Illinois Interagency Coordinating Council on Transition

The Status of Transition Services for Students with Disabilities in Illinois

Annual Report 2006-2007 to The Governor and General Assembly

Submitted by

Christopher Koch, Ed.D., State Superintendent
Illinois State Board of Education

Carol L. Adams, Ph.D., Secretary
Illinois Department of Human Services
November 2008

Dear Governor Blagojevich and Members of the Illinois General Assembly:

In accordance with the Illinois Interagency Coordinating Council on Transition Reporting Act (IICC) (20 ILCS 3970/5), we are pleased to submit to you the 2006 – 2007 Annual Report on the Status of Transition Services for Secondary and Postsecondary Youths with Disabilities in Illinois.

This report reflects the Council’s dedication to continued collaboration in order to strengthen the transition service delivery system and improve outcomes for youth with disabilities throughout Illinois. The report highlights the Council’s Strategic Plan and also provides an update from each of the represented state agencies.

We appreciate your support of services for youth with disabilities. The IICC is fully committed to strengthening the transition service delivery system. There is a need for dedicated funding for the delivery of transition services. Working together, we can achieve our common goal of aiding youths with disabilities to achieve their education and training, employment, and independent living goals.

Best Regards,

Christopher Koch, Ed.D.
State Superintendent
Illinois State Board of Education

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

Identity  The Illinois Interagency Coordinating Council (IIICC) 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 IIICC is statutorily mandated by state to provide advice and policy guidance to the Governor, General Assembly, and the State Board of Education with respect to special education and related services for children with disabilities and the unmet needs of children with disabilities.

Purpose  The Council is charged with:

1. gathering and coordinating data on services for transition-age youth with disabilities in transition from school to employment, post-secondary education and training, and community living;

2. providing information, consultation, and technical assistance to state and local stakeholders;

3. assisting state and local stakeholders in establishing interagency transition agreements;

4. conducting an annual statewide evaluation of student transition outcomes and needs; and,

5. providing in-service training to consumers in developing and improving awareness of transition services.
**Council Membership**

**Membership**

The membership of the Council is established by statute and includes thirteen (13) state agencies.

**Illinois State Board of Education**
State Superintendent: Christopher Koch Ed.D.
Designee: Elizabeth Hanselman
Member: Susan Walter & Melanie Fleenor

**Illinois Board of Higher Education**
Executive Director: Judy Erwin
Designee: Ocheng Jany

**Illinois Community College Board**
President/CEO: Geoffrey S. Obrzut
Designee: Andrea Berryman

**Illinois Council on Developmental Disabilities**
Director: Sheila Romano, Ed.D.
Member: Margaret Harkness

**Illinois Department of Children and Family Services**
Director: Erwin McEwen
Designee: Michael Wonderlich

**Illinois Department of Commerce and Economic Opportunity**
Director: Jack Lavin
Designee: Lisa D. Jones
Member: William Sinwell

**Illinois Department of Corrections**
Director:
Designee:

**Illinois Department of Human Services**
Division of Rehabilitation Services
*Secretary: Carol L. Adams, Ph.D.*
Director: Dr. Robert Kilbury
Designee: Marva Campbell-Pruitt

**Illinois Department of Employment Security**
Director: Maureen T. O'Donnell
Designee: Mitch Daniels
Member: Lola Lucas

**Illinois Department of Human Services**
Division of Developmental Disabilities
Secretary: Carol L. Adams, Ph.D.
Director: Lilia Teninty
Designee: Terry Braidwood

**Illinois Department of Human Services**
Division of Mental Health
Secretary: Carol L. Adams, Ph.D.
Director: Dr. Lorrie Rickman Jones
Designee: Alan Dietrich

**Illinois Department of Health and Family Services**
Director: Barry S. Maram
Designee: Pat Curtis
Member: Sandra Mott

**UIC Division of Specialized Care for Children**
Interim Director: Gerri Clark, RN, MSN
Designee: Darcy Contri

*Mandated co-chairperson*
Council Actions and Accomplishments

1) The Illinois Interagency Coordinating Council (IICC) continues to collaborate and meet annually with the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC).

2) IICC members continued participation on the steering committee and subcommittees to produce another statewide transition conference. The 3rd Annual Statewide Transition Conference was held in Effingham and attracted over 700 participants including educators, transition coordinators, vocational rehabilitation counselors, social workers, physicians, nurses, care coordinators, community agency representatives, families, youth and others. Agencies on the ICC contributed with in-kind support of staff and several also contributed monetarily, e.g., DCEO contributed funds to purchase conference bags and ISBE contributed funds to support the youth and families to participate as presenters and/or attendees. Another agency, DSCC, spearheaded the addition of a new health care track for health care providers.

3) The IICC participated in and supported the Board of Higher Education and the Community College board to develop and implement a Survey of Documentation Requirements for Students with Disabilities to Access Support Services within Postsecondary Institutions. This information will provide a valuable tool as we look to provide information to the field about documentation requirements and also for future work in supporting the streamlining of documentation requirements supporting the successful transition of students with disabilities to higher education.

4) The IICC revised its by-laws to make them more comprehensive, up-to-date, and to reflect the growth and development of the ICC and support its future work.

5) In May, 2007 members of the IICC met to engage in a facilitated planning activity that would allow the group to look at the Council’s successes over the past 17 years, the on-going barriers, and a vision for the future and the next steps under priority areas chosen by the Council. The resulting work was used to create a Strategic Plan to guide the Council’s future work. The intention of the IICC is to have this Plan guide our on-going work with policymakers and practitioners to implement systemic, sustainable education and community service reform/enhancement strategies that will impact Illinois from state level to local level and back again to fulfill our mission. (See Appendix A)

6) IICC members stayed abreast of changes to the federal and state laws and regulations regarding the education of students with disabilities. IICC members participated in preparing and submitting/presenting comment regarding the Illinois Part 226 Special Education Rules.
About Transition Aged Youth and Young Adults with Disabilities in Illinois

- Over 59,173 transition aged students are receiving Special Education services in Illinois. These students have the right under the Individuals with Disabilities Education Act (IDEA) to transition services to enable each in meeting their person-centered goals in the areas of: Employment, Education and/or training and Independent Living. (Source: Illinois State Board of Education Special Education Funding and Tracking system (FACTS) 2006-2007 School Year)

- 20,220 transition students were served in FY 2007 by the Division of Rehabilitation Services through vocational services.

- Over 7,500 persons with developmental disabilities have an emergency or critical need for services. An additional 3,318 persons have planning needs (June 7, 2007 Prioritization of Urgency of Need for Services (PUNS)).

- Over 1,931 transitioned aged youth with chronic physical conditions that require health and related services of a type or amount beyond that required by youth generally were provided health care transition anticipatory guidance in FY 2007 through UIC, Division of Specialized Care for Children, Title V Program.

The Funding and Child Tracking System (FACTS) collects information on anticipated post-secondary services needed upon high school completion for all students receiving special education services. Results for 2006-07 school year indicate students’ anticipated needs for Employment, Post Secondary Education, Post Secondary Training and Independent Living. NOTE: During 2006 – 2007, the FACTS data system was undergoing many changes to reflect the new requirements of IDEA 2004 and the new State Performance Plan. The numbers below do not reflect data from all Illinois school districts, most notably Chicago Public Schools.

