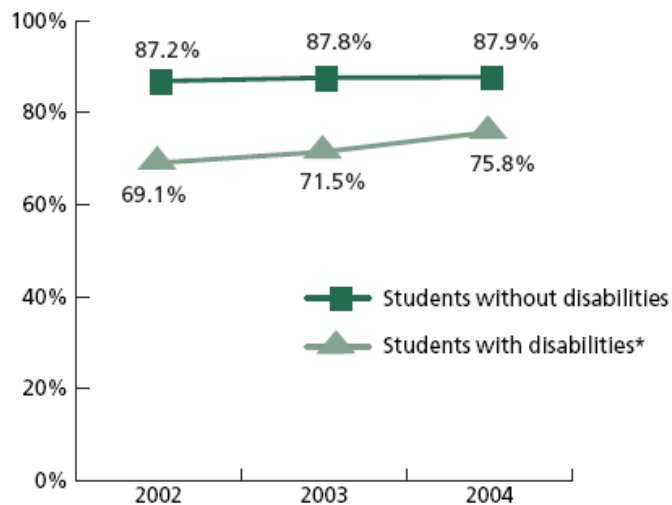
My career goal is to attend the International Academy of Design and Technology to be trained to become a fashion designer. My dream is to have my own line of clothing for people in wheelchairs. This idea came to me while I was working with Mrs. Angela Carey at ICRE-R who was helping me design and make my senior prom dress. We realized I could not use a standard pattern and other fashion accommodations had to be made, such as length because I would be sitting the whole prom night. Also I had to use a stander so I could be fitted for my dress. Together, Mrs. Carey and I made a matching purse, satin roses for my hair, and a shawl to wear that evening.

I know I cannot change my disability but I know I do not have to dress disabled. My teacher and I researched many schools to train me to be a designer. The International Academy of Design had the most extensive curriculum of any other design school. It also offered a two year or four year degree program. From the moment I met the admissions staff and saw the school, I knew my choice was right. Ms. Younkins made me feel so welcome and seeing the classrooms and the students confirmed my choice.

My journey to independence is what I called my presentation at a national conference in Springfield for entrepreneurial career choices. The International Academy of Design and Technology is the best school for me to achieve my career dream. At this school I don't feel disabled. I feel excited about finally being able to pursue my dream of being a fashion designer. I may not ever be equal physically but by attending the International Academy of Design and Technology, I know I will be trained to be equal creatively. At ICRE-R, my teachers always say, 'Fair is giving someone what they need.' Everyone needs something different. . . ."

High School Graduation Rate – 2002 - 2004

Data on graduation rates is provided by the Illinois State Board of Education (ISBE). ISBE defines the Illinois graduation rate as the percent of the original freshman class who graduated with a standard diploma, adjusted for student transfers and deaths.

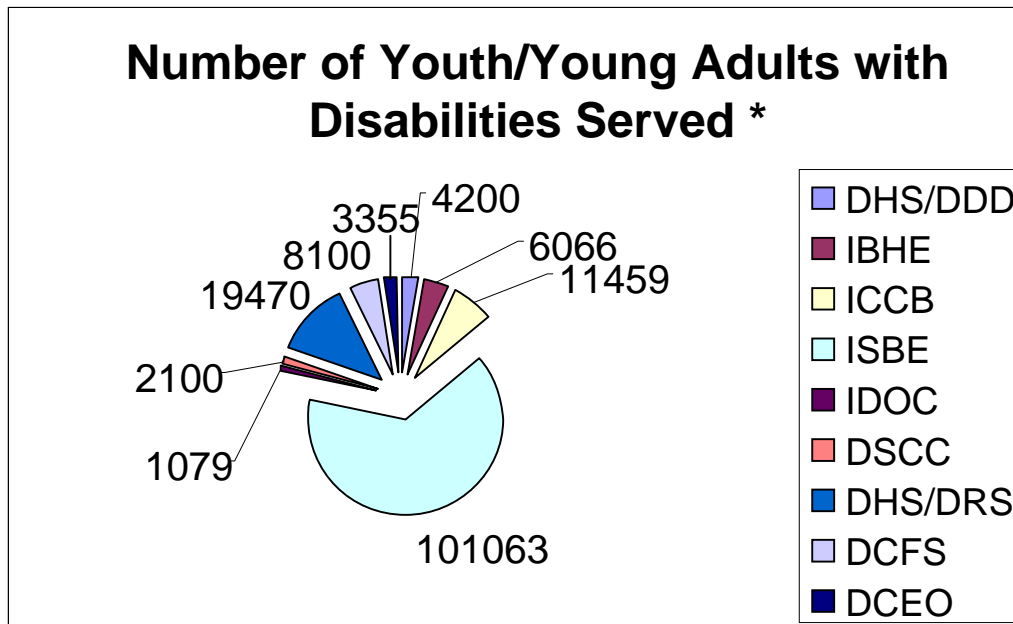


**Prior to 2004, students with disabilities includes students receiving special education services and students with a Section 504 plan.*

