

# **Illinois Interagency Coordinating Council on Transition**

Presents

**Annual Report 2007-2008 to  
The Governor and General Assembly**

On the

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

Submitted by

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Secretary  
Illinois Department of Human Services

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State Superintendent  
Illinois State Board of Education



## ILLINOIS INTERAGENCY COORDINATING COUNCIL ON TRANSITION

### Illinois Interagency Coordinating Council

November 2008

IL Board of Higher Education

IL Community College Board

IL Council on Developmental  
Disabilities

IL Department of Children and  
Family Services

IL Department of Commerce and  
Economic Opportunity

IL Department of Employment  
Security

Illinois Department of Healthcare  
& Family Services

### IL Department of Human Services

*Division of Developmental  
Disabilities*

*Division of Mental Health*

*Division of Rehabilitation  
Services*

IL Department of Juvenile Justice

Illinois State Board of Education

University of Illinois  
Division of Specialized Care  
for Children

Dear Governor Blagojevich and Members of the General Assembly:

On behalf of the Illinois Interagency Coordinating Council on Transition (IICC), we are pleased to submit this report summarizing the Council's activities and accomplishments during the 2005-2006 school year.

This report reflects the Council's dedication of continued collaboration to strengthen the transition service delivery system and improve outcomes for youth with disabilities throughout Illinois.

On June 30, 2006, Illinois' TOTAL Project (Transition Outreach Training for Adult Living) funded from a grant by the United States Department of Education ended. The TOTAL Project has made great strides in educating and assisting families, state agencies and local districts in their approach and expectations for working together to facilitate transition for students with Individualized Education Plans (IEPs.) However, there is still much to be done to further the services and supports that will benefit youth with disabilities.

We appreciate your support of services for youth with disabilities. There is a need for dedicated funding for the delivery of Transition Services. Working together, we can achieve our common goal of aiding youth with disabilities to achieve their education and training, employment, and independent living goals.

Best Regards,

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

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

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

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## ***Identity and Purpose***

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The Illinois Interagency Coordinating Council (IICC) was established in 1990 by the Interagency Coordinating Council Act, 20 ILCS 3970, to facilitate collaboration among state agencies and to improve outcomes for youth with disabilities. The IICC is statutorily mandated to provide advice and policy guidance to the Governor, General Assembly, and the Illinois State Board of Education with respect to special education and related services for children with disabilities and the unmet needs of children with disabilities.

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.

### **Brian's Story**

Brian Newman is a bright, polite and articulate 20 year old young man whose life long dream of driving a truck actually came true.

Brian entered STEP while a Junior at Donovan High School in Donovan, Illinois. With the help of his High School STEP and Work Study Coordinator, Kathy Mulling, Brian began detailing trucks and trailers at a local service center. Through good, strong transition planning, Brian, after graduation, came to the DRS Bloomington Office and VR Counselor Ann Ndorongo, for career information and assistance.

As a result of his assistance from Ann, Brian made an informed and appropriate post secondary and career choice. DRS assisted financially with Brian's truck driving classes at the Kankakee Community College, where he earned his Commercial Driver's License (CDL) in May, 2006. He immediately started work at the Watseka Grain Elevator, driving his own truck.

Brian has since moved to another grain company and is driving five to six days a week and working sixty to seventy hours a week. Brian said he wanted to be a truck driver ever since he was six years old. And, on October 20, 2008, Brian turned 21. Most young adults cannot wait to turn 21 for many reasons.....but ask Brian why he can't wait and his answer will delight you. On his 21st birthday, Brian was allowed to drive his truck out of state!

Ann still checks up on him, too. Brian said "Ann is very good at her job and certainly helped me reach my dream. Once I got my first job driving a truck, I sent Ann a picture of my truck with me standing next to it. I certainly thank Ann for all she did for me."

Today, at 21, his dream is a reality.

## **Council Membership**

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The membership of the Council is established by statute and includes thirteen (13) state agencies. This statute establishes that the council will be co-chaired by the Illinois Department of Human Services, Division of Rehabilitation Services and the Illinois State Board of Education. Member agencies include:

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

Illinois Community College Board (**ICCB**)

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

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

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

Illinois Department of Corrections (**DOC**)

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

Illinois Department of Human Services (**DHS/DDD**)  
Division of Developmental Disabilities

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

Illinois Department of Human Services (**DHS/DRS**)  
Division of Rehabilitation Services \*

Illinois Healthcare and Family Services (**HFS**)

Illinois Department of Juvenile Justice (formerly DOC) (**DJJ**)

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

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

\* Denotes mandated co-chairs

## ***Council Actions and Accomplishments***

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- 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). To insure on-going dialogue and collaboration, a liaison from each Council is represented on the other.
- 2) IICC successfully collaborated with statewide Centers for Independent Living, to reflect the Centers' efforts in the transition planning process. From henceforth their data, impact and perception of the status of transition services for youth will be included in statewide data reporting.
- 3) The Council continues to work collaboratively with Illinois State Board of Education to provide data from the Federal Accounting and Child Tracking System (FACTS) to provide information on students educational service and community support needs.
- 4) To promote greater awareness and participation of agency directors relative to IICC priorities, a letter was sent to each agency director requesting re-commitment to IICC, identification of designees, and financial and in-kind resources to support IICC's operations.
- 5) To increase collaboration and support, member agencies provided updates at regular meetings resulting in co-promotion of events and greater cross-agency participation.

## ***New Legislation Pertaining to Transition - 2008 Legislative Session***

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**House Bill 4822** was submitted during the 2008 legislative session. Its provisions included that an IEP must include postsecondary goals based upon age-appropriate transition assessment and other available information about the student related to training, education, employment, independent living skills (as appropriate), and the transition services needed to assist the student in reaching those goals. This bill passed the House but not Senate and was not enacted.

**House Bill 4537** also was submitted and required the State Board of Education to promote an annual campaign about disability history and awareness. It passed the house, but not Senate and was not enacted.

**House Resolution 1117** was adopted. It establishes a nine member Task Force to report by 8/31/08 on "aging-out" of programs and services provided by ISBE, DCFS, and DHS. It is to study the lack of uniformity in "aging-out" and transitioning from child to adult services between state agencies. The Task Force is charged with identifying ways to improve the transition to the adult service delivery network.

## ***Council Meeting Dates and Minutes***

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### **Council Meetings**

Meetings are conducted six times a year through V-Tel audio-conferencing at the Illinois State Board of Education offices in Springfield and Chicago. Meetings are from 1:30 pm until 3:30 pm. The meetings for this report period occurred on:

July 18, 2007

September 14, 2007

November 14, 2007

January 23, 2008

February 6, 2008 (Joint Meeting with Illinois State Advisory Council on the Education of Children disabilities, ISAC)

March 26, 2008

May 21, 2008

### **Council Minutes**

Copies of approved minutes for the meetings of the Illinois Interagency Coordinating Council on Transition can be located as follows, at the links provided:

#### **July 18, 2007**

[http://www.isbe.state.il.us/iicc/pdf/icc\\_minutes\\_2007.pdf](http://www.isbe.state.il.us/iicc/pdf/icc_minutes_2007.pdf)

#### **September 14, 2007**

[http://www.isbe.state.il.us/iicc/pdf/icc\\_minutes\\_2007.pdf](http://www.isbe.state.il.us/iicc/pdf/icc_minutes_2007.pdf)

#### **November 14, 2007**

[http://www.isbe.state.il.us/iicc/pdf/icc\\_minutes\\_2007.pdf](http://www.isbe.state.il.us/iicc/pdf/icc_minutes_2007.pdf)

#### **January 23, 2008**

[http://www.isbe.state.il.us/icc/pdf/icc\\_minutes0108.pdf](http://www.isbe.state.il.us/icc/pdf/icc_minutes0108.pdf)

#### **March 26, 2008**

[http://www.isbe.state.il.us/icc/pdf/icc\\_minutes0308.pdf](http://www.isbe.state.il.us/icc/pdf/icc_minutes0308.pdf)

#### **May 21, 2008**

[http://www.isbe.state.il.us/icc/pdf/icc\\_minutes0508.pdf](http://www.isbe.state.il.us/icc/pdf/icc_minutes0508.pdf)

### **Community Perspectives**

#### Transition Planning Committees

Interagency collaboration, coordination, and cooperation are long - term goals of professionals concerned with effectively meeting the needs of people with disabilities. No single agency has all of the necessary resources to adequately meet the needs of individuals with disabilities; it is only through a concerted effort of interagency collaboration, coordination, and cooperation that a full continuum of services can be ensured. Educational, vocational, and other community services should be coordinated in order to accomplish a smooth transition to gainful employment, thus maximizing employment potential and enhancing overall quality of life.

