

Interagency Compendium

# **Illinois Transition Programs and Services**



Working Together to Improve Transition  
Outcomes for Youth with Disabilities  
and their families

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# INTRODUCTION

In 1990, Illinois passed the Interagency Coordinating Council Act (20 ILCS 3970). This state legislation supports the development and implementation of a coordinated, multidisciplinary, interagency service system for youth with disabilities ages 14 to 21. The goal of the legislation is to increase collaboration and cooperation among all partners providing services to youth with disabilities and their families.

The Illinois Interagency Coordinating Council is composed of the directors or their designees of the Illinois Board of Higher Education, Illinois Community College Board, Illinois Council on Developmental Disabilities, Illinois Department of Children and Family Services, Department of Commerce and Economic Opportunity, Illinois Department of Corrections, Illinois Department of Employment Security, Illinois Department of Human Services: Division of Developmental Disabilities, Division of Rehabilitation Services and Division of Mental Health Services, Illinois Department of Public Aid, Illinois State Board of Education and the University of Illinois at Chicago Division of Specialized Care for Children. The co-chairs of this Council are the Secretary of Human Services or designee and the Superintendent of Education or designee.

A compendium of resources has been developed to address two of the five responsibilities of the Interagency Coordinating Council as described in 20 ILCS 3970: “providing information, consultation, and technical assistance to state and local agencies and local school districts involved in the delivery of services to youth with disabilities in transition from secondary school programs to employment and other post-secondary programs” and “providing periodic in-service training to consumers in developing and improving awareness of transition services.” The Illinois Transition Programs and Services: Working Together to Improve Outcomes for Youth with Disabilities and their Families Compendium is one vehicle to share information about and to improve awareness of transition services among state and local agencies, local school districts and consumers.

The purpose of the Agency Compendium is to:

- Provide clarification of the programs and services offered by each of the Interagency Coordinating Council member agencies;
- Identify and describe the programs and initiatives to be coordinated by the Interagency Coordinating Council; and,
- Improve awareness of and to ensure transition-related service information is available for use by state and local agencies, local school districts, local service providers, and consumers to improve the transition process and outcomes for young adults with disabilities.

It is our hope that this document will support state, regional and local areas in identifying and coordinating programs and services that will enhance successes for young adults with disabilities as they transition to their post-secondary goals for employment, post-secondary education and training, community participation and independent living.

**NOTE:** This compendium is in draft form and is a work in progress. At the time the Annual Report to the Governor and General Assembly was submitted, two agency programs and their services had not been received and were not included. To view the most current information regarding the compendium, please visit the website: <http://www.isbe.net/iicc/default.htm>.

## CORRECTIONS

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**Programs and Initiatives to be Coordinated:**

Organization/Systems Components	Description
<b>Mission Statement</b>	<p>The mission of the Corrections School District (School District 428) is to enhance the quality and scope of education for inmates and juveniles within the Department of Corrections consistent with age, commitments, and sentence.</p> <p><b>Role related to transition:</b> To gather information concerning transition services needed, student interests, and prior training.</p> <p><b>Number served:</b> The Department of Corrections' School District 428 served 705 students in special education and transitional services during FY2002.</p>
<b>Identification of Transition Age Youth</b>	<p>School District 428's role in transition includes early and meaningful transition planning as a positive influence on students' post-school success and independence.</p> <p>The transition process is individualized, building upon each student's interests, strengths, experiences and goals for the future. Educators are knowledgeable in all areas of transition services in the training of School District 428. School District 428 begins the process when students reach age 14 and continues through their 21<sup>st</sup> birthday, or until they are transitioned into their respective communities.</p>
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	<p>School District personnel which includes the school psychologists and educators interview students to assess strengths and interests. Students participate in a Life Skills curriculum prior to being paroled. Information is provided to parole agents. Due to safety and security issues, School District does not conduct follow-up coordination for offenders.</p>

## CORRECTIONS

**Name of Organization:**      **Illinois Department of Corrections**

**Service Coordination**

The agency assists youths' transition into their respective communities with vocational, technical or professional skills in place. The facility and local school districts maintain communication to reconnect students to local attendance area schools.