While the graduation rate for students without disabilities has increased since 2002, the graduation rate for students with disabilities has increased significantly more. From 2002 to 2004, the gap between the graduation rates of students with and without disabilities has decreased from 18.1% to 12.1%.

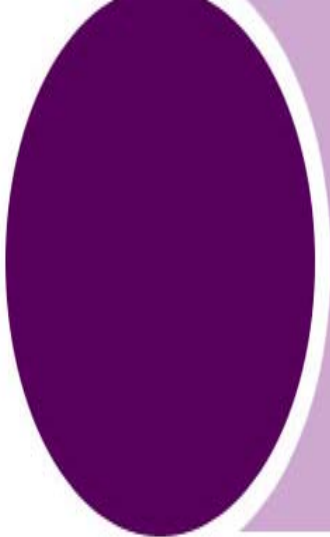
Providing Transition Services for Youth/Young Adults with Disabilities

To improve adult outcomes for youth and young adults with disabilities, the twelve member agencies on the ICC are working to enhance system capacity through collaboration. The following graph illustrates the number of transition-aged individuals with disabilities that received transition related services:



* This may represent duplicate counts

Additionally, The Illinois Department of Employment Security served 10,901 people of all ages with disabilities, placing 429 of these individuals into employment. The Department of Healthcare and Family Services in FY 2003 served an estimated 1,050,000 children through Medicaid and KidCare Programs.



Identifying Transition Service Barriers and Strategies Implemented to Overcome these Barriers

Transition services are needed to improve outcomes. In Illinois, transition services are diminishing as a result of budget cuts, staff reductions and decreases in grant funding. This further limits the outlook on possibilities for adults with disabilities to achieve the highest levels of health status, employment, independent living and community integration. The following table identifies the barriers to transition services and provides strategies the ICC implemented over the past fiscal year:

Transition Service Barriers

Strategies Implemented

Lack of person-centered planning based on individual needs and preferences.

The ICC has begun collaborating with numerous statewide agencies to plan and coordinate a statewide transition conference scheduled for June 7-8, 2005. The conference will offer youth, educators, families and community representatives opportunities for skill development, education and training in planning for positive post-school outcomes and to included trainings on person-centered planning.

Insufficient Post-secondary support and services.

Data collection has been improved. Through a cooperative effort with the Illinois State Board of Education (ISBE), their statewide data system has been expanded to collect transition data. ISBE has tied transition data collection to the Federal Accounting and Child Tracking Systems (FACTS). Additional elements added include anticipated supports/needs within 5 years of graduation for independent living, employment and health care. The data will be available to the ICC member agencies to assist each agency with program planning and/or program development in order to meet the identified needs.


The reduction of funding has decreased availability of transition services along with providers of services. Federal grant funding for transition trainings and technical assistance ending in 2005; Loss of FY 2003 Special Population Grants; Reduction of cooperative agreement funding in FY 2004, and FY 2005. Increase enrollment with minimal funding sources to serve disability population.

Information gathering is necessary to improve access to transition services including post secondary education. The multiplicity of campus documentation and assessment requirements makes it difficult to plan and prepare students in the secondary education system to access post-secondary education disability supports and services. The ICC distributed a survey to institutions of higher education so that they can begin gathering and correlating this information. The survey results will be reported in the FY 2005 annual report.

Additionally, the ICC has collaborated with new partners and sharing resources to enhance system capacity.

Lack of willingness and readiness of health care providers to care for adults with congenital and child onset chronic conditions.

Discussions are occurring on the possibility of including a health care track at the next annual statewide transition conference. This would offer health care providers opportunities for skill development education and training in planning for positive post-school outcomes for youth.



Transition Summary Report of Unmet Needs

Twenty-nine (29) of the 41 active Transition Planning Committees (TPCs), representing school districts and youth in ninety-eight of the 101 counties within Illinois, were queried to identify the most pressing unmet community or adult service needs for students who exited school in June 2004, five major concerns became evident.