<table>
<thead>
<tr>
<th></th>
<th>Employment</th>
<th>Post-Secondary Education</th>
<th>Post-Secondary Training</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois 2006 – 2007 School Year</td>
<td>39,200</td>
<td>42,790</td>
<td>24,614</td>
<td>11,079</td>
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</tbody>
</table>

The Prioritization of Urgency of Need for Services (PUNS) database is a listing of individuals with developmental disabilities and their service needs. The information in this data base can help the state of Illinois track how many individuals with developmental disabilities have had their needs met and how many are still in need of services. There are approximately 11,000 individuals currently in need of services/recipients of services. The information can also be used for future planning and budgeting to meet the needs of individuals with developmental disabilities living in Illinois. According to the June, 2007 report the following needs related to transition to community living have been identified.
Transition Planning Committee’s Perception of Transition Services in Illinois

Transition Planning Committees, representative of local Vocational Rehabilitation staff, local school personnel, community providers and parents are required to submit an annual status report to the Interagency Coordinating Council, with the results to be included in the report to the Governor and General Assembly. Notification was mailed to 39 TPCs requesting that they access the on-line survey tool. They were directed to collaborate with members of their committees and provide one collective response. Thirty-seven respondents provided their perception of the status of transition services in Illinois.

Overwhelming, TPC respondents cited inadequate funding and transportation shortages followed by housing shortages, quality of services and shortages in opportunities for independent living and employment. The final response to the Survey follows:

<table>
<thead>
<tr>
<th>Response %</th>
<th>Response Total</th>
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<tbody>
<tr>
<td>a. Very Poor</td>
<td>7.9%</td>
</tr>
<tr>
<td>b. Poor</td>
<td>47.4%</td>
</tr>
<tr>
<td>c. Satisfactory</td>
<td>39.5%</td>
</tr>
<tr>
<td>d. Very Good</td>
<td>5.3%</td>
</tr>
<tr>
<td>e. Excellent</td>
<td>0%</td>
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</tbody>
</table>
A Synopsis of the Council’s Strategic Plan

Vision for the Future

The IICC’s vision is to provide Illinois youth with disabilities the supports and services they need to make meaningful choices, live independently, and become productive members of the community. The Council will strive in the coming years to achieve this vision by embracing the following goals:

- Illinois will lead the nation in transition supports for individuals with disabilities and to become a model for its interagency collaboration;
- 100% of students with disabilities graduating from high school achieve their transition goals due to increased life skills, career training, and availability of resources.
- School and community partnerships lead the way in establishing an Illinois Transition Center;
- Support of policy initiatives leads to sufficient funding opportunities;
- Increasing the number of students furthering their education by going to post-secondary training and/or college;
- Consistently increasing numbers of students who are able to find employment upon graduation from high school, training programs and/or college;
- Providing all Illinois citizens with disabilities opportunities for full and meaningful lives in their local communities.

Opportunities for Improvement

- Continue to raise expectations for students to live meaningful, productive lives.
- Increase collaboration, commitment, and support between state agencies to include more active participation on the Council and state agency leadership to fulfill the mission and activities of the Council;
- Increase funding to provide transition related training and technical assistance support to all stakeholders.
- Improve communication by creating a centralized clearinghouse for the dissemination of transition information to and from stakeholders.
- Improve awareness of the Council’s activities/accomplishments to all stakeholders.
- Improve data sharing and coordination between agencies by developing a comprehensive data analysis plan to provide a basis for policy recommendations.
- Improve the data collection systems to include the identification of students needing but not currently receiving services.
- Improve relationships with the Governor’s office and legislative representatives to make timely and effective policy changes.

Immediate Action Steps

1) Data Collection and Analysis
   a. Members of the IICC will bring data from their respective agencies to share with the Council, so a comprehensive review of meaningful.
   b. The IICC will evaluate data strategies for students transitioning from high school with a focus on quality data and an emphasis on outcomes.
   c. An IICC subcommittee will be formed and will perform trend analysis with the transition data and present this information at least quarterly for the discussion with the IICC.
d. The IICC will share meaningful data for policy and funding decisions with pertinent partners, including but not limited to legislators, advocacy groups, TPC’s, school districts, etc.

2) Public Policy
   a. Create a public policy workgroup of the IICC. The IICC should collaborate and share findings and make recommendations to key statewide disability advocacy groups and vital partners.
   b. The IICC will use information from trend analysis and data collection to develop policy and position statements on key transition issues.
   c. Partner with others, including state institutions of higher education that have students as a resource to formulate public policy recommendations and affect systemic change.

3) Interagency Coordination
   a. Promote greater awareness and participation of agency directors relative to IICC priorities; this should include but not be limited to sharing a summary of the trend analysis with agency directors and key policy makers.
   b. Invite the Governor’s Office and the Attorney General’s office to become members of the IICC.
   c. Discuss and plan for the participation of other key stakeholders with the IICC.
   d. Identify and utilize resources from member and other agencies, to include looking beyond the traditional disability-related boundaries, in order to expand the capacity of effective practices.
   e. Secure media coverage for successes.
## Member Agency Updates

**Agency Name:** Illinois State Board of Education  
**Agency Website Address:** [www.isbe.net](http://www.isbe.net)

### Director Name: Dr. Christopher Koch, Superintendent  
**Contact Person:** Elizabeth Hanselman, Assistant Superintendent of Special Education  
**Phone Number:** 217-782-5589  
**Fax Number:** 217-782-0372

### Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:

- Hiring of a new staff person with transition focus.
- Updating and reformatting of TOTAL Project training modules and making available via the web site.
- Developing a Secondary Transition webpage and additional pages to focus on State Performance Plan Indicators specific to transition.
- Granting of $10,000 to support parents and students to present and/or attend the Illinois Statewide Transition Conference.
- In-kind participation of two staff persons in the planning and implementation of the Statewide Transition Conference.

Beginning collaboration with Loyola University Chicago to develop a Transition Practices Self-Assessment (TPSA) for use by school districts and special education cooperatives to establish progress, set priorities and develop action steps to incorporate into district improvement plans. Stakeholder teams will be supported and encouraged.

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<tr>
<th>Transition Topic Areas</th>
<th>Description</th>
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| Education              | • Nine transition training modules from the Transition Outreach Training for Adult Living (TOTAL) Project have been updated for IDEA 2004 and reformatted and are accessible via the ISBE website. [http://www.isbe.net/spec-d/html/transition_video.htm](http://www.isbe.net/spec-d/html/transition_video.htm)  
• Conducted regional training for districts regarding the development of transition-focused IEP’s, accurate data entry-submission and the use of tools such as the Indicator 13 checklist.  
• A webpage dedicated to Secondary Transition is being developed and will link to two additional new web pages. One for State Performance Plan Indicator 13 (the transition plan) and one for State Performance Plan Indicator 14 (Post-School Outcomes). These web pages will increase equitable, statewide access to tools and resources that support quality transition planning and improving outcomes for students with disabilities.  
• Ongoing division dialogue and teaming specific to exploring the connectedness and interdependency of improvement in multiple State Performance Plan Indicators: graduation, drop-out rates, parent involvement, transition planning and post-school outcomes.  
• Training and information provided at statewide venues including the Illinois Special Education Directors Conference, the Illinois Association of Administrators of Special Education (IAASE) and the Annual Statewide Transition Conference.  
• Collaboration with the National Secondary Transition Technical Assistance Center (NSTTAC) |

