

ISBE Special Education Updates Webinar

September 24, 2021

Welcome and Introductions

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For general questions regarding special education, please email ISBESpecED@isbe.net or call (217) 782-5589.

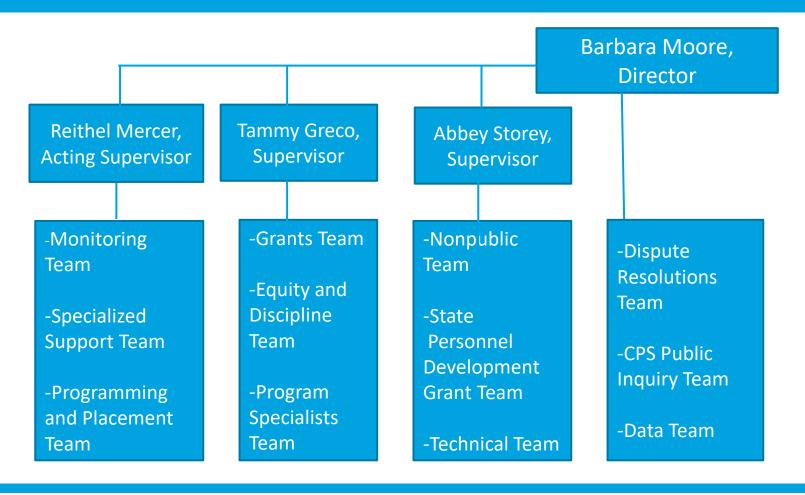


AGENDA

- Department Overview
- Reminders
- ISBE Website and Resources
- Grants/Funding
- Legislative Updates
- Accountability and Support System
- ISBE-Funded Projects
- Additional Supports
- Questions



ISBE Special Education Department Organizational Structure





Reminders: Special Education Director Approval Information

- Each cooperative or stand-alone district must have a designated full-time approved special education director.
- A state-approved special education director:
 - ✓ Is responsible for the overall administration of comprehensive special education programs and services in the special education district.
 - ✓ Must hold a valid Professional Educator License (PEL) and a Director of Special Education Endorsement (DSE).

Reminders: Special Education Director Approval Information (continued)

- <u>To appoint or change</u> a state-approved special education director, a co-op or stand-alone district must send the following information to ISBE:
 - Name of the new director.
 - ✓ Illinois Educator Identification Number (IEIN).
 - Effective date of the appointment.
 - Director's business address, phone, and email address.
 - ✓ Information should be sent to Melanie Archer at marcher@isbe.net.
- Upon ISBE approval, the new state-approved director will be sent a letter and their name will be added to:
 - Directory of State-Approved Special Education Directors
 - State-Approved Special Education Directors listserv



Reminders: Updating Files and Contact Information (Cooperatives)

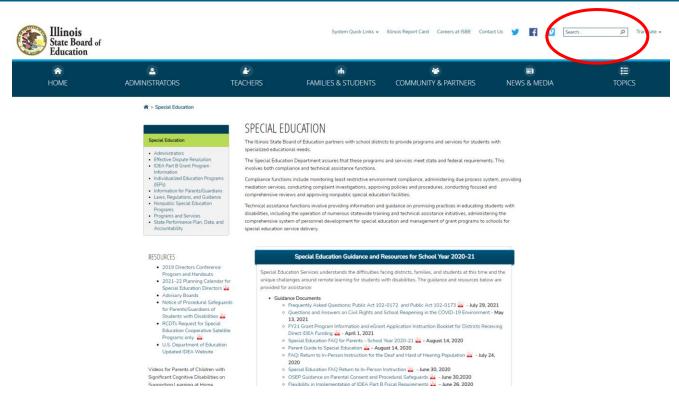
If you have not already, please complete the following tasks:

- Send a copy of your joint agreement to <u>mgoldswo@isbe.net</u> ISBE is working to comply with <u>105</u> <u>ILCS 5/10-22.31</u>.
- Fill out and submit the ISBE Special Education Cooperatives
 Contact Information Updates Form at
 https://forms.office.com/r/UwxEmejpkA.