An interagency transition team brings together a variety of stakeholders who are supporting youth with disabilities so they can have the best chances for success as adults. Because states most often deliver services through agencies designed to meet a specific set of outcomes – e.g., state departments of education are concerned with educational outcomes and departments of health are concerned with health outcomes – interagency teams at the state level are often comprised of representatives of all agencies involved in preparing, connecting, and receiving youth with disabilities as they transition from secondary school to post-school environments. At community or school levels, individuals representing these needs are more likely to be on those teams. In Illinois we refer to these teams as Transition Planning Committees. Across the states, interagency teams serve varied purposes.

Illinois Public Act 86-1218 created the major components of the state's transition process. One of those components is the Transition Planning Committees. The statute identified six key areas for TPCs to be concerned. These include:

1. Identify current transition services, programs, and funding sources provided within the community for secondary and post-secondary aged youth with disabilities and their families as well as the development of strategies to address unmet needs;
2. Facilitate the development of transition interagency teams to address present and future transition needs of individual students on their individual education plans;
3. Develop a mission statement that emphasizes the goals of integration and participation in all aspects of community life for persons with disabilities;
4. Provide for the exchange of information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs;

5. Develop consumer in-service and awareness training programs in the local community; and
6. Assist in staff training for individual transition planning and student transition needs assessment.

### Data Collection

The Illinois Interagency Council on Transition is mandated by law to compile annual data from the local transition planning committees and local school districts. This year's report will provide a special focus on perspectives from the TPCs. Data for the 2007-2008 Status Report was collected from the TPCs using an electronic survey instrument. Committee members were asked to collaborate and develop responses to six specific areas (Appendix I) Query categories included in the survey were: demographic information (i.e., TPC name, school districts and counties served); information on unmet community, adult service, and school-based service needs; and lastly their perception of the status of transition services in the areas of education, employment, post-secondary education/training and community living.

Responses represent feedback received from twenty-eight of the forty (70%) active Transition Planning Committees. Following is a chart, which shows the number of completed surveys returned by the five DHS service regions (Appendix II).

Region	Total Number of TPC in Region	Surveys Returned
1	5	2
2	12	7
3	9	7
4	6	6
5	8	6
<b>Total</b>	40	28

TPC Responses by Region

### **Survey Results**

The survey results reported in this section of the report are based upon one specific question that requires great attention. We compiled data to determine the overarching community needs for services and supports as reported by TPC members. This information serves to inform the General Assembly and community leaders of the service needs of constituents with disabilities within a particular area. The intent is to promote future planning to accommodate the expressed needs of individuals requiring services. The grids below reflect responses to query three, specific to unmet needs of the region. The question asked was:

- *Based upon the TPC members' knowledge and experiences, identify the most pressing unmet community or adult service needs for students who exited high school in June 2008. (If there are significant differences by communities*

*within the TPC, please comment. The supports and services types identified were selected as they were prevalent responses to survey questions.*

The common theme across the state was need for improvement in:

- Competitive employment
- Transportation
- Housing
- Funding to support community living

A few TPCs noted a need for day training. This highlights to the IICC that despite efforts to change perceptions, sometimes expectations for individuals with disabilities remain too low and there is a need to broaden thinking for what is possible to achieve in life with person centered planning and adequate supports.

### **Region 1 – Cook County**

	<b>Unmet Need</b>
CAST (Chicago)	Competitive employment, housing and vocational counseling
West Suburban (Oak PK, Proviso, Maywood, etc)	Competitive employment, transportation, developmental training and adult recreational activities

Region 1, a large metropolitan area that encompasses all of Cook County, indicated the need for employment opportunities, housing, transportation in some places and developmental training for youth who graduated in June 2008. As indicated below, and in the matrix of all school-based, community and adult service needs illustrated here and in Appendix III, Cook County legislators would be well served to focus upon post-secondary supports in the areas of education, education supports and housing.

### **Region 2 – Northern**

	<b>Unmet Need</b>
DeKalb County TPC	Transportation, competitive employment, supported employment, vocational rehabilitation services, housing
DuPage County TPC	Competitive employment, transportation, developmental training, mental health services for individuals with developmental disabilities, services for students with learning disabilities
Kane County TPC	State funding for residential, community living, and supported employment, services for students with mental health needs, transportation
Kankakee TPC	Day Training Programs, health insurance
McHenry County TPC	Transportation, services for students with learning disabilities and autism, housing
Northern Suburban TPC	Comprehensive adult service agencies
Winnebago County TPC	Funding for community placement, housing, wait list for service is too long

In this region, there are more active TPCs than any other. Of the twelve active and fully functioning committees, seven responded to the survey. Transportation and programming for youth with learning disabilities and developmental disabilities were the

primary concerns reported by respondents. This area cites services for youth with mental illness as a concern as well.

### Region 3 – North Central

	Unmet Need
Bloomington/Normal TPC	Access to services, funding for services, transportation, competitive employment, day training, supported housing, housing, assistive technology, and wait list too long for services
Champaign County TPC	Access to services, vocational opportunities, recreational, community housing and funding for transportation, long wait list
Illinois Valley TPC	Transportation, adult services for students who are mentally ill, funding for ACCESS services
Knox-Warren TPC	Funding for day training
Livingston County TPC	Housing, transportation
VASE TPC	Supported employment, post secondary education supports, activities for individuals with mental impairments
Western Regional TPC	Case management, transition planning, school staff specifically trained in all areas of transition planning, interagency linkages

Seventy-seven percent of the TPCs in Region III responded to the survey. Of the seven respondents, it is important to note that 83%, or six of the seven identified services and supports for youth with more significant disabilities, i.e., day programs and a specific need for funding the local PAS agent in that area, as the unmet needs.

### Region 4 - Central

	Unmet Need
Christian County TPC	Transportation, job coaches, community support
TPC of Coles County	Transportation, housing, supported employment and the wait time for services through PUNS
Macon/Piatt TPC	Lack of program funds, lack of service providers in the area (there is only one)
Montgomery/Macoupin	Transportation
Quincy TPC	Transportation, community college programs for students not ready for employment or independent living, more group homes
Sangamon/SASED TPC	Transportation, job retention

This is the only region that boasts a 100% response rate. This is indicative of the strong sense of commitment this area has toward service to youth with disabilities. The need for transportation services was alarmingly identified as a needed service.

## Region 5 - Southern

	Unmet Need
Clinton, Marion & Washington TPC	Lack of DD funding, competitive employment, supported employment, transportation
Five Southern Counties TPC	Employment in the Transportation Vocational Training Program, funding for Development Training Programs for those residing with parents, resources and access to services
Madison County TPC	Employment, transportation, and housing in some districts
Mid-South TPC	Transportation to training and work
Southeaster IL TPC	Employment or work-related services for individuals with severe disabilities, lack of funding for case coordination and the wait time to access services
St. Clair / Randolph TPC	Lack of funding for services after graduation

As indicated by each of the other regions, transportation is a significant need in this region. Members expressed frustration that youth are unable to obtain employment or attend school if there is no mode of transportation to get to the locations. They also cited service needs and funding for services for youth with developmental disabilities.

TPC members were asked of their overall perception of the transition services provided in the State of Illinois for this period. We wanted to know respondents' feelings or attitudes about the delivery of services, so we used a Likert-scale question. The respondents had to consult with other committee members and indicated how closely their feelings match the question on a rating scale. We asked them to address their perception in four specific areas or components of transition. The choices ranged from Poor, Needs Improvement, Satisfactory, Good and Excellent.

	POOR	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT	Responses
EDUCATION	7.4% (2)	66.7% (18)	7.4% (2)	18.5% (5)	0.0% (0)	27
EMPLOYMENT	11.1 (3)	81.5% (22)	7.4% (2)	0.0% (0)	0.0% (0)	27
POST SCHOOL EDUC /TRAINING	22.2% (6)	55.6% (15)	14.8% (4)	7.4% (2)	0.0% (0)	27
COMMUNITY LIVING	29.6% (8)	55.6% (15)	14.8% (4)	0.0% (0)	0.0% (0)	27

The results reflect a great need for overall improvement of the transition structure in Illinois across all major components of service. More than 50% of all respondents rated services as needing improvement or poor.