**Individualized/Transition Plan**

The individual transition plan is developed with input from the student, student's parent if the student is under 18 and resides within a juvenile facility, or a surrogate parent if the natural parent is unavailable. Within the adult facilities, students under the age of 21 are emancipated and help develop their plan. Also involved is the students primary educator, Education Facility Administrator, and if applicable, the vocational coordinator for the facility. The primary educator is the case manager for the student and writes the plan as part of the IEP process. The parole agent is considered the person who is the implementer of this plan, as safety and security issues limit the School District's involvement.

**Information, Resources and Technical Assistance**

The Illinois Department of Corrections School District is a member of the Sangamon Area Transition Planning committee. However, due to students residing in facilities throughout the State of Illinois, no one Transition Planning Committee can provide enough technical information to assist the School District in providing needed assistance. The parole system within the prison system is charged with coordination and dispersement of such information.

**Service Access, Identification of Available Resources and Plan to Address Gaps**

School District is not involved with direct identification of community involvement, services available, or gaps within the system.

**Dispute Resolution/Appeal Process**

The Illinois Department of Corrections School District #428 provides information to legal services. Inter-agency information is provided through the Life Skills Centers. Parole agencies make the first contact with agencies.

## **CORRECTIONS**

**Name of Organization:**      **Illinois Department of Corrections**

**Provision and Payment of Services**

Through the parole and legal services divisions of Corrections.

**System Assurances and Accountability**

School District #428 ensures that state and federal resources are appropriately used in aiding committed persons to restore themselves to constructive and law-abiding members of the community.

Information is provided to the parole system. Each student is referred to their specific agent. School District is a very small portion of the overall Correctional process. Transition information is collected and disseminated to the appropriate Correctional divisions who Address specific issues.

## EDUCATION

**Name of Organization:** Illinois Board of Higher Education (IBHE)  
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**Programs and Initiatives to be Coordinated:**

The IBHE is the coordinating agency for statewide policy and planning for Illinois higher education. The IBHE is responsible for:

- making budget recommendations to the Governor according to the needs of public colleges and universities and the Illinois Student Assistance Commission;
- providing approval for new programs and review of existing programs at public two and four-year colleges and universities;
- providing approval for new programs and review of existing programs at some independent institutions located in Illinois and out-of-state.

Organization/Systems Components	Description
<b>Mission Statement</b>	IBHE's policy document, <i>The Illinois Commitment</i> , outlines six goals of Illinois higher education: <ul style="list-style-type: none"> <li>• Strengthening economic development;</li> <li>• Improving teaching and learning in K-12;</li> <li>• Keeping college education affordable;</li> <li>• Increasing the number and diversity of citizens in college;</li> <li>• Accountability for quality of academic programs and student learning;</li> <li>• Accountability for improving productivity and cost-effectiveness.</li> </ul>
<b>Identification of Transition Age Youth</b>	<ul style="list-style-type: none"> <li>• Transition age youth are identified locally through Individuals with Disabilities Educational Act (IDEA) and the Illinois School Code. College and university personnel may be invited to attend the Individualized Education Program (IEP)/transition planning of students who have disabilities.</li> <li>• Secondary-age students with disabilities may be linked with colleges and universities through the campus disability services offices.</li> </ul>

## EDUCATION

**Name of Organization:** Illinois Board of Higher Education

Organization/Systems Components	Description
<b>Identification of Transition Age Youth-(cont'd)</b>	<ul style="list-style-type: none"> <li>Students with disabilities must identify themselves to the college or university, usually through the campus's disability services offices.</li> </ul>
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	Students identify themselves to the disability services offices. Institutions may use the secondary education documents to begin planning. The disability services office will plan with the student and identify the necessary assessments, screening, and/or evaluations so that the student can receive the necessary services within the boundaries of the American with Disabilities Act (ADA), so that he/she may have equal access to post-secondary education.
<b>Service Coordination</b>	<ul style="list-style-type: none"> <li>Any necessary coordination of services a student is accessing would occur through the institution's disability services office.</li> <li>A growing and extensive array of programs and services for students and staff with disabilities on Illinois campuses are the focal point for organizing and providing services, as well as coordinating services and transition programs with outside agencies.</li> </ul>
<b>Individualized/Transition Plan</b>	Participation and invitations decided locally for secondary-age students, driven by IDEA, Illinois School Code and student IEPs. Students with disabilities in higher education would develop a plan for their services through the disability services offices.
<b>Information, Resources and Technical Assistance</b>	Students with a disability entering a college or university can access information, resources and technical assistance through the disability services office of that college/university