ISBE Website and Resources

https://www.isbe.net/Pages/Special-Education-Programs.aspx





Helpful Resources

Planning Calendar

Monthly guide of important activities and due dates

RESOURCES

- 2019 Directors Conference Program and Handouts
- 2021-22 Planning Calendar for Special Education Directors
- · Advisory Boards
- Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities
- RCDTs Request for Special Education Cooperative Satellite Programs only
- U.S. Department of Education
 Updated IDEA Website



Helpful Resources - Dispute Resolution

- Information on effective dispute resolution is at https://www.isbe.net/Pages/Special-Education-Effective-Dispute-Resolution.aspx.
- Special Education Dispute Resolution in Illinois Comparison Chart
- Special Education Parent Guide
 - Chapter 11: Conflict Resolution
 - Español





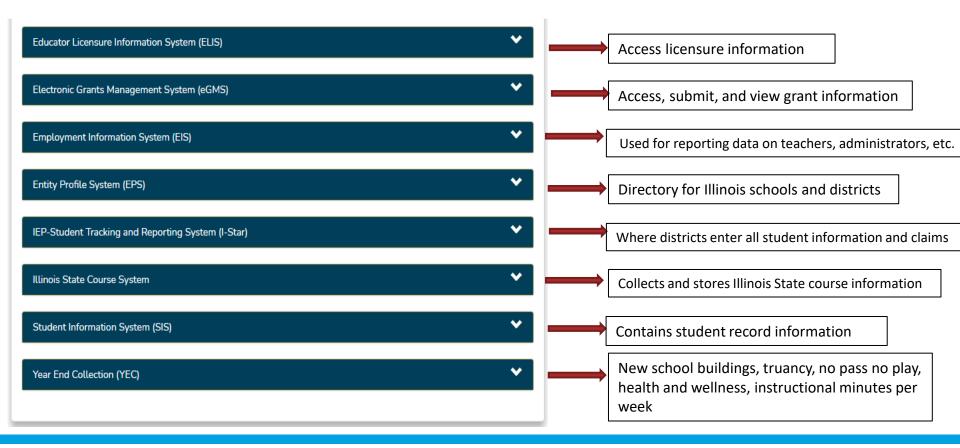
Helpful Resources - Dispute Resolution

 For specific questions regarding mediation, contact Sherry Colegrove by calling the Special Education Department or by emailing <u>scolegro@isbe.net</u>.

 For specific questions regarding due process, contact Andy Eulass by calling the Special Education Department or by emailing <u>aeulass@isbe.net</u>.

Helpful Resources - Data Systems

https://www.isbe.net/Pages/ISBE-Education-Data-Systems.aspx





Helpful Resources - I-Star

The IEP Special Education Tracking and Reporting (I-Star) system is a special education data management tool for school districts and special education cooperatives in Illinois. Within I-Star, you can track data accurately by utilizing many different features, such as caseload, events, transportation tracking, contact information for students and parents/guardians, a special notes area, and Medicaid number tracking. Information for State Performance Plan Indicators 11 and 13 is also tracked and reported in I-Star. For added assistance, multiple reports are available based on student and personnel information entered. The reports can be exported to different formats.

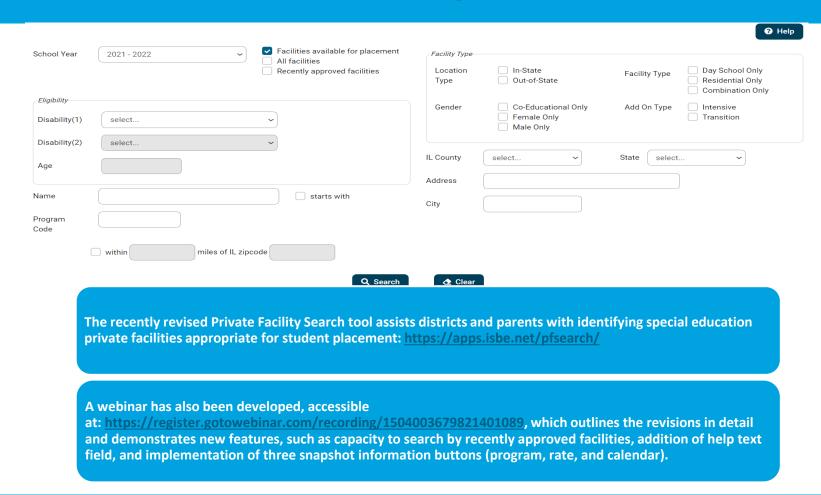
https://www.isbe.net/Pages/istar.aspx

 The Harrisburg Project supports special education districts and cooperatives through the management of I-Star.

https://www.hbug.k12.il.us/default.aspx



Helpful Resources - Private Facility Search





Helpful Resources - 34-37

- The Application for Approval of Private Residential Room and Board Reimbursement (Form 34-37), is accessible at https://www.isbe.net/Documents/34-37 residential room board.pdf. It must be submitted prior to:
 - Initial residential placement.
 - Continuing residential placement.
 - Change of residential placement.
 - High school district taking responsibility.
- For specific questions regarding Form 34-37, contact Sue Taylor by calling the Special Education Department or by emailing <u>3437RnB@isbe.net</u>.