## Centers for Independent Living (CILs)

We are pleased to provide a first time ever discussion of the roles played by staff from the Centers for Independent Living Centers funded by DRS statewide that provide accessible programs and services designed to help individuals live independently. CILs provide persons with disabilities the tools to set and accomplish their own goal. They also provide their communities with the information and knowledge needed to accept, respect and accommodate citizens with disabilities. Seventeen of twenty-three CILs responded to a survey mailed in December 2008. Among the respondents, direct service and information referrals were provided to 718 youth aged 14-22 in FY2008. Along with this figure, CILs provided outreach services to many more. Seven of the centers reported having Youth Councils. One was instrumental in securing jobs for five youth through job shadowing opportunities. Other activities and accomplishments to note are:

- Youth participated in employment skills development and other work-related activities.
- Provided mentors for youth.
- Conducted one-on-one meetings with youth and their families to develop life plans, post secondary school issues, financial literacy, vocational and social skills.
- Provided technical assistance to other organizations on youth advocacy and how to establish support groups.
- Provided youth training, seminars and summits in the areas of independent living, communication skills, leadership development, and sexuality issues.
- Supported parents of youth with disabilities through training and resource sharing.
- Provided group support activities for students and families.
- Facilitated weekly, bi-monthly and monthly sessions for young men, young women and in co-ed sessions on self-advocacy, and self-directed IEP development.
- Developed teacher resources.
- Actively participated on local TPCs.
- Attended Statewide Transition conferences and Youth Advocates Meetings.
- Attended student IEP meetings at the school when requested.
- Hosted recreational activities and provided opportunities for participation in community events such as ADA celebrations.
- Distributed quarterly Youth Transition newsletters to over 250 parents, advocates, schools, and TPC members

We eagerly look forward to providing on-going highlights from the Centers as they continue to develop additional youth groups and programs for transition-aged youth.

***About Transition Aged Youth and Young Adults with Disabilities in Illinois***

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**The Funding and Child Tracking System (FACTS)** collects information of anticipated post-secondary services needed upon high school completion for all transition-aged students receiving special education services. Results for the 2007-2008 school year indicate students' anticipated needs for Employment, Post Secondary Education, Post Secondary Training and Independent Living, including all transition age students from 14½ to 22 years old.

**Illinois 2007 – 2008 School Year**

Employment	Post-Secondary Education	Post-Secondary Training	Independent Living
130,339	130,144	65,890	30,787

**Top Three Identified Services for Each Transition Service Area**

Employment	Post-Secondary Education	Post-Secondary Training	Independent Living
1. Counseling and guidance including, but not limited to vocational, rehabilitation, social work, and psychological counseling and referrals	1. Counseling and guidance including, but not limited to, vocational, rehabilitation, social work, and psychological counseling and referrals	1. Counseling and guidance including, but not limited to, vocational, rehabilitation, social work, and psychological counseling and referrals	1. Counseling and guidance including, but not limited to, vocational, rehabilitation, social work, and psychological counseling and referrals
2. Competitive employment at a job in the regular business community without support	2. Case management, person centered planning, provision of linkages to needed supports and services, assistance in learning and exercising self-advocacy	2. Vocational and other training services including personal and vocational adjustment training, books, tools, and other training materials	2. Case management, person centered planning, provision of linkages to needed supports and services, assistance in learning and exercising self-advocacy

3. Vocational assessment for determining vocational rehabilitation needs	3. Post-secondary education/training supports such as appropriate disability documentation, DRS status, the student's identified need for a range of support services and programming	3. Post-secondary education/training supports such as appropriate disability documentation, DRS status, the student's identified need for a range of support services and programming	3. Transportation, including necessary travel and related expenses
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Note: Full definitions for the transition services can be found on page 48 – 50 of the FACTS Approval Procedures manual at:  
[http://www.isbe.net/funding/pdf/34-30\\_spед\\_facts.pdf](http://www.isbe.net/funding/pdf/34-30_spед_facts.pdf)

## Member Agencies' Reports

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Each year, member agencies provide an update of activities, accomplishments or challenges in prime transition areas. In this year's report, they provided first a synopsis of major activities, new ventures, grants, projects, directives, etc. for the period July 1, 2007 through June 30, 2008. Agency updates provide descriptions of activities performed in support of youth transitioning into full adult life, inclusive of applicable transition areas, such as:

- Education
- Employment
- Post-Secondary Education
- Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical management skills, etc.)
- Rehabilitation Services
- Transportation
- Housing
- Advocacy

The following pages will provide a recap of each reporting agency.

## Illinois Board of Higher Education (IBHE)

Director: Judy Erwin  
IICC Designee: Ocheng Jany  
Phone Number: (217) 557-7361  
Fax Number:: (217) 782-8548  
TTY Number: (888) 261-2881

Website Address: [www.ibhe.org](http://www.ibhe.org)

### **Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

The Illinois Board of Higher Education's mission includes working with Illinois colleges and universities as well as ICCB and ISBE to implement its new *Public Agenda for College and Career Success* that is a master plan to promote and facilitate college and career success of graduates, including students with disabilities. The Public Agenda emphasizes collaboration throughout the Illinois education sectors (P-20), including private colleges and universities. The Board's mission is achieved through its programs and initiatives which are:

- collaborating with the Illinois Community College Board by making and implementing educational policies;
- Working with the Board's Disabilities Advisory Committee who members are of disability experts representing community colleges, public universities, private colleges and universities, and a student representative;
- promoting campus compliance with the Illinois Web Accessibility Standards and the new Illinois Information Technology Accessibility Act (public universities only);
- information technology & assistive technology services in computer learning centers and other centers;
- submitting an annual report to the Governor and the General Assembly concerning the participation of underrepresented groups in higher education; and
- collaboration with non-governmental disability entities, e.g. disabilityworks.

The Governor vetoed the Board's FY09 Innovation Grant Program that funded promising projects including projects for disabilities services such as:

- 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; and
- working with campuses to improve, the data collection and reporting of students with disabilities.

## **IBHE, Cont.**

In spite of this setback, the Board and the Illinois Community College Board, in collaboration with higher education institutions, continued to make some progress to serve students with disabilities on many fronts by using existing campus resources. However, much remains to be accomplished.

### **Data Collection**

The Board and ICCB staff, and the Advisory Committee are in the process of designing and implementing a better database to collect and report 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. A goal of the newly approved Public Agenda is to establish a comprehensive database for all educational sectors in the state to permit tracking of students as they transition from early childhood to college and employment.

### **Transition Service Provided by This Agency: Education**

Provision of financial resources, including appropriated funds to campuses and financial aid for students from all higher education sectors and by implementing policies that promote more and better 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.

### **Employment**

Most state resources for academic and occupational training are designated 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 collaborated with the Illinois Community College Board, the Department of Commerce and Economic Opportunity and other state agencies, and disabilityworks to increase employment of more students and graduates with disabilities. Services are also provided to students with disabilities by local offices of the Illinois Division of Rehabilitation Services.

### **Post-Secondary Education**

College campuses provide students with a variety of programs and services including: assessment of disabilities, assistive technology, case management, consultation on accommodation, disability management counseling, interpreter and electronic real time transcription, note takers, readers and scribes, job development and internships, priority registration, testing under nonstandard conditions, career counseling, and job

## **IBHE, Cont.**

placement. Each community college and public university has an office or center for disability services.

### **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 training provided by campuses include: instruction and other learning resources that lead to certificates and degrees, counseling and advising, workshops, job preparation, internships, social skills training, use of assistive technology, and web accessibility resources.

### **Rehabilitation Services**

Students who need rehabilitation services are typically referred to specialists on-campus or outside campuses depending on availability of institutional resources. Those with mild or stable cases are likely to be served on campus. Such students may be provided needed assistance and training to help them cope and be independent as much as possible

### **Transportation**

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.

### **Housing**

Colleges and universities that have campus housing are expected to comply with ADA requirements and provide reasonable accommodation and accessibility for students with disabilities. The type and quality of the services provided vary among campuses. Examples of accommodation services are visual fire alarms, doorknockers, electronic door openers, and specially fitted bathrooms.

### **Advocacy**

Although they vary, public universities provide many advocacy programs and services for students with disabilities. 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 services. A student may be provided information or training on being more effective self-advocates. Community colleges may have fewer services since they have fewer students and they do not provide campus housing.

## **IBHE, Cont.**

### **Other**

#### Advisory Council

The Board has a Disabilities Advisory Committee consisting of representatives from community colleges, public universities, and private institutions and a student member. ICCB, ISBE and IBHE staffs are also members of the committee. In addition, individual campuses have committees to address transition issues that meet the needs of new and existing students.

### **Other**

#### Athletics

The number and quality of athletic activities specifically for students with disabilities varies significantly among colleges and universities depending on their past and current investments. For example, the U of I at Urbana has 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 alumnus won first place in eight marathons.

## **Illinois Community College Board (ICCB)**

Director: Mr. Geoff Obrzut  
IICC Designee: Andrea Berryman  
Phone Number: (217) 785-0028  
Fax Number: (217) 785-0090

**Website Address:** [www.iccb.org](http://www.iccb.org)

### **Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

Postsecondary education leads to better employment and improved outcomes, but for many individuals with disabilities, college remains an unrealized dream. Compared to those without a disability, only two-thirds of students with disabilities have attended college. In an effort to better serve students, including students with disabilities, current education reform has focused on student transition from one level to the next.