- Transportation.** It comes as no surprise that transportation leads as the most pressing unmet community or adult service need for students who graduated in June 2004. Statistically, 25% of the United States population lives in rural areas, but only 6% of federal transit dollars are allocated to serve them. Currently, 30 rural Illinois counties are without funded public transportation services. Twenty-three of the twenty-nine responding committees across all five regions cited the lack of transportation as one of their most significant and persistent problems that impedes students' ability to seek employment, schooling/training, and community interaction.
- Competitive Employment.** This figure doubles from last year's report. Twenty-two TPCs cited employment opportunities as a major barrier that impacts students' intended transition goals.
- Employment Supports.** Many people with disabilities are successfully employed in competitive community jobs. Others require long-term supports and the assistance to develop a job specifically for them and provide on-site job coaching services. Through supported employment programs, youth are integrated into jobs with non-disabled persons and supports are provided to the person to maintain his or her job. Lack of these supports was identified by twenty-two reporting TPCs.
- Housing.** As people with disabilities strive to live more independently in community settings, three main barriers continue to pose stiff challenges: availability, affordability and structural accessibility of housing stock. Eighteen of twenty-nine committees stated housing to be an issue.

Adult Programs/Services for People with Severe Disabilities. Many people with developmental disabilities have significant medical needs and require assistance in accessing resources in the community. Programming is designed to enrich the lives of participants through community involvement and supported participation in a wide variety of activities. Activities focus on assisting individuals in further developing skills in areas of leisure time, daily living, self-help, relationship building, and community integration. Activities are directed toward the attainment of individualized goals. According to twelve TPC committees lacking or insufficient in their regions.

The following chart depicts the major areas of concern cited by region.

	Transportation	Employment	Competitive Employment Supports	Adult Programs DD	Housing
Region 1	5	6	3	2	4
Region 2	4	5	2	1	4
Region 3	7	4	4	2	4
Region 4	2	4	1	2	2
Region 5	5	3	4	5	4
Total	23	22	14	12	18

Note: Transition Planning Committees (TPCs) were established in 1989 and amended by Illinois Public Act 92-0452 to support Illinois' ongoing effort to enhance services to students with disabilities. TPCs, which are community-based entities located throughout the state, are charged with providing annual data to assess the level of available community services and the unmet needs of high school students with disabilities.



Types of Transition Services

The types of services provided for transition age youth (ages 14-21) are identified on the Service Matrix developed by the ICC member agencies.

- See Attached -



ILLINOIS INTERAGENCY COORDINATION COUNCIL MEMBER AGENCY SERVICES

Agency Services	ISBE	DHS/DRS	DHS/DDD	DHS/DMH	DCEO	IBHE	ICCB	DCFS	IDES	HFS	DOC	ICDD***	UIC-DSCC
Basic Needs													
Cash Assistance to Needy Families													
Food Stamps													
Emergency Rent & Utility Assistance				X									
Transportation			X	X		X		X					
Transportation Reimbursement for Health Care Access													X
Children & Families													
Child Care Assistance													
Parenting Skills Training	X	X		X				X					
Locate Non-custodial Parent										X			
Obtain Court Order for Support										X			
Resource and Referral Information		X											X
Disability Specific													
Assessment of Disability		X	X	X	X	X		X		X			X
Assistive Technology		X	X		X	X		X					X
Case Management		X	X	X	X	X		X					
Consultation on Accommodations		X			X	X		X					X
Disability Management Counseling				X	X	X		X					X
Interpreter (IBHE: Electronic Real Time Transcription)		X			X	X		X					
Note taker		X				X		X					
Personal Assistance (IBHE: On a fee basis)		X				X							
Reader (IBHE: Scribes)		X				X		X					
Orientation & Mobility Training		X	X			X		X					
Diagnostic Evaluations													X
Case Management/ Care Coordination													X
Education and Training													
Adult Basic Education							X						
English as a Second Language						X	X						
High School Completion Classes							X		X*				
Prevocational Training (IBHE: Internships)	X	X	X		X	X	X		X*				
Paid/Unpaid Work Experience Placement	X	X	X		X		X		X*				
Unpaid Community Service							X						
Short-term Training		X			X	X	X		X				
Post-Secondary Education		X				X	X						
Employment Training (STEP)		X											