Illinois State Board 100 North First Street, Springfield, Illinois 627			APPLICATION FOR APPROVAL OF PRIVATE RESIDENTIAL PLACEMENT ROOM AND BOARD REIMBURSEMENT			
	SPECIAL EDI	JCATI	ON DEPARTMENT			
ISBE Form 34-37 is to be completed a board may be contracted by a school public agency and need a residential p be entered on FACTS to complete the	rict determines at an IEP meeting and submitted in a timely manner district for students ages 3 throug lacement for educational reason approval process. Claims for roor	that the to allow th 21 wi s. Upor m and b	Illowing: Initial Placement Inconfinuing Placement Inconfinuing Placement Inconfinuing Placement Inconfinuing Placement Inconfinuing Placement, approval PRIDGO to the district effecting the placement. Tulion and round ho are residents of the school district, have a parent or guardian other than a receipt of approval for reimbursement via ISBE Form 34-37, the student must coard should be submitted monthly on IWAS.			
ISBE Form 34-37 is needed for continu			icular facility. However, only the information requested on pages 1, 4 and 6 of ict during the approval period:			
When a student changes from		hool dis	strict per Section 14-6.01 of the School Code because he/she			
	currently approved application is a reen units within the same facility of		hing and the placement must continue;			
When a residential placement		period o	of less than one calendar year needs to be extended for a period			
Complete and submit ONE COPY of the	is application form, including sepa	arate pa	ges with narrative as necessary. Submit to 3437RnB@isbe.net.			
		ems m	nust match the information listed on FACTS.)			
NAME OF STUDENT (Do not use nickname Last	s.) First		SIS NUMBER			
GENDER Male Female	BIRTH DATE (MM/DD/YY)	REGION, COUNTY, DISTRICT, TYPE CODE				
RESIDENT DISTRICT NAME AND NUMBE	R AND ADDRESS (Street, City, Zip Co.	de)	FAX NUMBER (Include Area Code)			
NAME AND TITLE OF CONTACT PERSON	AND LOCATION	TELE	PHONE NUMBER (Include Area Code) E-MAIL OF CONTACT PERSON			
RESIDENTIAL PRIVATE FACILITY CODE (Where student is located)	RESIDENTIAL PRIVATE FACILITY	NAME	AND ADDRESS (Street City, Zip Code)			
Complete the following items ONLY w	nen tuition is paid to a different ent	ity code	y code than is indicated above.			
TUITION PRIVATE FACILITY CODE		PRIV	PRIVATE FACILITY			
For Initial Application: If placement is Ou	t of State - Has Interstate Compact v	vith DCF	S been completed for students under 18 years old? Yes No			
Use the codes at right to indicate the disabil	ty(ies) of the student. (This information	should I	be the same as on FACTS.) DISABILITY KEY			
Primary Disability, (i.e. the one that						
has the most adverse impact on the education of the students) Becondary Disability, if identified			A = intellectual Disability C = Orthogodic Impairment Disability E = Visual Impairment G = Deathesis G = Deathesis I = Signed and/or Lanquage Impairment			
			K = Emotional Disturbance L = Other Health Impairment M = Multiple Disabilities N = Developmental Delay O = Audium P = Traumatic Brain Injury			

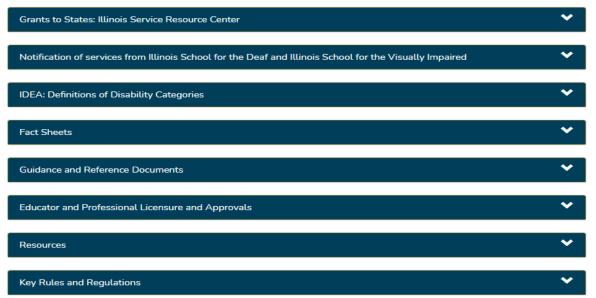


Helpful Resources-Deaf and Visually Impaired

SPECIAL EDUCATION

DEAF, HARD OF HEARING, DEAF-BLIND, VISUALLY IMPAIRED

Welcome to the ISBE Special Education informational web page for educators regarding students who are Deaf, Hard of Hearing, Deaf-Blind, or Visually impaired. Please expand the sections below for resources, guidance documents, and other important information.