ICCB was a partner in joining the American Diploma Project that aims to close gaps in high school student skills and knowledge needed for workforce and college success. Currently ICCB has representation on several committees that focus on transition into higher education and/or the workforce. These include the Interagency Coordinating Council, the Disabilities Advisory Committee, and a Roundtable convened with the Illinois Council on Developmental Disabilities. Fortunately, with advanced opportunities and the current economic crisis, more students with disabilities are attending college. Unfortunately, community colleges face scaled back funding making it difficult to serve students especially those with special needs. Students with disabilities want what every other student wants—the opportunity to learn and achieve. Community colleges will continue to seek, develop, and coordinate programs needed for students with disabilities to make a successful transition to college and eventually participate fully in the workforce. Primary areas of focus:

- student focus - increasing transition and retention and decreasing remediation
- early Intervention and consistency within college readiness scores are being developed within the Carl D. Perkins Act
- P20 Initiative, a state mandated program is a collaborative transition effort between ICCB, IBHE and ISBE.
- emphasis on information technology accessibility to students with disabilities has been recognized as an important issue
- dual credit among high schools and community colleges continues to address seamless transition

## **ICCB, Cont.**

### **Transition Service Provided by This Agency: Education**

- Counseling (academic and personal)
- Education counseling available for students with special learning needs that include
  1. assistive technology
  2. specialized testing
  3. 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

### **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.

## **ICCB, Cont.**

### **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 Americans with Disabilities Act.
- Referrals for direct rehabilitation services are available.

### **Advocacy Services**

Colleges are connected to community, institutional, and agency resources for referral.

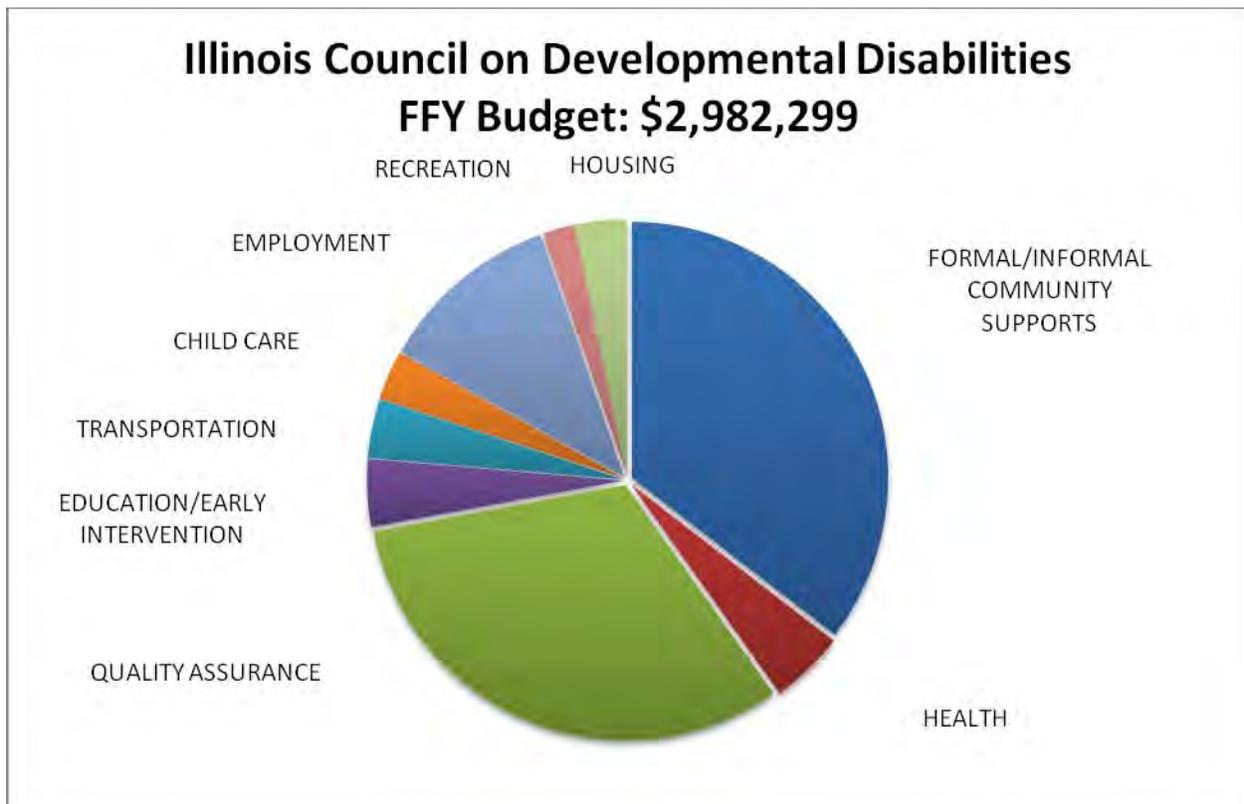
## Illinois Council on Developmental Disabilities (ICDD)

Director: Sheila Romano, Ed.D.  
IICC Designee: Sheila Romano, Ed.D. Member: Margaret Harkness  
Phone Number: 312-814-2080  
Fax Number: 312-814-7141

Website Address: [www.state.il.us/agency/icdd](http://www.state.il.us/agency/icdd)

### Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:

Illinois Council on Developmental Disabilities (ICDD) continues work related to their mission of systems change that leads to 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 goals set for all life areas so individuals with developmental disabilities can live the life they choose and be connected with their communities. Initiatives are underway in customized employment in rural parts of Illinois and in youth leadership.



## **ICDD, Cont.**

### **Transition Service Provided by This Agency:**

#### **Employment**

A project bringing expertise in customized employment to vocational service providers began with an initial group of four rural communities. Another four will be included in late 2009. Additionally, the project will look closely at community, state, and national resources and strive to coordinate systems to support a customized approach to employment.

#### **Advocacy Services**

A resource launched by ICDD, Illinois Lifespan, provided advocacy information and resources to 74 families, individuals and faculty to assist with future planning. Sixteen Transition Planning Consortia benefited from informational presentations by Lifespan staff. Presentations at transition expos reached approximately 650 people. The Arc Family Manual on Transition was updated in 2008. This manual is available for download at: [www.illinoislifeapan.org](http://www.illinoislifeapan.org), phone, 1-800-588-7002

#### **PUNS (Prioritization of Urgency of Need for Services) Data System**

PUNS is the system for individualized identification of service needs utilized by the Division of Developmental Disabilities. ICDD brought early training on the PUNS system to Illinois, and is now recognized as the official waiting list for services by the Division. ICDD continues to encourage all youth with developmental disabilities to complete a PUNS so the Division is aware of their current and future needs.

#### **Other**

ICDD released a *Blueprint for System Redesign* in February 2008. 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 to increase access to quality supports in the community. This plan was shared with the Disability Services Committee and Town Hall meetings were planned throughout the state to educate citizens on how this plan is a doable, thoughtful means to better meet the needs of persons with developmental disabilities.



## **DCEO, Cont.**

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.

DCEO partners with 26 LWIAs, IDES and other state agencies, **disabilityworks**, businesses, civic organizations, universities, as well as 45 Comprehensive Illinois workNet Centers and 72 Affiliate Centers that provide **Illinois workNet** connections, resources, and services to all job seekers, including ones with disabilities.

### **Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)**

Through its partnerships at the state and local level, DCEO works 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, inclusive of students with disabilities.

### **Rehabilitation Services**

**disabilityworks** strategically links employers, educational training agencies, disability/employment service providers, and the non-profit sector with people with disabilities. Their web site, *disabilityworks.org*, is a comprehensive resource available to individuals with disabilities and community service providers for information, referrals, linkages and support.

### **Transportation**

Transportation is one of several authorized support services the WIA Program provides to eligible participants. Strategies developed to suit local needs may include local transportation, minor automobile repairs, childcare, books, educational tools, uniforms, special equipment, and tutorial services. A primary goal of **Illinois workNet** is to facilitate online access to their programs and services, especially where mobility challenges, and the lack of affordable and accessible transportation

### **Advocacy Services**

DCEO has created partnerships with numerous youth and disability advocacy groups and organizations to ensure that qualified people with disabilities have access to DCEO and WIA programs.

### **Other**

DCEO supports the Illinois Inter-Agency Coordinating Council by providing staff support and a stipend to the Annual Transition Conference.



## **IDES, Cont.**

### **Employment**

Job ready individuals with disabilities registered in Illinois Skills Match (ISM) received 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.  
<http://www.illinoisskillsmatch.com/> and  
<http://www.illinoisworknet.com>

### **Post-Secondary Education**

CIS provided 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 2008, CIS expanded virtual tours of colleges nationwide. The “My CIS Portfolio” section can store data on classes taken and/or planned from 9<sup>th</sup> grade to senior year of college.