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<tr>
<th>Employment</th>
<th>to incorporate/develop technical assistance tools and engage in capacity planning and building activities.</th>
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| Post-Secondary Education | IDEA 2004 and the Illinois School Code Part 226 regulations require school districts to engage in age-appropriate transition assessment and post-secondary goal development for employment, post-secondary education/training, and adult living if needed for students with disabilities age 14 ½ and older.  
- The use of appropriate transition assessments and the development of post-school goals then drive the development of the transition plan and IEP.  
- Annual goals and transition services including courses of study incrementally build students skills and abilities to facilitate movement toward and successfully achieve their post-school goals for employment, post-secondary education and/or training and adult living.  
| Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.) | Mental Health Initiatives focused on Social and Emotional Learning and Student Support Services:  
- Grants to school districts to integrate Social and Emotional Learning Standards into curricula and programs. Professional development is provided to grantees through trainings and on-going coaching.  
- Grants to school districts to increase capacity to provide early intervention mental health services to students in natural settings.  
- Positive Behavior Interventions and Support Network provides training, coaching and technical assistance to school districts as they develop structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision-making to discipline, academics and social/emotional learning.  
- Grants to Local Area Networks (LAN) to provide wrap-around services to children and adolescents who are at risk of, or returning from out-of-home placements to be maintained in their home community. |
| Rehabilitation Services | • ISBE encourages local collaboration between school districts and DHS/DRS through STEP programs and other DHS/DRS sponsored transition services and activities.  
• Participation of local DRS staff at education sponsored transition training opportunities provided by state staff is promoted, supported and encouraged. |
| Advocacy Services | • One of ISBE’s technical assistance and training projects is the Parent Mentor Project to promote active parent participation and partnerships.  
• The Parent Guide is being revised and will dedicate a chapter to Transition Planning. |
<p>| Transition Planning Committee (TPC) data: | • Local school districts enter data into FACTS for |</p>
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<th>Transition Services Needed Upon High School Completion.</th>
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<tr>
<td>- A mechanism to transmit this information in a user-friendly, accessible format to share with TPC’s must be developed in conjunction with DHS/DRS.</td>
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<tr>
<th>PUN (Prioritization of Unmet Needs) Data System</th>
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<td>- ISBE has participated in “getting the word out” to local school districts and other stakeholders about the importance of networking families with their local independent case coordination unit.</td>
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<tr>
<th>Other</th>
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<tr>
<td>- ISBE promotes the active collaboration of school districts with post-school providers via a requirement in the State Performance Plan Indicator 13 data collection…minimum requirement for school districts per IDEA 2004 is evidence of invitation to IEP meetings. ISBE protocol expects evidence not only of invitation but a continuum of activities that involve active collaboration. (FACTS data collection protocol for Indicator 13.)</td>
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**Agency Name:** Illinois Community College Board  
**Website Address:** www.iccb.org

**Director Name:** Mr. Geoff Obzut  
**Contact Person:** Ms. Andrea Berryman  
**Phone Number:** (217) 785-0028  
**Fax Number:** (217) 785-0090

**Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:**

- Increasing transition and retention and decreasing remediation are significant student focuses for community colleges.
- Early intervention and consistency within college readiness scores are being developed within the Carl D. Perkins Act.
- Dual Credit among local high schools and community colleges continues to address seamless transition.
- The P20 Initiative, a state mandate, is a collaborative transition effort among the three state educational agencies.
- Emphasis on information technology accessibility to students with disabilities has been recognized as an important issue.
- The ICCB has representation on the Interagency Coordinating Council and the Disability Advisory Committee.

All of these initiatives, as well as others, either affect students with disabilities directly or includes them.

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<tr>
<th>Transition Topic Areas</th>
<th>Description</th>
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| **Education**          | Counseling (academic and personal)  
                        | Education counseling available for students with special learning needs that include  
                        | 1. assistive technology  
                        | 2. specialized testing assessments. |
| **Employment**         | Career options and planning available through career counselors.  
                        | Several programs focus on specialized training for employment such as:  
                        | 1. Cooperative Education  
                        | 2. Bridge Program or Shifting Gears Program  
                        | Numerous job search tools are offered with access to job postings, resume writing, and job fairs. |
| **Post-Secondary Education** | Services available to students as they prepare to transition into college:  
                        | 1. College placement tests  
                        | 2. Counseling  
                        | 3. Financial aid  
                        | 4. Orientation  
                        | 5. Special needs services  
                        | 6. Learning resources  
                        | 7. Tutoring  
                        | 8. Health services  
                        | 9. Support services  
                        | 10. Online and web blended classes  
                        | Degrees:  
                        | 1. A.A. (Associate in Arts)  
                        | 2. A.S. (Associate in Science)  
                        | 3. A.A.S. (Associate in Applied Science) is a degree in specialized career programs.  
                        | Students may also enter into certification and occupational programs if a degree is not desired. |
| Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.) | • Several programs and courses include:  
  1. life/soft  
  2. work  
  3. self-enhancement  
  4. health skills.  
  • Referrals to outside resources are available. |
| --- | --- |
| Rehabilitation Services | • Colleges follow the mandates according to the American Disability Act.  
  • Referrals for direct rehabilitation services are available. |
| Transportation | • Community colleges are commuter colleges. Transportation is the student’s responsibility. Those colleges with access to mass transit have accessible bus routes. |
| Housing | • Only a minimum of community colleges offer housing. |
| Advocacy Services | • Colleges are connected to community, institutional, and agency resources for referral. |
Overview of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:

Illinois Council on Developmental Disabilities (ICDD) continues work related to its mission of systems change to lead change in Illinois so all people with developmental disabilities exercise their right to equal opportunity and freedom. Through advocacy and investment initiatives, ICDD seeks to achieve its goals set for all life areas so individuals with developmental disabilities can live the life they choose and be connected with their communities. Development of new initiatives is underway in the areas of post-secondary education, employment, and youth leadership which should become active during the coming academic year.

### II. Council on Developmental Disabilities

**2007 Budget: $2,744,696**

<table>
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<tr>
<th>Transition Topic Areas</th>
<th>Description</th>
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<tr>
<td>Advocacy Services</td>
<td>A resource launched by ICDD, Illinois Life Span, provided advocacy information and resources to 30 families, individuals and faculty to assist with future planning. Four Transition Planning Consortia benefited from informational presentations by Life Span staff. <a href="http://www.illinoislifespan.org">www.illinoislifespan.org</a> 1-800-588-7002</td>
</tr>
</tbody>
</table>
| PUNS (Prioritization of Urgency of Need for Services) Data System | To assist Illinois better plan for service needs of all individuals with developmental disabilities through a funded initiative, ICDD developed the system and brought training on the PUNS system to Illinois.  
  - In April, Pre-Admission Screening agents were instructed on the need to accurately gather this information on infants, children, and teens as well as adults to learn of service needs not covered by existing school or other systems. Additionally, they learned methodology for conducting interviews to |
In July, families and their young adults learned how PUNS will be used by the state to plan for their current and post-graduation needs, and how to be sure they communicate their needs clearly.

**Other**

ICDD engaged Human Services Research Institute (HSRI) to develop a *Blueprint for System Redesign*, released 2-14-08. The *Blueprint* is a concrete system redesign action plan for reducing Illinois’ over reliance on serving people with developmental disabilities in large congregate care facilities and increasing access to quality supports in the community.
Director Name: Maureen T. O'Donnell  
Contact Person: Mitch D. Daniels  
Phone Number: (217) 785-2647  
Fax Number: (217) 785-5108

**Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:**

Services to individuals with disabilities SFY 2006: 16,351  
Number who entered employment: 5,260

IDES produces the Career Information System (CIS) for teens and adults and CIS Junior for younger users. These Internet systems are provided at no charge to all Illinois citizens. They have information on schools, colleges, financial aid, occupations and job search. The Recommended Links section of CIS includes "Accessibility Issues in Careers" with education and job search materials specifically for disabled job seekers. CIS' Occupation Sort and SKILLS can provide lists of occupations which match physical and cognitive abilities.