https://www.isbe.net/Pages/Deaf-and-Visually-Impaired.aspx



Helpful Resources-Deaf and Visually Impaired

Resources



- Illinois Service Resource Center (ISRC)
- Illinois Deaf and Hard of Hearing Commission (IDHHC)
- Illinois School for the Deaf (ISD)
- Illinois School for the Visually Impaired (ISVI)
- Philip J Rock and Project Reach
- Illinois Advisory Board for Services for Persons who are Deafblind (IABDB)
- IL Unified English Braille Transition Plan
- Illinois Assistive Technology Program
- The Chicago Lighthouse
- Illinois Supervisors of Programs for the Education of Individuals who are Deaf and Hard of Hearing (ISHI)

https://www.isbe.net/Pages/Deaf-and-Visually-Impaired.aspx



IDEA Funds

Flow-Through and Preschool

- Please submit your FY 2022 IDEA Grant Applications. The due date to receive a July 1 start date was July 15. Any grant submitted after July 15 will receive a start date of when the application was submitted. Expenditures made prior to the start date will not be eligible for reimbursement.
- Carryover and final allotments will be released by Funding and Disbursements in late September, or early October, or when the final expenditure report is submitted, whichever is later. Please expect your Flow-Through, Preschool, Nonpublic Proportionate Share, and CEIS allotments to adjust.
- Coordinated Early Intervening Service (CEIS) Districts that were required to use CEIS in FY 2021 that did not expend all of their funds are expected to budget those additional funds in an amendment once carryover and final allotments are released. You will see that amount (unbudgeted FY 2021) pushed into CEIS on the allotment page once this occurs.
- TMC Uploads Please remember to redact any identifiable student information from your TMC uploads that violate FERPA. This would include any identifying information for students who have an IEP (e.g., parent or student names and addresses). The most common place to see these are in letters mailed to homeschooled students, sign-in sheets, signatures on the attestation forms, and email addresses.

ESSER III Funds

- Funds specifically for special education (only)
 - ARP ESSER III for eligible cooperatives
 - ARP ESSER III IDEA to districts (coming soon)
- When completing the ARP ESSR III applications for eligible cooperatives, please be sure each line item on the budget pages specifies what area those funds are being applied to (learning loss, summer enrichment, after school).

Contact Information

- Grants Webpage: https://www.isbe.net/Pages/IDEA-Part-B-Grant-Program-Information.aspx
- Grants Team Contact Information:
 - Kim Beachy <u>kbeachy@isbe.net</u>
 - Josh Green jgreen@isbe.net
 - Kristin Lessen klessen@isbe.net
 - Sam Worth <u>sworth@isbe.net</u>



Legislative Updates

The following bills have passed both houses and have been signed by the Governor:

- Public Act 102-0172 (HB0040) Services for 22-year-olds
- Public Act 102-0173 (HB2748) Criteria for recovery eligibility for above
- Public Act 102-0150 (SB0517) High-Cost SPED Funding Commission
- Public Act 102-0057 (HB0290) Provision of PUNS guide to parents
- Public Act 102-0254 (HB0041) In-state residential facility search
- Public Act 102-0339 (HB0219) Reforms isolated time out and restraint
- Public Act 102-0357 (SB0654) Student play time
- Public Act 102-0516 (HB3950) Higher ed dual credit, disability
- Public Act 102-0264 (HB0452) DHS services for students with disabilities



Public Act 102-0172 (HB 0040)

 Allows students who turn 22 to finish the remainder of the school year (current practice: aging out on the day before their 22nd birthday).

 FAQ Document: https://www.isbe.net/Documents/FAQ-HB-40-HB-2748.pdf

Full Text:
 https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0172



Public Act 102-0173 (HB 2748)

Provides that if a student with an IEP turns 22 during the time in which the student's in-person instruction, services, or activities are suspended for a period of 3 months or more during the school year as a result of the COVID-19 pandemic, the student is eligible for services up to the end of the regular 2021-22 school year, unless the student is no longer a resident of that school district.