## EDUCATION

**Name of Organization:**      **Illinois Board of Higher Education**

Organization/Systems Components	Description
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	Each year IBHE submits a report to the Governor and the General Assembly providing information, including expenditures, programs and services for students and staff with disabilities and identifies the number of students served by each campus. The reports focus varies from year to year.
<b>Dispute Resolution/Appeal Process</b>	<ul style="list-style-type: none"> <li>• Individuals with disabilities who are students at a particular Illinois public college or university could seek services through the disability services offices.</li> <li>• Students can access information regarding the Americans with Disabilities Act and Section 504 of the Rehabilitation Act that provides them with certain rights</li> <li>• The IBHE and the Division of Rehabilitation (DRS) Services have an interagency agreement defining their responsibilities for students with disabilities in higher education who are clients of DRS.</li> </ul>
<b>Provision and Payment of Services</b>	Arrangements are made through the disability services offices for services related to a student's disability and his/her access to post-secondary education. If a student is a client of the Divisions of Rehabilitation Services, his/her counselor would also be involved in planning for the provision and payment of services.
<b>System Assurances and Accountability</b>	<ul style="list-style-type: none"> <li>• The IBHE has the responsibility for statewide policy for Illinois higher education</li> <li>• IBHE is accountable for the quality of academic programs and student learning</li> <li>• IBHE implements policies that promote access and diversity on campus</li> </ul>

## EDUCATION

**Name of Organization:** Illinois Community College Board (ICCB)  
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 Associate Director for Student Instructional Development  
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**Programs and Initiatives to be Coordinated:**

- ICCB administers the Public Community College Act, the ICCB Special Populations grant program and the federal Perkins Career and Technical Education Act funding.

Organization/Systems Components	Description
<b>Mission Statement</b>	<p>The mission of ICCB is to administer the Public Community College Act in a manner that maximizes the ability of community colleges to serve their communities. The ICCB:</p> <ul style="list-style-type: none"> <li>• Promotes cooperation within the system</li> <li>• Accommodates Illinois initiatives that are appropriate for community college</li> <li>• Strives to be accountable to Illinois students, employers, lawmakers, and taxpayers in its provision of high-quality, accessible, cost-effective educational opportunities for the individuals and communities they serve.</li> </ul>
<b>Identification of Transition Age Youth</b>	<ul style="list-style-type: none"> <li>• Transition age youth are identified locally through IDEA and the Illinois School Code. Community college personnel may be invited to attend the IEP/transition planning of students who have disabilities.</li> <li>• Secondary-age students with disabilities may be linked with community colleges through the campus disability services office.</li> <li>• Students with disabilities must identify themselves to the community college, usually through the campus's disability services office in order to receive accommodations/services.</li> </ul>

## EDUCATION

**Name of Organization:** Illinois Community College Board

Organization/Systems Components	Description
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	Students identify themselves to the disability services office. Community college disability services offices may request student IEP/transition plan documents to begin planning. The disability services office will plan with the student and identify the necessary assessments, screening and/or evaluations so that the student can receive the necessary accommodations and/or services, within the boundaries of the ADA and Section 504, so that he/she may have equal access to post-secondary education.
<b>Service Coordination</b>	<ul style="list-style-type: none"> <li>• Any necessary coordination of the services a student is accessing would occur through the campus disability services office.</li> <li>• A growing and extensive array of programs and services for students with disabilities on Illinois campuses are the focal point for organizing and providing services as well as coordinating services and transition programs with outside agencies.</li> </ul>
<b>Individualized/Transition Plan</b>	<ul style="list-style-type: none"> <li>• Participation and invitations decided locally for secondary-age students, driven by IDEA, Illinois School Code and student IEPs.</li> <li>• Students with disabilities in higher education would develop a plan for their services through the disability services office on the campus they would like to or already do attend.</li> </ul>
<b>Information, Resources and Technical assistance</b>	A student with a disability entering a community college in Illinois can access information, resources and technical assistance through the disability services office of that community college.