Both Illinois and National School files’ Services and Activities include sections on “Services for Students with Disabilities.” These cover building access, housing, parking, tutors, readers, interpreters, registration assistance, etc.  
<http://www.ilworkinfo.com/icrn.htm>

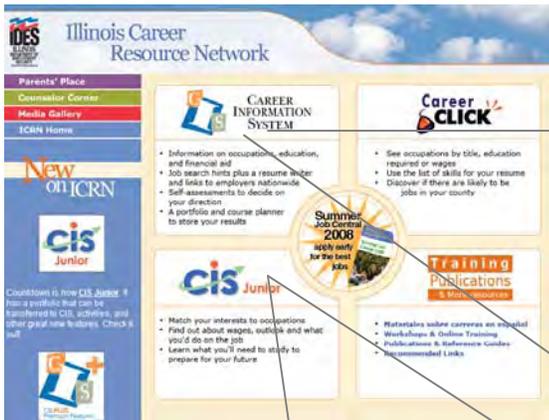
### **Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)**

CIS has information on apprenticeships, job search, and *Keep That Job*, which is a series of articles on adjusting to the workplace. *Learning Activities* for classroom use includes material on health and how that relates to careers as well as employability skills. *Reality Check* within CIS covers budgeting. Publications such as *Summer Job Central* help students find the first rungs of the employment ladder.  
<http://www.ilworkinfo.com/icrn.htm>

## IDES, Cont.

### Rehabilitation Services

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



- SERVICES FOR STUDENTS WITH DISABILITIES
- Registration Assistance
- Learning Aids
- Tutors
- Interpreters for the Deaf
- Readers for the Blind
- Special Housing for Disabled Students
- Designated Parking
- Barrier-free Campus
- Number of Undergraduates With a Disability Served in a Recent Year
- Services for Learning Disabled Students
- Contact Person



**Illinois Department of Human Services (DDD)  
Division of Developmental Disabilities**

Director Name: Lilia Teninty  
IICC Designee: Terry Braidwood  
Phone Number: 217-524-7065  
Fax Number: 217-557-6856

**Website Address:** <http://www.dd.illinois.gov>

**Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

- Two new Children's Home-Based Support Services Waiver Programs approved for three years effective 7/1/07 and implemented to serve 775+ children ages 3-21 with developmental disabilities.
- 5-year Adult Waiver renewal approved and implemented effective 7/1/07 with capacity to serve 14,000.
- PUNS (Prioritization of Urgency of Need for Services) database currently has more than 20,000 children and adults registered. Close to 4,000 are young adults (within 3 years of graduation or graduated within the past 10 years). Almost half of the individuals registered with PUNS indicated a need for employment related assistance.
- A statewide Telehealth network, instituted last year, initially included a total of eight operational sites. This allows the Division to provide clinical expertise in developmental disabilities in otherwise underserved areas throughout the state. The program has been extremely well received and now includes approximately 42 operational sites.
- A new Bureau of Quality Management (BQM) has been instituted and is focused on data gathering and review, quality enhancement, and training. BQM has finished on-site reviews at all children's group homes funded through the Division under the new children's residential waiver.
- A new Bureau of Transitional Services has also been instituted within the Division. The primary focus is to facilitate community placements for individuals with developmental disabilities residing at State-Operated Developmental Centers, individuals who are aging-out of Division-funded or DCFS-funded child care settings, and individuals with developmental disabilities and mental illness at Mental Health Hospitals. Bureau staff are facilitating the delivery of technical assistance to assure smooth and successful transitions.

## **DDD, Cont.**

### **Transition Services Provided by This Agency:**

The ongoing expansion of the waiver programs provides for new enrollment in a number of services that include:

- residential services
- home-based support services,
- developmental and vocational training,
- adaptive equipment,
- numerous therapies, and
- Individual Service and Support Advocacy (ISSA)

These waiver programs will benefit both children and adults.

### **PUNS (Prioritization of Unmet Needs) Data System**

- Expansion continued with the Prioritization of Urgency of Need for Services (PUNS) database.
- Information gathered enhances the State's efforts in strategic planning, budget development, service selection, and potential development of new or expanded services and supports.
- Outreach has continued to the Asian (limited English skills) and Hispanic (underrepresented) populations. PUNS information has been translated into ten languages.

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 1-866-376-8446 TTY.)

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

Director Name: Dr. Lorrie Rickman Jones  
IICC Designees: Alan Dietrich and Adjoa Denise Blalock  
Phone Number: 217-524-0319  
Fax Number: 217-786-0024

**Website Address:** [www.dhs.state.il.us](http://www.dhs.state.il.us) and <http://www.mentalhealthillinois.org/>

**Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

The Division of Mental Health (DMH) continues to create a service continuum that specifically addresses the unique needs of older adolescents with serious emotional disturbance and young adults with chronic mental illness who are transitioning to adulthood. Highlights of advances during FY 2008 were:

- expanded the Mental Health Transition Services for Youth Program initiative, began in FY 07, by funding five (5) additional mental health providers, one in each Illinois Department of Human Services Region.
- continued implementation of stipulations documented in a Memorandum of Understanding (MOU) with the Department of Children and Family Services. The MOU provides a mechanism for DMH and DCFS to jointly address the need for insuring continuity of care for aging-out DCFS wards with Serious Mental Illness (SMI) who are eligible for and may require adult DMH services upon leaving the DCFS system.
- convened a workgroup with representatives of a broad cross section of State departments to collaborate on development of an application to the National Technical Assistance Center for Children's Mental Health for its 2008 National Policy Academy on *Developing Systems of Care for Youth and Young Adults with Mental Health Needs Who Are Transitioning to Adulthood, and Their Families*.
- DMH's Individual Care Grant Program (ICG) continues to provide specific advocacy and support services to youth aging out of the program and is being linked to needed adult services including mental health.

**Transition Services Provided by This Agency:**

**Mental Health Services, Advocacy Services, Transition Planning, and Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)**

During the second half of FY 08 DMH's Child and Adolescent Services expanded its FY 07 initiative, *Mental Health Transition Services for Youth*, which is designed to provide mental health promotion, prevention and treatment services to specific populations of

## **DMH, Cont.**

transitioning youth. This expansion resulted in an additional five (5) mental health providers each awarded \$100,000 grants.

Mental Health Transition Services for Youth Program services are provided to youth with Severe Emotional Disturbance (SED) between the ages of 16-18 who are aging out of the child and adolescent mental health system, or youth with mental health needs of any age that are returning from a juvenile justice facility to the community. Mental Health providers were expected to:

- provide service coordination and/or linkage to service arrays, which will assist and support their transition experience.
- access service arrays that address education, health, mental health, juvenile justice, child welfare, vocational services, housing, skill building and personal development needs of transitioning youth.
- provide outreach and engagement activities to identify youth who could benefit from the program.
- provide clinical and support services that are individualized, delivered in a manner that is inclusive of the consumer's cultural or linguistic needs, and in the most normative and least restrictive environment.
- inform current and future development of the service system for transitioning youth.

During FY 08, for the target population of 16-18 year olds 245 individuals were registered and served. Additional 49 individuals in the Department of Juvenile Justice target population were served and 54 persons who did not become registered consumers received initial assessments and/or referrals. A total of 5, 711 hours of clinical and support services were rendered.

As stipulated in the MOU, an Admission Committee was established consisting of representatives from both agencies and the initiative's mental health providers. This Committee meets monthly to consider referrals to the program and to jointly identify how the program can best meet the consumer needs. During FY 08 a total of 23 referrals were reviewed and of that group 15 were deemed appropriate for this project. In the aggregate, since MOU inception, 96 cases have been reviewed and 52 youth were accepted to the program.

## **Mental Health, Residential, Advocacy Services, Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)**

### DMH/DCFS COLLABORATION:

In 2006 the Department of Mental Health and the Department of Children and Family Services 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.

## **DMH, Cont.**

- 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.

It is anticipated that an outcome will be former DCFS wards that are better connected to services they will need in the adult world.

## **Mental Health Services, Transition Planning**

### 2008 Policy Academy Application:

During the last quarter of FY 08 DMH developed an application to the 2008 National Policy Academy on *Developing Systems of Care for Youth and Young Adults with Mental Health Needs Who are Transitioning to Adulthood, and Their Families*. To assist in application development DMH convened a workgroup consisting of representation from the Department of Children and Family Services, State Board of Education, the Department of Alcohol and Substance Abuse, the Department of Rehabilitation Services, the Department of Employment and Commerce, the Mental Health Association of Illinois, the Illinois Children's Mental Health Partnership, and a youth consumer. This workgroup afforded a unique opportunity for a broad cross-section of State department along with advocacy organizations and consumers to collaborate on the design of a policy initiative that would address common needs as well as address common population. Through this workgroup the collaborators were afforded an opportunity to learn of resources and programs within each Department, exchange ideas, and form new partnerships.