FAQ Document:
 https://www.isbe.net/Documents/FAQ-HB-40-HB-2748.pdf

Full Text:
 https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0173



Public Act 102-0150 (SB 0517)

- The amended version requires the creation of a commission to review the current funding system, consider other state structures, and make recommended changes to Illinois' special education funding formulas by November 30, 2021, to ensure placement-neutral funding and address high-cost needs in line with the principles of Evidence-Based Funding.
- Full Text: https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0150



Public Act 102-0057 (HB 0290)

- Requires the state to provide a Parents'
 Guide to Prioritization for Urgency of Need
 for Services (PUNS), and for schools to
 distribute it at each annual review.
- Link to Parents' Guide:
 - ISBE IEP Page: https://www.isbe.net/Pages/Special-Education-Individualized-Education-Program.aspx
 - ISBE Indicator 13 Page: https://www.isbe.net/Pages/SPP-APR-Indicator-13.aspx
- Full Text: https://ilga.gov/legislation/publicacts/fullt
 ext.asp?Name=102-0057

RESOURCES

- IEP-Student Tracking and Reporting System (I-Star)
- Secondary Transition, Transition and Indicator 13 Webinar Series
- Early Childhood Transition
 Webinar Presentation
- Early Childhood Transition
 Webinar
- IEP Quality Project (IEPQ) Online Tutorial (for School Staff)
- Dynamic Learning Maps Alternate Assessment
- · Assistive Technology
- PUNS: A Guide to Prioritization for Urgency of Need for Services
 Understanding PUNS
- PUNS: una guía para la priorización de la necesidad de servicios de urgencia
 - Entendiendo PUNS



Public Act 102-0254 (HB 0041)

• Provides that prior to the placement of a child in an out-of-state special education residential facility, the school district, Illinois placing agency, or court must offer to the child or the child's parent/guardian the option to place the child in an Illinois facility that provides treatment and services comparable to those provided by the out-of-state facility. Further, requires the school district to conduct an annual review of a child's out-of-state placement and to offer placement in an in-state comparable facility.

Full Text:

https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0254



Public Act 102-0339 (HB 0219)

- Reforms the use of time out and physical restraint.
 - Questions regarding restraint and time out should be directed to the Student Care Department at (217) 785-5585 or restrainttimeout@isbe.net.
- Full Text:

https://www.ilga.gov/legislation/publicacts/102/102-0339.htm



Public Act 102-0357 (SB 0654)

 Requires daily play time for students in Grades K-5. Defines play time and requires that, for students with disabilities, it complies with their IEP.

• Full Text:

https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0357



Public Act 102-0516 (HB 3950)

 Secures that students with disabilities have access to the district's Career and Technical Education (CTE) programs as part of the transition programming and requires community colleges to develop dual credit courses for students with disabilities.

• Full Text:

https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0516



Public Act 102-0264 (HB 0452)

- Public Act 102-0264 amends the Rehabilitation of Persons with Disabilities Act by removing a requirement that the Department of Human Services submit an annual report on vocational training programs and services to be filed with the Governor and the General Assembly on or before March 30 each year. Further amends the School Code. Provides that if a child is deaf, hard of hearing, blind, or visually impaired or has an orthopedic impairment or physical disability (rather than is diagnosed with an orthopedic impairment or physical disability) and the child might be eligible to receive services from the Illinois School for the Deaf, the Illinois School for the Visually Impaired, or the Illinois Center for Rehabilitation and Education-Roosevelt, the school district shall notify the parents, in writing, of the existence of these schools and the services they provide.
- Full Text: https://ilga.gov/legislation/publicacts/102/102-0264.htm.

Accountability and Support System

SPECIAL EDUCATION

State Performance Plan, Data, and Accountability

IL Special Education Accountability and Support System

- · LEA Selection and Determinations
- Tiered Supports and Resources
- · System Support Plans

RESOURCES

- Illinois Special Education
 Accountability and Support
 System Introduction to the
 System webinar, September 3,
 2020
 - Webinar Recording
 - Presentation \(\frac{1}{6} \)
- Illinois Special Education
 Accountability and Support
 System Information Packet

SPECIAL EDUCATION

IL SPECIAL EDUCATION ACCOUNTABILITY AND SUPPORT SYSTEM

ISBE began implementing the Illinois Special Education Accountability and Support System in September 2020. The system was designed to:

- · Maintain a high level of compliance with IDEA federal regulations and Illinois Administrative Rules for special education.
- Support local education agencies (LEAs) in the process of self-assessment, root cause analysis, evaluation, and improvement of compliance and results-focused efforts.
- Establish a continuous and meaningful process focused on improving academic results and functional outcomes for students with disabilities by connecting local data to improvement efforts.
- · Connect system improvement activities with multi-year planning and supports.