Both CIS and CIS Junior include Reality Check, a colorful and fun way to explore living independently and whether selected occupations’ salaries will support students’ lifestyle choices for housing, transportation, etc. See [www.ILWorkInfo.com/icrn](http://www.ides.state.il.us/)  

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<thead>
<tr>
<th>Transition Topic Areas</th>
<th>Description</th>
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</table>
| **Education**          | HIRE-THE-FUTURE  
IDES participates with school counselors and a number of major corporations to provide employment for youth through the Hire-The-Future Program. Its goals are to:  
- Encourage youth to stay in school and then aspire to future careers in higher level professional and growth-oriented occupations;  
- Introduce career opportunities that students may not be aware of;  
- Provide web-based career resources, youth employment summits, scholarships, internships, and workshops that assist in interviewing techniques, resume writing, and job search techniques.  
IDES offers these services in the City of Chicago and 16 cities across Illinois. As of January 2007, 80 public and private schools were participants in the Chicago program. |
| **Employment**         | Job ready individuals with disabilities registered in Illinois Skills Match (ISM) receive consideration for openings in the job matching process. (ISM is in compliance with the World Wide Web Consortium requirements for sites accessible to the visually impaired.) For those who require additional assistance, employment counseling through DRS and Illinois WorkNet helps clients overcome barriers to employment. |
| **Post-Secondary Education** | CIS provides annually updated information on all post-secondary schools certified by the State of Illinois plus listings of two-year, four-year and graduate institutions throughout the United States. In 2007, CIS began offering virtual tours of some Illinois colleges. The "My CIS Portfolio" section can store data on classes taken and/or planned from 9th grade to senior year of college.  
Both Illinois and National School files’ Services & Activities |
Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)

CIS includes information on apprenticeships, employability skills and Keep That Job, which is a series of articles on adjusting to the workplace.

Rehabilitation Services

IDES cooperates with the Department of Human Services, Division of Rehabilitation Services (DRS) in providing employment assistance to individuals with disabilities.

<table>
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<tr>
<th>SERVICES FOR STUDENTS WITH DISABILITIES</th>
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<tbody>
<tr>
<td>Registration Assistance</td>
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<tr>
<td>Learning Aids</td>
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<tr>
<td>Tutors</td>
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<tr>
<td>Interpreters for the Deaf</td>
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<tr>
<td>Readers for the Blind</td>
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<tr>
<td>Special Housing for Disabled Students</td>
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<tr>
<td>Designated Parking</td>
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<tr>
<td>Barrier-free Campus</td>
</tr>
<tr>
<td>Number of Undergraduates With a Disability Served in a Recent Year</td>
</tr>
<tr>
<td>Services for Learning Disabled Students</td>
</tr>
<tr>
<td>Contact Person</td>
</tr>
</tbody>
</table>
Agency Name: Illinois Department of Commerce and Economic Opportunity
Website Address: http://www.commerce.state.il.us/dceo/

Director Name: Jack Lavin
Contact Person: Bill Sinwell
Phone Number: 217-558-2487
Fax Number: 217-558-2444
Member: Lisa Jones

Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:

The Department of Commerce and Economic Opportunity (DCEO), Bureau of Workforce Development is committed to promoting a vision that emphasizes a demand–driven workforce system that focuses on the needs of Illinois’ citizens by giving them the training and tools needed to thrive in the competitive global economy. This commitment is realized through a system that focuses on local training needs for demand occupations that result in self-sufficient employment and one that promotes a comprehensive approach to workforce services through increased technology access.

DCEO uses a wide range of innovative regional approaches to administer economic and workforce development programs, services, and initiatives through its partnerships with 26 Local Workforce Investment Areas (LWIAs), other state agencies and community-based organizations. Through the local structure, the Bureau works with the LWIAs and their respective Illinois WorkNet Centers to identify or assess employability skills of youths, adults, and dislocated workers who are eligible for assistance under the Workforce Investment Act (WIA). Once identified, job placement and training services for identified sectors of growing employment are provided as appropriate.

Registered applicants served through the Title 1B local programs are as follows: (1) Adults - 13, 380; (2) Dislocated Workers - 17,562; (3) Youths - 10, 731 of which 2,521 had a disability. The total cost for all Youth Programs during this period was $31,927,899 or 22.3% of the total Workforce Budget for the period.

<table>
<thead>
<tr>
<th>Transition Topic Areas</th>
<th>Description</th>
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</table>
| Education                                        | Through its disabilityworks initiative, DCEO is collaborating with the Metro Chicago Healthcare Council (MCHC) to expand and improve healthcare secondary/post-secondary education programs to include people with disabilities by:  
  • identifying model programs in the state that can increase participation and success in secondary and postsecondary inclusive health science career programs, and  
  • developing a model program that can be pilot-tested to healthcare education programs in the Northeast and Southern Regions through MCHC. |
| Employment                                       | DCEO partners with 26 LWIAs, IDES, other state agencies, disabilityworks, businesses, civic organizations, universities, and 45 Comprehensive One-Stop Centers and 72 Affiliate Centers which provide Illinois WorkNet connections, resources, and services to job seekers. |
| Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.) | Through partnerships at the state and local level, DCEO partners with Community Colleges, contracted training providers, and other community or state agencies to enhance work skills, improve self-advocacy, social skills, or training in high demand occupations such as healthcare and manufacturing jobs. |
| Rehabilitation Services                         | disabilityworks strategically links employers, educational training agencies, disability/employment service providers, and the non-profit sector with people with disabilities. Its web site, disabilityworks.org, is a comprehensive resource for individuals with disabilities and community service providers for information, linkages and support. |
| Transportation                                   | Transportation is one of several authorized support services |


the WIA Program provides to eligible participants. The implementation of these services may vary in respective workforce development areas. Strategies developed to suit local needs may include:

- local transportation
- minor automobile repairs
- child care
- books
- educational tools
- uniforms
- special equipment, and
- tutorial services

A primary goal of Illinois WorkNet is to facilitate online access to its programs and services, especially where the lack of affordable and accessible transportation has been a significant barrier.

<table>
<thead>
<tr>
<th>Advocacy Services</th>
<th>DCEO has created partnerships with numerous youth and disability advocacy groups or organizations to ensure that qualified people with disabilities have access to DCEO and WIA programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>DCEO supports the Illinois Interagency Coordinating Council by providing staff support and a stipend to the Annual Transition Council Training event.</td>
</tr>
</tbody>
</table>
The Health Benefits for Workers with Disabilities (HBWD) program provides healthcare coverage to employed individuals with disabilities, ages 16-64, whose incomes do not exceed 200% the federal poverty level (FPL).

- In the Spring of 2007, legislation was passed to increase income eligibility to 350% of the FPL which will become effective upon federal approval. Often referred to as the Medicaid Buy-In program, HBWD was developed to encourage people with disabilities to use their talents and skills in the workplace without losing healthcare benefits.
- Transition planners may assist youth with disabilities in training for employment knowing that HBWD enrollment will secure their healthcare needs. HBWD participants pay an average monthly premium of $50 to receive health benefits.
- Last year about 700 Illinois residents with disabilities received healthcare coverage through HBWD.

HFS received the Medicaid Infrastructure Grant in 2006 to reduce/eliminate barriers to employment for people with disabilities.