The workgroup developed a proposed initiative to develop and sustain a model of a statewide, inter-agency shared vision of developmentally appropriate service elements of a system of care for youth and young adults transitioning to adulthood and their families, will establish service areas required to assist and support youth and young adults and their families, will establish benchmark along the continuum that define service components, baseline outcome measures and institutionalize local and statewide collaborations.

Development and submission of the application extended into the first quarter of FY 09.

## **DMH, Cont.**

### **Other – 1**

#### **Specialized Adjunct Mental Health Services, Residential Services, Transition Planning**

##### 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 2008 there were 251 ICG clients in the transition age group, 17 - 21. This represents 49 % of the ICG clients served in FY 2008.

- Of the clients in the transition group, 24 graduated from high school, 1 was actively looking for employment, 1 was involved with the Division of Rehabilitation Services, 4 were enrolled in community colleges, 18 turned 21 thus aged out of the ICG program, 17 returned home or to home of a relative, 1 went to independent living, 2 went to adult group homes, 1 went to a transitional living program facilities, and 1 went to a correctional facility.
- Fourteen (14) ICG consumers applied for and received transition-to adult services funding under Program 330.50, which provides up to a year of post ICG funding.

The ICG office acts as conduit for the initial contact between the ICG residential or community provider and DMH's adult mental health network so that any discharge barriers can be addressed. The ICG office forwards any relevant clinical information from the file of the transitioning youth to the adult network, along with recommendations. The ICG office may also assist the network in the development of a plan for transition into adult services.

### **Other – 2**

#### **Housing Options, Transition Planning**

##### Permanent Supportive Housing (PSH):

In 2008, the Division of Mental Health implemented a Permanent Supportive Housing model. This model creates opportunities to secure permanent, scattered site, affordable housing, e.g., a unit is: (1) a self-contained kitchenette and bathroom, (2) privacy maintained by locked doors, (3) a studio, efficiency, one bedroom or a shared two person, two bedroom. PSH is complemented with flexible, community-based wrap around mental health support services available within DMH's service taxonomy.

**DMH, Cont.**

Bridge Subsidy is the cornerstone of this model - which augments rent for the unit/apartment within the range of HUD's Fair Market Rental cost for each respective county. ICG aging-out youth/young adults and DCFS aging-out wards who have Serious Mental Illnesses, 18 years of age and over, fall within one of six eligibility categories for a PSH application. Individuals approved for PSH will hold their own lease and are subject to the same rights of tenancy under tenant/landlord law as all other renters. Participation in support services is neither a condition nor mandate to maintain residency. Qualifying applicants must have income within 30% or below of Area Median Income.

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

Director: Robert F. Kilbury, Rh.D.  
ICC Designee: Marva Campbell-Pruitt  
Phone Number: 312.814.5081  
Fax Number: 312.814.5849

**Website Address:** [www.dhs.state.il.us](http://www.dhs.state.il.us)

**Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

DRS helps high school students with disabilities plan for their future with services provided through the Transition Program and the Secondary Transitional Experience Program (STEP). DRS counselors work closely with Transition Specialists housed in high schools, staff in individual schools and school districts, and community partners to help students achieve their employment, post-secondary education, and independent living goals.

The Transition/STEP Programs have been recognized by its federal partner, the Rehabilitation Services Administration (RSA), as a model program for other states across the nation to review. RSA was impressed with the collaborative effort between the Illinois State Board of Education, local school districts and Vocational Rehabilitation in Illinois.

- 18,700 transition students were served in FY 2008, including 15,898 students and 2,802 non-STEP students. DRS caseloads for transition-aged youth total 42% of the Division's served population

**Transition Services Provided by This Agency**

**Education**

In FY 2008, DRS provided 156 STEP contracts serving approximately 600 high schools.

Counselors, Step Coordinators, and Transition Specialists participated in IEP and Transition planning meetings at the local schools as needed. Special Education rules and regulations are followed to insure compliance with IDEA.

## DRS, Cont.

### Post-Secondary Education

**Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)**

### Rehabilitation Services

The Division of Rehabilitation help individuals with disabilities prepare for and find quality employment that pays a living wage and offers opportunities for advancement. The staff offers services in 46 Field offices located throughout the state. Services include: evaluation, guidance and counseling, job development, job placement, and follow up services to ensure that individual remain on the job. Some notable accomplishments from the Field perspective are:

#### Field Office Supports and Activities in Support of Youth:

- DANVILLE DRS OFFICE - Community Connection - DRS participated in a radio broadcast on WDAN - 1490 AM. Speakers provided information on the STEP program and DRS services in general. Purpose was to inform the community about DRS services including STEP & other transition services. Radio spots will be ongoing as time is allowed. A presentation to WIA 17 Vermilion County Youth Council - DRS Team presented on STEP program & provided resource and referral information.
- VERMILION COUNTY TRANSITION PLANNING COMMITTEE - updated the **Good News for Grads Resource Manual**. This resource manual is a valuable resource to students and parents regarding transition services in community.
- CHAMPAIGN DRS OFFICE DRS Office and local TPC co-sponsored the **Annual Disabilities Expo** in October 2008 at Lincoln Square Mall in Urbana. More than 150 agencies/programs/vendors had information booths at the Expo. The attendance count for the one day event was approximately 675 individuals. Primary purpose was to provide information on community services, assistive technology, and educational services for individuals and families of individuals with disabilities.
- CHAMPAIGN COUNTY TRANSITION PLANNING COMMITTEE EVENT - The DRS team is very involved in the Champaign Transition Planning Committee - Committee meets every other month to plan and coordinate transition activities for Champaign County.

A Champaign County Transition Conference was held in February 2008, in Urbana, more than 165 students attended. Twenty-five agencies provided informational booths and about 50 parents attended the special track developed specifically for parents of students with disabilities. The Conference is held every other year and is partially funded by DRS TPC Mini-Grants and area business/organization donations. The primary purpose is to provide students and parents with information and options related to transition services available in the community as the student transitions from high school to adult life.

## **DRS, Cont.**

Champaign TPC Committee held a brainstorming session and developed focused objectives and goals for the Strategic Plan for SY2009 /2008-2009 school year.

- GALESBURG - Annually the Field Office and TPC provides a forum for teachers and families to learn about the area agencies and their services. The TPC offers a written booklet of available services.
- MACOMB - Annually the Field Office and local TPC sponsors a Tools for Life Transition Conference.
- PEORIA OFFICE - The Peoria Field Office along with its TPC, Central Illinois had accomplishments in the areas of :

### **DEVELOPMENT**

Developed portfolios for all disability types

Developed and implemented a survey assessment for profound and severe students

Developed teacher, parent and community information accessible on the Transition section of TMCSEA website

Developed jobs in the community – student and program specific

Developed marketing tools for STEP

Developing a video modeling library for area workshop contracts and employment sites

Developing SOP's unique to the individual student's abilities

### **IN-SERVICE - OUTREACH**

Presented measurable goal writing in-services for teachers at their requests

Assist parents in the PUNS process

Scheduled and accompanied parents on tours of workshops and residential

Attended staffings as invited by districts on transition

Participate in Central Illinois Transition Planning Committee

Committee members for Transition School to Work Expo, track 1 & 2

Attended conferences on Transition, Juvenile Sex Offenders, Autism, Future Life Planning

Presented at Parent Groups

### **STEP**

Conducted required quarterly interviews of STEP students

Observed students at worksites and provided feedback to employers

Created opportunities for students to work in workshops as temporary workers

Networked with Explore Clubs in Tazewell and Mason Counties

Conducted YES assessments

MECA Training and resource support

## **DRS, Cont.**

Meeting with students exiting to develop plans and make referrals

### **Transition Planning Committees (TPC)**

DRS facilitated the enhancement of local transition services by supporting Transition Planning Committees (TPCs). These TPCs identify existing resources and unmet needs, facilitate an ongoing exchange of information, and develop local transition training programs for students, teachers and parents.

In FY 2008, 40 active TPCs served single or multi county counties. There were 24 projects and activities funded by DRS for local TPCs that made provisions for web sites, resource materials, public awareness flyers, and resource/transition fairs.

DRS joined with many partners to offer a wide variety of transition outreach activities throughout the year. With the collaboration of numerous state-wide agencies, the 2007 Transition Conference, chaired by DRS staff, offered 625 participants (vocational rehabilitation staff, educators, health-care providers, youth, families, and community representatives) the opportunity to explore transition options that support positive post-school outcomes for youth with disabilities.