The foundation of the updated system was built on the premise of results-based accountability (RBA) currently being utilized at the federal level. RBA shifts from a system focused primarily on compliance to one that is more balanced and emphasizes improving results and outcomes as well. The Illinois Special Education Accountability and Support System provides differentiated monitoring and support using an RBA framework. It is designed to identify potential LEA risk through the LEA Determinations process and to assist ISBE in effectively utilizing its resources to provide tiered monitoring and support to its LEAs. It focuses on monitoring for compliance and results, and uses that information to provide targeted, evidence-based technical assistance and professional development to LEAs. It addresses district-specific needs in the areas of results, compliance, and fiscal by differentiating levels and types of monitoring and support based on each LEA's unique strengths, progress, and challenges identified through the LEA Determinations process. The three main components of the Illinois Special Education Accountability and Support System are LEA selection and determinations, tiered supports and resources, and system support plans.

LEA Selection and Determinations

Tiered Supports and Resources

System Support Plans

https://www.isbe.net/Pages/Accountability-Support-System.aspx



District Risk Assessment for Selection

Objective:

Create a predefined subset of results indicators and compliance indicators, placing each district in a support level based on a scoring system.

Compliance



Results

District Risk Assessment Measures of Success

Compliance Indicators

- Suspension/Expulsion (4B)
- Disproportionality-IEPs (9)
- Disproportionality-Specific Disability Categories (10)
- Evaluation (11)
- IDEA Part C to Part B Transition (12)
- Secondary Transition (13)
- Timely Correction of Noncompliance

Results Indicators

- Graduation (1)
- Statewide Assessment Participation in Reading and Math (3b)
- Statewide Assessment
 Performance in Reading and Math
 (3c)
- Least Restrictive Environment-Ages
 6-21 (5a)
- Early Childhood Service Delivery Settings-Ages 3-5 (6a)
- Fiscal Risk (single audits)



Risk Assessment Scoring Rubric

Indicator	Score = 3	Score = 2	Score = 1	Score = 0
Measure				
Indicator 6a: Early Childhood Service Delivery Settings	The LEA is meeting or exceeding the state SPP target.	The LEA is below the state SPP target and has improved from the previous year (growth = > 1%).	The LEA is below the state SPP target and has remained constant from the previous year.	The LEA is below the state SPP target and has declined from the previous year (slippage= > 1%).
Indicator 12: IDEA Part C to IDEA Part B Transition	All children referred by IDEA Part C prior to age 3, who were found eligible for IDEA Part B, had an IEP developed and implemented by their third birthdays.			The LEA has an open finding of noncompliance for this indicator.
Indicator 1: Graduation	The LEA is meeting or exceeding the ESSA State Plan measure of interim progress for either the 4-year or 6-year graduation rate.	The LEA is below the ESSA State Plan measure of interim progress for graduation rate and has improved from the previous year (growth = > 1%).	The LEA is below the ESSA State Plan measure of interim progress for graduation rate and has remained constant from the previous year.	The LEA is below the ESSA State Plan measure of interim progress for graduation rate and has declined from the previous year (slippage= > 1%).
Indicator 13: Secondary Transition	All youth with IEPs aged 16 and above had measurable, annual IEP goals and appropriate transition assessment, services, and courses.			The LEA has an open finding of noncompliance for this indicator.



LEA Determination Matrix

Early Childhood Outcomes	FFY 2019 State Target	FFY 2019 LEA	FFY 2018 LEA	Score
		Data	Data	(0-3)
Indicator 6a: Early Childhood Service Delivery Settings	32.90%			
Indicator 12: IDEA Part C to Part B Transition	100.00%			
Secondary Outcomes				
Indicator 1: Graduation (4 year) OR	74.2%			
Indicator 1: Graduation (6 year)	79.2%			
Indicator 13: Secondary Transition	100.00%			
Additional Outcomes				
Indicator 3b: Reading Participation on Statewide Assessment	95.10%			
Indicator 3b: Math Participation on Statewide Assessment	95.10%			
Indicator 3c: Reading Performance on Statewide Assessment	23.30%			
Indicator 3c: Math Performance on Statewide Assessment	23.60%			
Indicator 5a: Least Restrictive Environment	58.00%			
Indicator 4b: Suspension/Expulsion	No policies contributing to			
	a significant discrepancy			
Indicator 9: Disproportionality (IEPs)	No inappropriate			
	identification			
Indicator 10: Disproportionality (specific disability categories)	No inappropriate			
	identification			
Indicator 11: Child Find	100.00%			
Timely Correction of Noncompliance	One year			
Fiscal Outcomes				
Fiscal Risk (Single Audits)	No audit findings			
TOTAL SCORE				
TOTAL POINTS POSSIBLE				
OVERALL PERCENTAGE				
LEA DETERMINATION				
TIERED LEVEL OF SUPPORT				