- Partnering with HFS, The Department of Human Services and the Department of Commerce and Economic Opportunity, formed a Strategic Planning Leadership Committee comprising of business leaders, advocacy organizations, people with disabilities, and state/federal agency leaders.
- This Committee will develop a Strategic Plan based on eliciting information from all stakeholders and developing a map of Illinois services.
- The Strategic Plan will include the identification of barriers and possible policy recommendations which will include issues related to transitioning students to employment.
Agency Name: Illinois Department of Human Services Division of Rehabilitation Services  
Website Address: [www.dhs.state.il.us](http://www.dhs.state.il.us)

<table>
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<tr>
<th>Transition Topic Areas</th>
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<tbody>
<tr>
<td>Education</td>
<td>DRS operates three residential schools for children and youth with disabilities. All educational and social programs in these schools are designed to prepare students for successful living as independent, self supporting citizens who are actively involved in their communities.</td>
</tr>
<tr>
<td></td>
<td>The <strong>Illinois School for the Deaf (ISD)</strong> (Jacksonville) provides comprehensive, accredited programming for children and youth who are deaf or hard of hearing, including a birth to three-year-old program; preschool; as well as elementary, junior high school and high school academic programs. ISD enrolled 245 students in 2007.</td>
</tr>
<tr>
<td></td>
<td>The <strong>Illinois School for the Visually (ISVI) Impaired</strong> (Jacksonville) provides accredited educational and related services to children who are blind or visually impaired from birth to three years of age through preschool, elementary, and high school. ISVI enrolled 90 students in 2007.</td>
</tr>
<tr>
<td></td>
<td>The <strong>Illinois Center for Rehabilitation and Education – Roosevelt (ICRE-R)</strong> (Chicago) provides elementary, secondary, and transition programs for students with severe physical disabilities. ICRE-R enrolled 46 students in 2007.</td>
</tr>
<tr>
<td></td>
<td>The <strong>Next Steps</strong> program provides training and support to parents and caregivers of children with disabilities, assisting them in planning, advocating, and identifying resources. Next Steps trainers, volunteer teams, and workshops model the philosophy of collaboration among parents, self-advocates, and professionals.</td>
</tr>
<tr>
<td>Rehabilitation Services (Employment, post-secondary</td>
<td>The Illinois Department of Human Services, Division of Rehabilitation Services (DRS) is the state’s lead agency serving individuals with disabilities. DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities.</td>
</tr>
<tr>
<td>education and training and the Transition Planning</td>
<td>DRS is committed to provide services that ensure youth with disabilities have the knowledge, skills, and experience they need to successfully transition into the world of work. The agency helps high school students who have disabilities plan for their futures after high school graduation through our Transition and STEP (Secondary Transitional Experience Program) programs. There are counselors located in 51 local offices and transition specialists who work with individual schools and school districts to identify eligible students for the Transition and STEP programs. Prior to graduation from high school, referrals are made to adult service providers within the 51 offices. The chart reflects the number students served by DRS in 2007.</td>
</tr>
<tr>
<td>Committees (TPC) are encompassed under rehabilitation</td>
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<tr>
<td>services for DRS.)</td>
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Other noteworthy activities reflective of DHS/DRS’ commitment that enhances opportunities for students, their families, school staff to prepare youth to make appropriate and sound vocational choices include:

- Conducted sixteen Regional Transition Consortiums involving more than 700 participants.
- Funded 12 Youth Advocacy agreements across Illinois that provide advocacy for families of kids in middle and high school. Those 12 agreements provide staff to meet with families to discuss options for transition before kids exit from school.
- With the collaboration of numerous statewide agencies, the first annual statewide transition conference, Today’s Student, Tomorrow’s Adult, was a great success. The second annual conference Real Options Making the Move was attended by over 500 students, family members, advocates, educators, and rehabilitation professionals. Health care professionals also attended the conference’s new track entitled, Adolescent Health Care Transition: Improving Outcomes, and the most recent the Third annual conference, Beyond Expectations Time for Change was attended by approximately 650 participants.
- There are 40 active TPCs serving 98 Counties. There are 6 TPCs in Cook County and one re-activated TPC in Region 4.
- Twenty-four TPCs received Mini-fund grants from DRS that made provisions for web sites, resource materials, public awareness flyers and resource/transition fairs. Examples of noteworthy activities funded include:
  - Macon-Platt TPC held a transition fair that included so many agencies in the planning process that it serves as a model of networking and community cooperation. In addition to DRS’ contribution:
    - Macon-Platt Special Education released staff for planning and for the event;
    - Decatur Public Transit provided busses for Decatur students;
    - Richland Community College provided space at no cost;
    - Several groups and organizations in the community, WIA and the Human Service Agency Consortium among them, provided lunches and student hand-outs.
    - The Western Regional TPC (McDonough, Hancock, and Fulton Counties) used the mini-grant funds on their TPC website and to host two transition conferences.
Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:

The Illinois Board of Higher Education’s mission includes working with Illinois colleges and universities to promote and facilitate access and success of underrepresented groups in higher education, including students with disabilities, through many programs such as:

- Collaborating with the Illinois Community College Board by designing and implementing educational policies
- Working with its Disabilities Advisory Committee consisting of disability experts representing community colleges, public universities, private colleges and universities, a student representative and representatives of the Illinois Community College Board and the Illinois State Board of Education
- Promoting campus compliance with the Illinois Web Accessibility Standards, and the new Illinois Information Technology Accessibility Act (public universities only)
- Funding innovative grant projects to create best practices to increase and improve services for students with disabilities on campuses
- Information technology & assistive technology services in computer learning centers and other centers
- Submitting an annual report to the Governor and the General Assembly about the participation of underrepresented groups in higher education
- Collaboration with non-governmental disability agencies such as disabilityworks and the Chicagoland Chamber of Commerce

Some of the Board’s grant projects for disabilities focus on:

- Increasing and improving web accessibility
- Increasing employment opportunities for graduates with disabilities by working with business and industry
- Establishment of a transition inclusion camp for students with disabilities
- Text conversion to Braille and other formats
- Creation of a Special Education Assistive Technology Center for higher education
- Increasing and improving academic support
- Working with campuses to improve data collection and reporting about students with disabilities.

The Board and the Illinois Community College Board, in collaboration with higher education institutions, are continuing to make progress to serve students with disabilities on many fronts. However, much remains to be accomplished.