### **2007 Transition Statewide Conference**

DRS collaborated with numerous state agencies to plan and host the annual conference in Effingham. Six-hundred twenty five participants (vocational rehabilitation staff, educators, health-care providers, youth, families, and community representatives) explored transition options that support positive post-school outcomes for youth with disabilities. A new connection this year was with the Cook County Juvenile Department which sent thirteen probation officers to learn how to meet the needs of youth with disabilities.

## **Other - 1**

### **DRS State -Operated Schools**

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. Listed below is information pertaining to the transition-related focus of the DRS Schools.

For additional information go to: <http://www.dhs.state.il.us/page.aspx?item=29739>

## **DRS, Cont.**

### **Education**

DRS' schools have a 5th year program where students, who have completed their high school credits, bank their diploma and participate in this program which offers independent living, daily living skills, employment, medical management, PA and other types of life long training.

### **Employment**

All students in the 5th year program are employed. They receive necessary training; resume writing training and actual work experiences.

### **Post-Secondary Education**

Some students in the 5th year program take local community college classes. They receive remedial assistance, if necessary. The student learn how to use note takers, PAs, etc., if needed.

### **Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)**

Post-secondary training is an integral component of the 5th year program.

### **Rehabilitation Services**

All 5th year students are adult VR customers.

### **Transportation**

Students learn how to navigate accessible transportation through this program.

### **Housing**

Students also are involved in locating and securing accessible and affordable housing.

### **Other – 2**

### **DRS and the Work Incentive Planning and Assistance Program**

The Social Security Administration (SSA), as authorized under the Ticket to Work and Work Incentives Improvement Act, awarded 99 cooperative agreements to a variety of community-based organizations called Work Incentive Planning and Assistance (WIPA) projects. These WIPA projects provided SSA recipients with disabilities (including transition-to-work aged youth) access to work incentive information, and benefit planning and assistance services.

## **Illinois Healthcare and Family Services (HFS)**

Director: Barry S. Maram  
ICC Designee: Pat Curtis  
Phone Number: 217-558-4534  
Fax Number: 217-557-2998

Member: Sandra Mott

**Website Address:** <http://www.hfs.illinois.gov/>

### **Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

The Healthcare and Family Services (HFS) role in providing transition services is an indirect, but important one.

HFS funds health screening, immunization, school based and other health services to Illinois children. The HFS All Kids program and Family Care program offers affordable healthcare to children of all ages and their parents. Transition planners may more easily address the child's other needs, knowing that their current healthcare needs are addressed. Without appropriate, accessible and ongoing medical care, effective future planning can be very difficult. Additionally, good healthcare practices may reduce or eliminate the impact of certain disabling conditions. More than one million children were enrolled in HFS funded healthcare programs in 2007.

### **Transition Services Provided by This Agency:**

#### **Employment**

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 that will become effective upon federal approval of the State Plan. 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 650 Illinois residents with disabilities received healthcare coverage through HBWD.

## **HFS, Cont.**

### **Other**

HFS was awarded the Medicaid Infrastructure Grant to develop a Strategic Plan to reduce/eliminate barriers to employment for people with disabilities.

- Partnering with HFS, The Department of Human Services (DHS) and the Department of Commerce and Economic Opportunity (DCEO), formed a Strategic Planning Leadership Committee comprising of business leaders, advocacy organizations, people with disabilities, and state/federal agency leaders.
- This Committee is in the process of developing a Strategic Plan based on information elicited from all stakeholders and developing a map of current Illinois services.
- The Strategic Plan will include the identification of barriers, activities to address the barriers, and policy recommendations. These will include issues related to transitioning students to employment. It is anticipated implementation of the Strategic Plan recommendations will begin upon federal approval of the plan.

## Illinois State Board of Education (ISBE)

Director Name: Dr. Christopher Koch, State Superintendent  
IICC Designee: Elizabeth Hanselman, Assistant Superintendent  
of Special Education  
IICC Members: Melanie Fleenor and Susan Walter  
Phone Number: 217-782-5589  
Fax Number: 217-782-0372

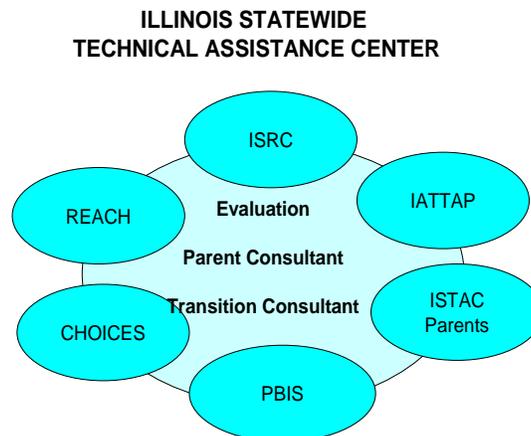
Website Address: [www.isbe.net](http://www.isbe.net)

### Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:

- Developed 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.
- 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.

### Transition Services Provided by This Agency:

#### Education



## ISBE, Cont.

- The Illinois Statewide Technical Assistance Center (ISTAC) is Illinois' model of integrated technical assistance for families and school districts. ISTAC projects each use a coaching and support network model, focusing on building the capacity of districts through the implementation of evidence-based practices, utilizing self-assessment, data collection and data analysis in support of data-based decision making. ISTAC is comprised of the following components:
  - Statewide Transition Consultant
  - Statewide Parent Consultant
  - Illinois Positive Behavior Interventions and Support (PBIS) Network
  - Illinois Autism Training and Technical Assistance Project (IATTAP)
  - Project CHOICES (Children Have Opportunities in Inclusive Communities Environments and Schools)
  - ISTAC Parents (Parent Network and Parent Mentors)
  - Illinois Service Resource Center (ISRC - for students who are deaf or hard of hearing and have emotional disabilities)
  - Project Reach (federal deaf-blind project)
  - Evaluation Center at Loyola University-Chicago (LUC)
- Nine transition training modules from the Transition Outreach Training for Adult Living (TOTAL) Project were updated for IDEA 2004 and reformatted and are accessible via the ISBE website.  
[http://www.isbe.net/spec-ed/html/transition\\_video.htm](http://www.isbe.net/spec-ed/html/transition_video.htm)
- A webpage dedicated to Secondary Transition was developed and links 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 have increased equitable, statewide access to tools and resources that support quality transition planning and improving outcomes for students with disabilities.
- Continued, 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) to incorporate/develop technical assistance tools and engage in capacity planning and building activities.

## **ISBE, Cont.**

### **Employment, Post-Secondary Education, Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc)**

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 drives 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.
- Secondary Transition webpage: <http://www.isbe.state.il.us/spec-ed/html/total.htm>
- 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 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 and 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.

## **ISBE, Cont.**

### **Advocacy Services**

- One of ISBE's technical assistance and training projects is the Parent Mentor Project that promotes active parent participation and partnerships.
- The Parent Guide has been revised and has a chapter dedicated to Transition Planning.
- Parent/family leadership is supported by the Illinois Statewide Parent Consultant supported through ISBE.

### **Transition Planning Committees (TPC) Data**

- Local school districts enter data into FACTS (See next page) for Transition Services Needed Upon High School Completion.
- A mechanism to transmit this information to in a user-friendly, accessible format to share with TPC's must be developed in conjunction with DHS/DRS.

### **PUNS (Prioritization of Unmet Needs) Data System**

- 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.

### **Other**

- 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.)

[http://www.isbe.net/spec-ed/pdfs/indicator13\\_instruct.pdf](http://www.isbe.net/spec-ed/pdfs/indicator13_instruct.pdf)

## **UIC Division of Specialized Care for Children (DSCC)**

Director: Gerri Clark, RN, MSN (Interim)  
IICC Designee: Darcy Contri RN, BSN, MPH  
Phone Number: 217-558-2350  
Fax Number: 217-558-0773

**Website Address:** [www.uic.edu/hsc/dsc](http://www.uic.edu/hsc/dsc)

### **Synopsis of major activities, new ventures, grants, projects, directives, etc. for the year July 1, 2007 through June 30, 2008:**

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:** UIC, Division of Specialized Care for Children, The Illinois Chapter American Academy of Pediatrics, Illinois Healthcare and Family Services, The Arc of Illinois, Family to Family Health Information and Education Center, and several other agencies have begun efforts for applying for a State Implementation Grant for Integrated Community Systems for Children and Youth with Special Healthcare Needs through the U.S Department of Health and Human Services, Health Resources and Services Administration (HRSA) opportunity. The application period will begin February 2009.

### **Transition Services Provided by This Agency:**

#### **Education**

Ongoing training and technical assistance focused on health care transition issues, promotes ways to include health care transition planning in IEP/504 plans through participation in planning meetings with the youths, families and schools. This collaboration includes the sharing of 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.