LEA Determination Designations and Corresponding Levels of Support

LEA Overall Percentage	LEA Determination	Level of Support
LEA Determination Matrix overall	Meets Requirements	Universal (Tier 1)
percentage of 80% or more		Support Available
LEA Determination Matrix overall	Needs Assistance	Universal (Tier 1)
percentage of at least 75% but < 80%		Support Available
LEA Determination Matrix overall	Needs Assistance for Two or	Targeted (Tier 2)
percentage of at least 75% but < 80%	More Consecutive Years	Guidance Needed
for two or more consecutive years		
LEA Determination Matrix overall	Needs Intervention	Intensive (Tier 3)
percentage of at least 45% but < 75%		Coaching Required
LEA Determination Matrix overall	Needs Intervention for Three or	Intensive (Tier 3)
percentage of at least 45% but < 75%	More Consecutive Years	Coaching Required
for three or more consecutive years		
LEA Determination Matrix overall	Needs Substantial Intervention	Intensive (Tier 3)
percentage of < 45%		Coaching Required

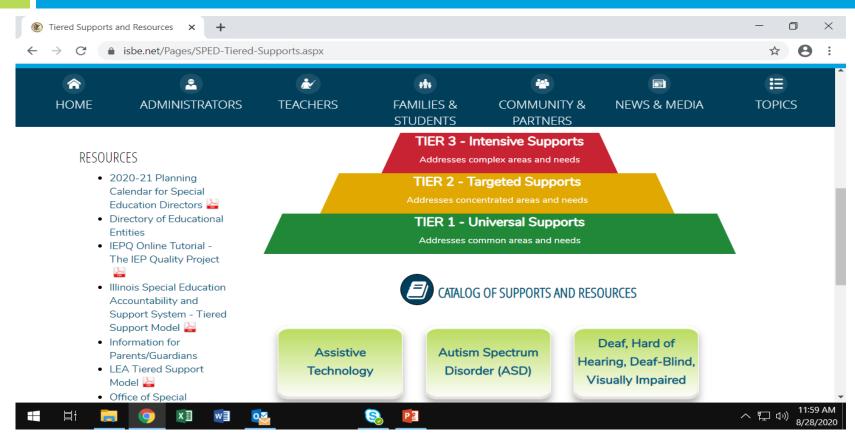


LEA Tiered Support Model

LEA Determination Designation	Tiered Level of Support
Meets Requirements	Universal (Support Available)
Needs Assistance	Tier 1
Needs Assistance for Two or More	Targeted (Guidance Needed)
Consecutive Years	Tier 2
Needs Intervention	Intensive (Coaching Required)
Needs Intervention for Three or More Consecutive Years	Tier 3
Needs Substantial Intervention	



Website Page Tiered Supports and Resources



https://www.isbe.net/Pages/SPED-Tiered-Supports.aspx



Support Plans for Improvement and Compliance

Objective:

- Create a process that works with district stakeholders to develop district-specific improvement plans that produce improved outcomes for students.
- Identify current system plans that districts complete and implement and combine efforts for improved results-based outcomes.

Self-Assessment Tool

- The Critical Components Tool for Special Education Programs (Critical Components Tool) was funded by the Special Education Leadership Academy in cooperation with the Illinois State Board of Education.
- Basis for selection: Reflected continuous improvement, action planning, outcomebased, measured growth, data review, and utilization of a rubric and evidence to support ratings.