<table>
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<tbody>
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<td><strong>Education</strong></td>
<td>Provision of financial resources, including appropriated funds to institutions and financial aid to all students from the state and making policies that promote more and better campus services to students with disabilities. Some of the resources are grants to colleges and universities to create best practices that can be adapted by other campuses. Cuts in funding have impacted community college's and public university's programs negatively.</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Most state resources for academic and occupational training are to educate all students including students with disabilities. Some grant funds are awarded to some institutions to work with students and employers to improve employment opportunities for students with disabilities. The Board staff collaborates with the Illinois Community College Board, the Department of Commerce and Economic Opportunity and other state agencies, and disability works to increase employability of many more students and graduates with disabilities.</td>
</tr>
<tr>
<td>Post-Secondary Education</td>
<td>The great variety of programs and services provided by campuses include: assessment of disabilities, assistive technology, case management, consultation on accommodation, disability management counseling, interpreter &amp; electronic real time transcription, note takers, readers &amp; scribes, job development and internships, priority registration, testing under nonstandard conditions, career counseling, and job placement. Each community college and public university has an office or center for disability services to promote, facilitate and provide services for needy students.</td>
</tr>
</tbody>
</table>
| Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.) | Post-secondary training and services vary in scope from campus to campus. The numerous services provided by campuses include:  
- instruction and other learning resources that lead to certificates and degrees in numerous disciplines  
- counseling and advising  
- health services  
- internships  
- social skills  
- use of assistive technology, and web accessibility resources |
| Rehabilitation Services | Students who need rehabilitation services are typically referred to specialists on-campuses or outside campuses depending on institutional resources. Those with mild or stable conditions may be served on campus depending on the magnitude of the institution’s resources. Such students may be provided needed assistance and training to help them cope and be independent as much as possible. |
| Transportation | Although in general students are responsible for their transportation whether they live on or off-campus, large campuses such as the University of Illinois at Urbana-Champaign and Southern Illinois University at Carbondale have some well equipped vehicles such as shuttles and buses for students with disabilities. Services vary among institutions. Campuses that are in or near metropolitan areas are served by public transportation accessible to students with disabilities except for those with severe cases. |
| Housing | In compliance with ADA requirements, colleges that have campus housing provide reasonable accommodation and accessibility to students with disabilities. The type and quality of the services provided vary among campuses. Examples of accommodation services are visual fire alarms, door knockers, electronic door openers. |
| Advocacy Services | Although they vary, public universities provide lots of advocacy programs and services for students with disabilities depending on the severity of each case. Each student’s vital records such as high school records, transcripts, IEPs, psychological, and medical records, are reviewed with the student’s consent to determine his or her need for additional needed advocacy skills and assistance. Third and fourth year students as well as graduate students typically need less advocacy programs and services. Community colleges may have fewer of such services. |
| Transition Planning Committee (TPC) data: | The Board has a Disabilities Advisory Committee consisting of representatives from community colleges, public universities, and private institutions and a student member. ICCB and IBHE staff are liaisons to the committee. In addition, individual campuses have committees or groups to address transition issues as students work to complete their studies and plan for employment. |
| PUN (Prioritization of Unmet Needs) Data System | With a grant support, the Board and ICCB staff, and the advisory committee are in the process of designing a better database to collect and report more and better data on students with disabilities, including  
- type of disability,  
- academic major, and |
- time-to-degree completion.
  It is expected that when fully implemented, the database should provide higher education and the ICC with better data on transition and academic success of students with disabilities.

| Other: (Athletics and Recreation) | The number and quality of recreation programs and to some extent athletic activities for students with disabilities varies significantly among colleges and universities depending on their past and current investments for needed resources. The U of I at Urbana-Champaign has very significant resources used to support wheelchair basketball tournament, track teams, and summer camps. In 2008, the University hosted the National Women’s Wheelchair Basketball Tournament. Some alumni won top honors such as Olympic Gold Medal and one person won First Place in eight marathons. |
Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:

- Health status impacts success in every aspect of transition. Good health is essential to meeting education, employment and independent living goals, yet it is often overlooked or given little attention during transition planning.
- The Division of Specialized Care for Children (DSCC) continues to focus on health care transition for youth/young adults with chronic illnesses/disabilities. Improvements in technology increasingly allow more children with chronic and disabling conditions to reach adulthood. The goal of transition for young adults with special healthcare needs is “to maximize lifelong functioning and potential through the provision of high-quality, developmentally appropriate healthcare services that continue uninterrupted as the individual moves from adolescence to adulthood.”
- Youth with Special Health Care Needs (YSHCN) often need more help planning for adult life including referrals to resources and services that can help optimize their health. DSCC continues to target efforts to meet these needs in an effort to improve outcomes for youth/young adults as they transition to adulthood.

New ventures:
The University of Illinois at Chicago Department of Disability and Human Development Rehabilitation Research Training Center on Aging with Developmental Disabilities in collaboration with DSCC was awarded a call for investment on Emerging Issues to Improve Systems from the Illinois Council on Developmental Disabilities. The project Building Capacity among Pediatric Residents to Promote Health Advocacy among Persons with Developmental Disabilities is aimed at medical students and residents. These students receive a two hour health advocacy training to increase their knowledge, improve attitudes and enhance self-efficacy towards health advocacy for adolescents with intellectual/developmental disabilities. Following the training the students are exposed to good models of communication with adolescents and young adults with developmental disabilities/special health care needs, families and caregivers. Residents also observed activities focused on providing health promotions to decrease co-morbidities, developing self advocacy skills; improving health literacy; and increasing awareness of community resources through scheduled community based site visits. The host sites include: Centers for Independent Living, Rehabilitation Institute in Chicago Transition Clinic, Illinois Center for Rehabilitation and Education, Centers for Independent Futures and others.

<table>
<thead>
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<th>Transition Topic Areas</th>
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</table>
| Education              | • Ongoing training and technical assistance around health care transition issues  
                        | • Promote ways to include health care transition planning in IEP/504 plans through participation in planning meetings with the youths, families and schools,  
                        | • Promising practices  
                        | • Referral information and  
                        | • Resources for DSCC regional office care coordination staff, health care providers, educators, vocational rehabilitation staff, community advocates and other professionals, youth and families. |
| Employment             | • Provide transition aged youth and families with anticipatory guidance addressing employment,  
                        | • Ways to gain work experience, employment and ADA, and resource referral information also available on our web site at: [http://internet.dscce.uic.edu/dsccroot/parents/transition.asp](http://internet.dscce.uic.edu/dsccroot/parents/transition.asp) |
| Post-Secondary Education | DSCC provides transition aged youth and families with anticipatory guidance on preparing for college including:  
<pre><code>                    | • information on what to ask when visiting the campus’s Office of Disabilities, |
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<table>
<thead>
<tr>
<th>Service Area</th>
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</thead>
<tbody>
<tr>
<td>Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)</td>
<td>DSCC care coordinators promote increased independence in health care management, self advocacy and self determination skills with children and youth through direct contact, anticipatory guidance materials, and through individualized service planning.</td>
</tr>
<tr>
<td>Rehabilitation Services</td>
<td>DSCC care coordinators provide resource, referral and information on the Division of Rehabilitation vocational services to youth and families. Care coordinators coordinate and collaborate with youth, families and rehabilitation counselors to assist with service access and enhance individualized employment planning.</td>
</tr>
<tr>
<td>Transportation</td>
<td>DSCC can assist enrolled youth and their families with travel reimbursement to access specialty medical care.</td>
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<td>• DSCC has developed an informational document <em>Driving in Illinois</em> available on our public site. Driver’s license disclosure requirements of physical or mental ability to operate a motor vehicle are discussed along with information on Behind the Wheel Evaluations to determine the need for adaptive devices, sources for car modifications and funding.</td>
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<td></td>
<td>• Care Coordinators will also refer youth to Centers for Independent Living to learn more about transportation classes.</td>
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<td></td>
<td>Additionally DSCC has developed an activity sheet on skills for using transportation also available on our public site.</td>
</tr>
<tr>
<td>Housing</td>
<td>Care coordinators promote skill building in areas of independent living and provide anticipatory guidance through home living activity sheets and independent living teaching sheets. Also available on our public site.</td>
</tr>
<tr>
<td>Advocacy Services</td>
<td>Care coordinators advocate with and for youth and their families across settings such as: doctors’ visits, IEP/504 planning, and internal and interagency meetings. Families and youth are also referred to community based advocacy services including: Parent Training Information Centers, Equip for Equality, Centers for Independent Living, parent to parent support groups, legal services and others.</td>
</tr>
<tr>
<td>Transition Outcome Data</td>
<td>Data is collected annually on DSCC enrolled youth through chart reviews and biannually through youth consumer surveys.</td>
</tr>
<tr>
<td>PUN (Prioritization of Unmet Needs) Data System</td>
<td>DSCC staff has received training and information about PUNS along with referral sources for families to complete the PUNS form.</td>
</tr>
<tr>
<td>Other</td>
<td>DSCC’s Medical Advisory Board, Administration, Agency Transition Coordinator and Statewide Care Coordinators are identifying adult health care providers in Illinois trained, willing and ready to care for youth/young adults with congenital/child onset chronic conditions to assist with transition to the adult health care system. The U.S. health care system has not yet developed a plan or the required systems and facilities to care for these patients.</td>
</tr>
</tbody>
</table>
Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2006 through June 1, 2007:

- New Director, Lilia Teninty, was hired in May, 2007. Director Teninty maintains a firm commitment to improvement of the service delivery system for individuals with disabilities, their families, and those who work to support them. Her vision is founded on the belief that quality outcomes are best achieved when individuals have the power to direct and are actively involved in decisions about their services.
- 2 New Children’s Home-Based Support Services Waiver Programs approved to serve 775+ children ages 3-21 with developmental disabilities.
- Adult Waiver renewal application submitted for approval with capacity to serve 14,000.
- PUNS (Prioritization of Urgency of Need for Services) database currently has more than 12,000 children and adults registered.
- A statewide Telehealth network has been instituted which will initially include a total of 8 operational sites. This will allow the Department to provide clinical expertise in developmental disabilities in otherwise underserved areas throughout the state.

The Division of Developmental Disabilities undertook a major strategic planning effort with the assistance of the National Association of Directors of DD Services (NASDDS) and the Illinois Council on DD. An ad-hoc committee was formed, comprised of representatives from trade associations, unions, providers, consumers, family members, State staff and other advocates throughout the service system. Focus groups were held throughout the State and the 5-year Fiscal Year 2007 - 2011 Strategic Plan was adopted in 2006.

### Transition Topic Areas

| Education | The expansion of the waiver programs will provide for new enrollment in a number of services that include: |
| Post-Secondary Education |  |
| Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.) |  |
| Rehabilitation Services |  |
| PUNS (Prioritization of Unmet Needs) Data System | Implementation continues with the Prioritization of Urgency of Need for Services (PUNS) database. Information gathered enhances the State’s efforts in strategic planning, budget development, and potential development of new or expanded services and supports. Information regarding PUNS may be obtained through our website [www.dd.illinois.gov](http://www.dd.illinois.gov), or toll-free numbers (1-888-DDPLANS or 1-866-376-8446TTY.) |
| Other | DHS-DD provides representation and information sharing as a collaborative partner with the ICC. |
The Division of Mental Health continues to make significant strides towards creating a system of care older adolescents with serious emotional disturbance and young adults with chronic mental illness who are transitioning to adulthood. Highlights for FY 2007 include:

- Memorandum of Understanding signed with the Department of Children and Family Services (DCFS) to facilitate smooth transition of aging-out DCFS wards with serious mental illness and/or serious emotional disturbances into DMH services.
- Further development of the Transition Services Workgroup.
- Implemented initiative entitled Mental Health Services for Youth Program in all five (5) IDHS regions.
- Throughout fiscal year 2007, 47% of all Individual Care Grant (ICG) clients served, or 268 clients, were in the transition age group, 17-21. Of that number, 78 were discharged either as a result of graduation from high school or completion of treatment or turning age 21.

### Transition Topic Areas

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<tr>
<th>Topic Area</th>
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<tbody>
<tr>
<td>Education</td>
<td>DMH’s Adult Services completed implementation of an initiative with the Department of Children and Family Services (DCFS). Both agencies signed a Memorandum of Understanding (MOU) which established a new level of collaboration between them, as well as protocols and mechanisms to facilitate a smooth transition of aging-out DCFS wards with serious mental illness and/or serious emotional disturbances into DMH’s services.</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Post-Secondary Education</td>
<td>With this initiative DCFS agreed to fund two (2) MH agencies to provide a total of 36 aging out wards with residential services, case management and supports by way of their Transitional Living Program (TLP). Through this initiative both agencies will collaborate to address the mental health, life skills, vocational, educational and other support needs of the young adult ward before they leave the DCFS systems.</td>
</tr>
<tr>
<td>Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)</td>
<td>It is anticipated that an outcome will be former DCFS wards that are better connected to services they will need in the adult world. The launching of this initiative and implementing the terms of the MOU began with the establishment of the Admission Committee that consisted of representatives from both agencies and the initiative’s mental health providers. This Committee received and reviewed referrals for the project and determined who was admitted to the project. During FY 07 a total of seventy-six (76) referrals were reviewed and of that group twenty-nine (29) were deemed appropriate for this project.</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>DMH further developed its Transition Services Workgroup. This is a committee of the Child and Adolescent Advisory Council. The Workgroup’s membership includes representatives from State agencies, trade and advocacy organizations, and consumers and DMH funded mental health provider agencies. One project of the Workgroup was to survey DMH funded providers concerning their experience with and knowledge of the need of 17 – 21 year olds with serious emotional disturbance. Analysis of survey data and development of a formal report will occur during FY 08. It is anticipated that the outcomes of the survey will increase DMH’s practical knowledge of transition service needs of young adults, and better understand the service gaps that Illinois’ transitioning young adults currently experience within the</td>
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</table>
current mental health and social service systems.

DMH collaborated with the Illinois Children’s Mental Health Partnership to develop an initiative entitled Mental Health Transition Services for Youth. Through a competitive bidding process DMH’s Child and Adolescent Services awarded $100,000 grants to one (1) provider in each of the five (5) DHS regions.

- Through this initiative transition services were provided to two populations: one being youth with Severe Emotional Disturbance (SED) between the ages of 16-18 who are aging out of the child and adolescent mental health system, and the other being youth with mental health needs of any age who are returning from a juvenile justice facility to the community. Additionally, providers will develop coordinated services or link the youth to these services which will, at a minimum, include education, health, mental health, juvenile justice, child welfare, vocational services, housing, skill building and personal development.
- The Transition Program is designed to provide an array of outreach and engagement, clinical and support services that are individualized, provided in a manner that is inclusive of the consumer’s cultural or linguistic needs, and provided in the most normative and least restrictive environment.

It is anticipated that this program will not only provide concrete services but will inform current and future development of service system for this population.

**Individual Care Grant (ICG) Program:**

An ongoing program of DMH is the Individual Care Grant (ICG) program, which was established by Illinois State legislation in 1969. In 1987 the administrative rule, Title 59 of the Illinois Administrative Code, Part 135, was established to govern the administration and operations of the ICG program. The ICG provides financial assistance to the parents or legal guardians of severely mentally ill children and adolescents. It funds residential treatment or specialized, intensive community mental health services to severely mentally ill children and adolescents.

Adolescents and young adults in the ICG program who are age 17 or above begin a process of transitioning to adulthood and therefore adult services. In FY 2007 there were 268 ICG clients in the transition age group, 17 - 21. This represents 47% of the ICG clients served in FY2007. Two hundred thirty-six clients are clustered between ages 17 and 19. Of these, 181 ICG clients utilized residential ICGs, while 77 utilized community-based ICGs.