ILLINOIS INTERAGENCY COORDINATION COUNCIL MEMBER AGENCY SERVICES

Agency Services	ISBE	DHS/DRS	DHS/DDD	DHS/DMH	DCEO	IBHE	ICCB	DCFS	IDES	HFS	DOC	ICDD***	UIC-DSCC
Services in Higher Education													
Priority Registration						X**							
Campus Disabilities Financial Aid						X**							
Computer Assisted Real Time Transcription						X**							
Job Development: Collaboration with Employers/ Recruiters						X**							
Specific Disabilities: Case Management						X**							
Testing Under Nonstandard Conditions						X**							
Alternative Accessible Media Production						X**							
Accessible Classroom Desks/Tables						X**							
Other Services in Higher Education													
Campus Support Services, including:													
Architectural Accessibility						X**							
Adapted Recreational Activities						X**							
Specialized Library Services						X**							
Adapted Computers						X**							
Parking Assistance						X**							
Employment													
Assessment of Work Skills (IBHE:Prof.Career Focus)		X	X	X		X	X		X				
Career Counseling	X	X			X	X	X		X				
Employer Education		X			X		X		X				
Employer Follow-up		X			X	X	X		X				
Job Coaching		X	X	X					X				
Job Development (IBHE: Collab.w/Firms/Recruiters)	X	X	X	X		X			X				
Job Search Assistance	X	X	X	X		X	X		X				
Job Seeking Skills	X	X	X	X	X	X	X		X				
Occupational Licenses		X			X	X							
Job Placement		X	X			X			X				
Post Employment Services		X	X		X								
Supported Employment		X	X	X	X		X						
Tools/Work Equipment		X					X						
Special Adaptive Equipment or Devices		X					X						
Worksite Modification		X											
Referral Information - Employment Services/Agencies													X
Home & Community													
Assessment of Needed Services		X	X	X		X							X
Assistive Devices		X	X			X							X

ILLINOIS INTERAGENCY COORDINATION COUNCIL MEMBER AGENCY SERVICES

Agency Services	ISBE	DHS/DRS	DHS/DDD	DHS/DMH	DCEO	IBHE	ICCB	DCFS	IDES	HFS	DOC	ICDD***	UIC-DSCC
Attendant Care		X											
Emergency Response System		X	X	X		X							
Home Health Aide		X											
Homemaker Services		X											
Home Modification		X	X										
Life Skills Training		X	X	X			X						
Mental Health Outreach		X		X		X							
Mentoring		X		X		X							
Nursing Services			X			X				X			X
Nutritional Counseling						X							
Respite Care		X	X	X									X
Supported Community Living		X	X	X									
Vehicle Modification (IBHE: Intermittently)		X	X			X							
Vehicle Ramps/ Lifts		X											X
Medical/Mental Health & Therapy													
Audiology Services						X	X			X			X
Behavioral Programming				X									
Counseling		X	X	X		X	X						
Dental Services						X				X			
Family Planning Services										X			
Genetic Consultation													X
Hearing Aids		X											X
Immunizations						X				X			
Medical Equipment										X			X
Occupational Therapy			X							X			X
Optometry Services		X								X			X
Orthopedic Shoes										X			
Physical Restoration		X											
Physical Therapy			X			X				X			X
Podiatry Services										X			
Prescription Medications				X		X				X			X
Psychological Services		X	X	X		X	X			X			
Routine Physical Examinations						X				X			
Speech Therapy			X			X				X			X
Vision Check-ups		X								X			
Orthopedic Appliances													X
Orthotics													X
Referrals to Physician Specialist													X
Surgical/ Medical Treatment													X

ILLINOIS INTERAGENCY COORDINATION COUNCIL MEMBER AGENCY SERVICES

Agency Services	ISBE	DHS/DRS	DHS/DDD	DHS/DMH	DCEO	IBHE	ICCB	DCFS	IDES	HFS	DOC	ICDD***	UIC-DSCC
Other Services													
Residential Schooling		X											
General Supervision	X												
Training and Technical Assistance	X	X											
Low Income Energy Assistance										X			
Home Winterization										X			
Assistance to Utilize Health Care Coverage Benefits													X
504/ADA Accommodations & Access		X					X						
Assistive Technical Training		X					X						

***IDES:** Only thru partnership

** **Important Notes Regarding IBHE:** Not all services provided are mandated. Not every college campus provides each of the services identified. The type and degree of services significantly varies among college and university campuses. IBHE responses to the survey was based on consultation with selected campus representatives and does not represent a consensus.

*** **ICDD** does not offer direct services to individuals. ICDD engages in advocacy and other activities to create systems change that will allow individuals with developmental disabilities to participate fully in their communities.