ISBE-Funded Projects

- Parent Training and Information Centers
- Center for Transition and Work
- Juvenile Justice Reintegration Project
- Elevating Special Educators (ESE) Project
- Autism Training and Technical Assistance (ATTA)
 Project
- Assistive Technology Grant Projects
- IEP-Q



Parent Training and Information Centers

- Parent Training and Information Centers (PTIs) are authorized in Part D of the Individuals with Disabilities Education Act (IDEA) and are funded by the U. S. Department of Education Office of Special Education Programs. Each PTI is mandated to assist parents to:
 - Better understand the nature of their children's disabilities and their educational and developmental needs;
 - Communicate effectively with personnel responsible for providing special education, early intervention, and related services;
 - Participate in decision making processes and the development of Individualized Education Programs (IEPs) under Part B and Individualized Family Service Plans under Part C;
 - Obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families;
 - Understand the provision of IDEA for the education of, and the provision of early intervention services to, children with disabilities; and
 - Participate in school reform activities.

https://www.isbe.net/Pages/Special-Education-Parent-Training-and-Information-Centers.aspx



Illinois Center for Transition and Work

The Illinois Center for Transition and Work helps to address the significant need to provide special educators, related services personnel, and administrators with training and support needed to prepare students for employment. This grant is funded through a contract with the Illinois State Board of Education.

University of Illinois professors are working to create a statewide training and technical assistance center that focuses on transition from school to work for students with significant disabilities.



Juvenile Justice Reintegration Project

The Illinois Department of Juvenile Justice (IDJJ) has the unique opportunity to house, educate, and rehabilitate youth who are incarcerated for extend periods of time. However, a disconnected experience between IDJJ educational support services, IDJJ aftercare support, and the residential school district of the student often results in higher rates of recidivism, dropouts, and educational struggles. These struggles are exponentially increased for students with IEPs. This new program aims to connect IDJJ educator liaisons with other public school districts to assist youths with IEPs to help them successfully transition from IDJJ and reenter their residential school district. The IDJJ educational liaison's services will cease once the student has successfully re-entered the public school.

For additional information on the Juvenile Justice Reintegration Project, please contact Christine Wietasch at CWIETASC@isbe.net.



Elevating Special Educators Project

Illinois' Elevating Special Educators (ESE) project works to support early career and veteran special educators through mentoring and coaching, increase special education teacher retention in the state of Illinois through a tiered support system, and disseminate evidence-based practices and knowledge specific to literacy skills and instruction through professional development offerings. This effort will increase the capacity of school systems to recruit and retain highly qualified and equipped school personnel to improve the progress and performance in literacy and mathematics for students with disabilities. This goal will be achieved through the work of the Illinois ESE with oversight provided by ISBE.



https://www.iesenetwork.org/
https://www.isbe.net/elevatingeducators



Autism Training and Technical Assistance Project

The Autism Training and Technical Assistance Project (ATTA) and its resources have been developed pursuant to and funded 100% through a grant from ISBE. ATTA develops and presents resources that assist individuals with autism in their transition from secondary education to postsecondary education or employment. ATTA also seeks to provide training and support to important stakeholders as they work to provide an equitable experience for individuals with autism.



https://autismcollegeandcareer.com/

https://www.isbe.net/Pages/Autism-Spectrum-Disorder.aspx



Assistive Technology Grant Projects

- Illinois has three grant projects which address the use of assistive technology in schools:
 - AT Technical Assistance and Resources (AT-TA);
 - AT Device Loan and Evaluation (AT-LE); and
 - AT Exchange Network (AT-EN)
- These projects seek to build capacity and awareness for school personnel, parents/families, and community members around the use of assistive technology in education. Additionally, these projects increase availability of quality assistive technology devices to supports students access to curriculum throughout the state.

https://www.isbe.net/Pages/Special-Education-Assistive-Technology.aspx



IEP-Q Project

The IEP Quality Project (IEP-Q) is a research grant at the University of Illinois in Urbana-Champaign, funded by the U.S. Department of Education Institute of Education Services. The purpose of IEP-Q is to create and test a web-based IEP tutorial and decision-making support system that will be linked to the State of Illinois' IEP creation software.



- IEPQ Online Tutorial Information: https://www.isbe.net/Documents/IEP-Quality-Project-Tutorial.pdf
- IEPQ Website: https://iepq.education.illinois.edu/

Additional Supports for Directors



SELA's focus is on providing opportunities for advanced professional development aligned to the needs of leaders of special education services and to provide 1:1 mentoring, coaching, and resources to support new and current leaders navigating the ongoing changes in the field of education.

https://www.iaase.org/page?page=197



Questions?