## **DSCC, Cont.**

### **Employment**

DSCC provided transition aged youth and families with anticipatory guidance addressing employment, ways to gain work experience, employment and ADA, and resource referral. This information is also available on their web site at:

<http://internet.dsccl.uic.edu/dscclroot/parents/transition.asp>

### **Post-Secondary Education**

DSCC provided transition aged youth and families with anticipatory guidance on preparing for college including information on what to ask when visiting the campus's Office of Disabilities; preparing for postsecondary education and knowing their rights and responsibilities along with additional planning guidance and resources.

Post-Secondary Training (work skills, social skills, self-advocacy skills, health/medical skills, etc.)

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.

### **Rehabilitation Services**

DSCC care coordinators provided 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.

### **Transportation**

DSCC assisted enrolled youth and their families with travel reimbursement to access specialty medical care. DSCC has developed an informational document ***Driving in Illinois*** which is available on DSCC's public web 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. Care Coordinators referred youth to Centers for Independent Living to learn more about transportation classes. Additionally DSCC has developed an activity sheet on skills for using transportation, which is also available on the public web site.

### **Housing**

Care coordinators promote skill building in areas of independent living and provide anticipatory guidance through home living activity and independent living teaching sheets, also available on DSCC's public website.

## **DSCC, Cont.**

### **Advocacy Services**

Care coordinators advocate with and for youth and their families across settings such as doctors' visits, IEP/504 planning, 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.

### **PUN (Prioritization of Unmet Needs) Data System**

DSCC staff received training and information about PUNS along with referral sources for families to complete the PUNS form.

### **Other:**

#### Transition Outcomes Data

- Data is collected annually for DSCC enrolled youth through chart reviews and biannually through youth consumer surveys.
- DSCC's Medical Advisory Board, Administration, Agency Transition Coordinator and Statewide Care Coordinators are identifying adult health care providers in Illinois who are 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 HRSA grant application has explored strategies on recruiting adult healthcare providers.

## Vision for the Future

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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.

## Committee Plans for FY2009

The immediate actions of the Council include workgroups to address the following broad areas and the proposed activities:

### 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 data discussions can occur.
- 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, and school districts.

### 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.

## Appendix I

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### Survey Questions – Distributed to Transition Planning Committees

**Survey Question 1.** Please provide demographic information for the person completing the survey (included: name, TPC name, address, Region and contact information)

**Survey Question 2.** Identify ALL school districts within this TPC service area that provided services to youth with disabilities 14 -22 years of age.

**Survey Question 3.** Based upon the TPC members' knowledge and experiences identify the most pressing unmet community or adult service needs for students who exited high school in June 2008. (If there are significant differences by communities within the TPC, please comment.)

**Survey Question 4.** Based upon TPC member's knowledge and experience, what school - based educational transition supports/services were not readily available to students who exited high school in June 2008?

**Survey Question 5.** What are the TPCs recommendations to the general assembly to address the identified unmet needs?

**Survey Question 6.** What are the overall perceptions of members in the TPC regarding Transition Services in the State of Illinois?

**ILLINOIS INTERAGENCY COORDINATING COUNCIL  
ON TRANSITION**

December 15, 2008

**Illinois Interagency  
Coordinating Council**

To: Executive Director

IL Board of Higher Education From: Marva Campbell-Pruitt, DHS/DRS  
Elizabeth Hanselman, ISBE  
IL Community College Board ICC Co-Chairmen

IL Council on Developmental  
Disabilities Subject: ICC Annual Report

IL Department of Children and  
Family Services Cc: Robert Kilbury  
Jeff Standerfer  
Ken Williams

IL Department of Commerce  
and Economic Opportunity

IL Department of Employment  
Security

Illinois Department of  
Healthcare & Family Services

IL Department of  
Human Services

*Division of Developmental  
Disabilities*

*Division of Mental Health*

*Division of Rehabilitation  
Services*

IL Department of Juvenile  
Justice

Illinois State Board of  
Education

University of Illinois  
Division of Specialized Care  
for Children

The Illinois Interagency Coordinating Council is charged with drafting an annual report highlighting transition initiatives for youth with disabilities in Illinois. Beginning this year, we wish to include the efforts and input from Illinois' 23 Centers for Independent Living (CILs) and other advocacy groups who provide support and services through information and referral or direct services.

The Illinois Interagency Coordinating Council (IICC) 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 Council is statutorily mandated to conduct an annual statewide evaluation of student transition outcomes and needs of information collected from local transition planning committees, school districts, and other appropriate sources and to include recommendations for administrative or legislative policies and programs which will enhance the delivery of transition services.

We feel that the youth initiatives sponsored by the CILs and other state advocacy groups are essential to increasing the effectiveness of youth's transition to adulthood, and their overall independence. We look forward to including your efforts in the 2007-2008 annual report and subsequent reports. The information submitted should reflect your agency's efforts for FY08. Please contact Marva Campbell-Pruitt at 312.636.0390 if additional information is required.

Please complete the attached short survey and return it to Ms. Jiana Young, DHS-DRS, 100 West Randolph, 5-300, Chicago, IL 60601 by January 8, 2009.

We thank you in Advance.

**Illinois Interagency Coordinating Council on Transition  
Youth Initiatives - FY 2008**

Name of CIL/Agency: \_\_\_\_\_

Counties Served: \_\_\_\_\_

1. Youth 14 – 22 years of aged served in FY2008 \_\_\_\_\_

Direct Services \_\_\_\_\_

Information/Referral \_\_\_\_\_

2. Do you have a Youth Council/Group? Yes \_\_\_\_\_ No \_\_\_\_\_

3. List Activities and Accomplishment of the CIL relative to Youth in FY 2008.

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4. What are your recommendations for improvement of Transition Related Services in your area?

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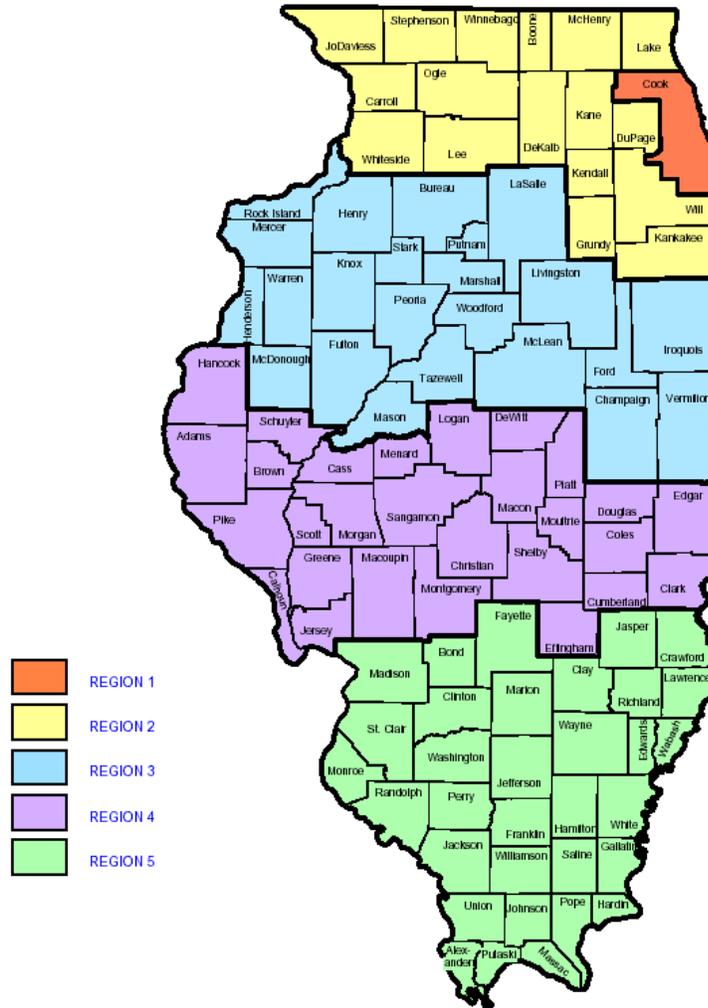
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Send completed form to:

Jiana Young  
IL Department of Human Services  
Division of Rehabilitation Services  
100 West Randolph 5-300  
Chicago, IL 60601

# Appendix III

## Regional Map



Transition Planning Committees by Regions

Region 1 Cook	Region 2 Northern IL	Region 3 North Central	Region 4 Central	Region 5 Southern IL
27	18	13	1	1
28	19	14	4	2
29	20	15	6	3
34	21	16	7	8
39	24	17	12	9
	25	22	38	10
	30	23		11
	31	26		36
	32	40		
	33			
	37			
	41			