- Of the clients in the transition group, 78 were discharged either as a result of accepting a high school diploma (45) or completion of treatment or turning age 21. Of 45 that graduated from high school, 31 clients returned home, 2 went to live with relatives, 4 went to independent living, 7 went to group homes, and 2 went to intermediate care facilities. Of the 33 discharges, 22 were discharged to their parents, 2 to relatives, 1 to independent living, 1 to intermediate care facility, 2 to group homes, 1 to a homeless shelter, 1 to an adult residential facility, 1 to the Department of Corrections and 2 were unknown.
- It should be noted that 8 clients matriculated to higher education with 6 enrolling in community colleges and 2 in a vocational school, and 1 in acting school. It is further noted that 13 ICG clients applied for and received transition-to-adult services funding under Program 330.50, which provides up to a year of post ICG funding.
“Coming together is a beginning. Keeping together is progress. Working together is success.” — Henry Ford

The Illinois Interagency Coordinating Council (IICC) was established by the Illinois General Assembly via the Interagency Coordinating Council Act, 20 ILCS 3970 in 1990. The mission of the Council is to facilitate collaboration among state agencies and improve outcomes for youth with disabilities.

Specific responsibilities of the Council are to:

- Collect and provide vital data and information from and to stakeholders, and consultation and technical assistance to state and local stakeholders;
- Assist state and local stakeholders in establishing interagency transition agreements;
- Conduct an annual statewide evaluation of student transition outcomes and needs;
- Provide in-service training to consumers for developing and improving awareness of transition services; and
- Make an annual report to the Governor and the General Assembly on activities of the previous year.

The Council membership consists of the following agencies:

- Illinois State Board of Education
- Illinois Department of Human Services
  - Division of Developmental Disabilities Services
  - Division of Rehabilitative Services
  - Division of Mental Health Services
- Department of Economic and Community Opportunity
- Illinois Board of Higher Education
- Illinois Community College Board
- Illinois Council on Developmental Disability
- Illinois Department of Children and Family Services
- Illinois Department of Corrections
- Illinois Department of Employment Security
- Illinois Department of Healthcare and Family Services
- University of Illinois at Chicago
  - Division of Specialized Care for Children

On May 2, 2007, members of the IICC met to engage in a facilitated planning activity that would allow the group to look at the IICC’s successes over the past 17 years, the on-going barriers, a vision for the future and next steps under priority areas chosen by the Council. The following represents the work of the ICC’s member agencies to provide a past, present and future “snapshot” perspective of the Illinois Interagency Coordinating Council. It is our intention to use this document as a guide for our on-going work with policymakers and practitioners to implement systemic, sustainable education and community service reform/enhancement strategies that will impact Illinois from state level to local level and back again.
improving education and training access, employment, community participation, healthcare and independent living for youth with disabilities.

**Illinois Interagency Coordinating Council**

**Success in the last 17 years**

**IICC – Focused**
- Increased awareness about transition planning throughout Illinois.
- Data collection and the use of the data are beginning to help with student outcomes.
- The state has begun a process to align transition data collection to the mandated federal data collection process, which will result in interagency data sharing.
- Members of the Illinois Interagency Coordinating Council (IICC) are supporting each other and working collaboratively.
- Multi-agency collaboration and co-funding of the annual conference.

**Student – Focused**
- Increased expectations about the future for people with disabilities.
- There is greater focus on job matching of the person’s interest and skills to the job.
- Greater Community Awareness/Accessibility to services has increased.
- More students with disabilities are registering for college.

**State/Local – Focused**
- Local transition planning councils have formed.
- Some local transition planning councils support students, hold local conferences and job fairs, and they are more students focused.
- Educators and state agency personnel are working collaboratively.
- Local transition planning councils have more resources and services available and have mixed private and public resources.
- Colleges are increasing their accommodations for students with disabilities.
- Targeted funding available to support the transition effort. (Total Project, Systems Change Grant, ICDD Projects, etc)
- Development of state-level positions whose primary focus is on transition.
- Many students recognize and respect the importance of the transition planning process.
Barriers to Success

Current Lack of:

- Lack of funding.
- Lack of a centralized clearinghouse for information on transition.
- Lack of consistent participation by members of the IICC.
- Lack of commitment from state agency leadership.
- Lack of recognition for the importance for the work of the IICC.
- Lack of input from family members or students in the IICC.
- Lack dedicated funding to coincide with policy development.
- Lack of comprehensive data analysis.
- Lack of data for students with severe emotional disabilities who have not been identified.
- The lack of ability to communicate information on best practices.

Other Barriers:

- Shortage of administrative supports
- Need better collaborated efforts between the state agencies.
- State agencies are too bureaucratically designed to work effectively.
- The IICC is advisory only with no real power or authority.
- No clear definition of roles and responsibility for the IICC members.
- Weak focus by the IICC on policy issues.
- Quality of data needs improvement.
- Too much emphasis on collecting federally required data and too little emphasis on using the data for trend analysis and policy changes.
- Narrow view of transition outcomes. Need to shift from the sole outcome of getting a job to helping people secure a full life.
- Too many transition plans focus on school to work without any regard to preparing for independence.
- Our expectations for students with disabilities are too low.
- Uneven improvements across disability groups.
Illinois Interagency Coordinating Council

IICC members will feel proud, excited, and part of something much bigger when future media headlines resonate the following:

A Vision for the Future

- Illinois leads the nation in transition supports for individuals with disabilities.
- Illinois is recognized as a beacon for its interagency collaboration.
- 5 year study of students graduating from high school shows that 100% are leading meaningful lives.
- Funding available for transition reform in Illinois.
- Funding and support are available for young adults in the areas of employment as well as community life.
- Increased number of students going past high school to further their education.
- Improved career and life skill training available to students in high school.
- Local transition planning shifts emphasis from “struggle for a job” to “joy of living a full life”.
- Barriers to work are removed specific to Medicaid and SSI.
- State legislature and Governor accepts supports and funds the policy initiatives of the IICC.
- Stronger school and community partnerships exist.
- Governor announces opening of the Illinois Transition Center.
- 15% more students with disabilities graduating from college and finding new jobs.
- Resources available for supported and independent living.
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Next Steps

Data Collection and Analysis

1. Members of the Illinois Interagency Coordinating Council (IICC) will bring data from their respective agencies to share with the Interagency Coordinating Council, so a comprehensive review of meaningful data discussions can occur.
2. The IICC will evaluate data strategies for students transitioning from high school with a focus on quality data with an emphasis on outcomes.
3. An IICC subcommittee will be formed and will perform trend analysis with the transition data and present this information at least quarterly for discussion with the Illinois Interagency Coordinating Council.
4. The IICC will share meaningful data for policy and funding decisions with pertinent partners, including but not limited to legislators, advocacy groups, TPC’s, school districts, etc.

Public Policy

1. Create a public policy work group of the Illinois Interagency Coordinating Council (IICC). The IICC should collaborate and share findings and make recommendations to key statewide disability advocacy groups and vital partners.
2. The Illinois Interagency Coordinating Council (IICC) will use information from trend analysis and data collection to develop policy and position statements on key transition issues.
3. Partner with others, including state institutions of higher education who have students as a resource to formulate public policy recommendations and affect systemic change.

Interagency Coordination

1. Promote greater awareness and participation of agency directors relative to Illinois Interagency Coordinating Council (IICC) priorities; this should include but not be limited to sharing a summary of the trend analysis with agency directors and key policy makers.
2. Invite the Governor’s Office and the Attorney General’s Office to become members of the Illinois Interagency Coordinating Council (IICC).
3. Discuss and plan for the participation of other key stakeholders with the IICC.
4. Identify and utilize resources from member and other agencies, to include looking beyond the traditional disability-related boundaries, in order to expand the capacity of effective practices.
5. Secure media coverage for successes.