## EDUCATION

**Name of Organization:** Illinois Community College Board

Organization/Systems Components	Description
<p><b>Service Access, Identification of Available Resources and Plan to Address Gaps</b></p>	<p>In November of 2003 a joint project of the ICCB and the Public Policy Institute at Southern Illinois University-Carbondale sent out an electronic survey to community colleges regarding transition and campus-based services to students with disabilities. The intent of this project is to identify critical information that will accurately represent activities that respond to the needs of students with disabilities attending community colleges.</p> <p>Survey sections includes:</p> <ul style="list-style-type: none"> <li>• Data on students with disabilities</li> <li>• Outreach services</li> <li>• Allocation of resources to provide services to students with disabilities</li> <li>• Cooperative agreements established among local Department of Human Services/Division of Rehabilitative Services (DHS-DRS) and community colleges</li> <li>• Local transition planning committees</li> </ul>
<p><b>Dispute Resolution/Appeal Process</b></p>	<ul style="list-style-type: none"> <li>• Individuals with disabilities who are students at a particular Illinois public college or university could seek services through the disability services office.</li> <li>• Students can access information regarding the Americans with Disabilities Act or other statues that provide them with certain rights.</li> <li>• The IBHE and the Division of Rehabilitation Services have an interagency agreement defining their responsibilities for students with disabilities in higher education who are clients of DRS.</li> </ul>

## EDUCATION

**Name of Organization:** Illinois Community College Board

<b>Organization/Systems Components</b>	<b>Description</b>
<b>Provision and Payment of Services</b>	Arrangements are made through the disability services office for services/accommodations related to a student's disability and their access to post-secondary education. If a student is a client of the Division of Rehabilitation Services, his/her counselor would also be involved in planning for the provision and payment of services.
<b>System Assurances and Accountability</b>	The ICCB is accountable to Illinois students, employers, lawmakers and taxpayers in its provision of high-quality, accessible, cost-effective educational opportunities for the individuals and communities they serve.

## EDUCATION

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**Programs and Initiatives to be Coordinated:**

ISBE is generally responsible for the educational policies and guidelines for public schools, preschool through grade twelve (12), special education services for eligible students age three through twenty-one, and vocational education in the State of Illinois.

Organization/Systems Components	Description
<b>Mission Statement</b>	ISBE will provide leadership, advocacy, and support for the work of school districts, policymakers and citizens in making Illinois education <i>Second to None</i> .
<b>Identification of Transition Age Youth</b>	Transition age youth are identified locally through the guidelines of IDEA and the Illinois School Code.
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	Each student's IEP team makes decisions about necessary assessments and evaluations. The IEP team of transition-aged students can/should include relevant non-school agency representatives as participants in planning and delivery of transition-related services.
<b>Service Coordination</b>	Each student is assigned to a school-based case coordinator who is the lead person in coordinating school-based and interagency services and supports.
<b>Individualized Education Program (IEP)/Transition Plan</b>	<ul style="list-style-type: none"> <li>Required participants under Illinois Special Education Rules include the parents, the student, a regular education teacher, a special education teacher and a local education agency representative who is authorized to commit to service provision for the district/cooperative. Additional participants are invited as requested by the parent, student or Local Education Agent (LEA) and may include related services personnel, community services representatives, or any one else that has knowledge of the student who can assist in the development of the IEP.</li> </ul>

## EDUCATION

**Name of Organization:** Illinois State Board of Education

Organization/Systems Components	Description
<b>Individualized Education Program (IEP) /Transition Plan-(cont'd)</b>	<ul style="list-style-type: none"> <li>• Each students school-based case manager is responsible to act on requests to reconvene the IEP and, if necessary, review an</li> <li>• Each students school-based case manager is responsible to act on requests to reconvene the IEP and, if necessary, review and update the transition plan.</li> </ul>
<b>Information, Resources and Technical Assistance</b>	<p>School-based personnel participate in local Transition Planning Committees, interagency collaboratives sponsored by DHS/DRS.</p> <p>ISBE sponsored technical assistance for school districts include Project CHOICES, the Parent Training and Partnership Project and the Transition Outreach Training for Adult Living Project.</p>
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	<p>Students access special education and related services via the IEP. The IEP team is responsible for identification of resources to provide the services on the IEP.</p>
<b>Dispute Resolution/Appeal Process</b>	<ul style="list-style-type: none"> <li>• Parent and student rights are protected by a set of procedural safeguards under both state and federal laws. Parents and students have access to a series of processes for dispute resolution including the complaint process, mediation and due process. These methods for resolving disputes are outlined in "<i>A Parent's Guide: The Education Rights of Students with Disabilities.</i>"</li> <li>• ISBE prepares, updates and distributes this document for parents, advocates, school personnel and others.</li> </ul>

## EDUCATION

**Name of Organization:**      **Illinois State Board of Education**

<b>Organization/Systems Components</b>	<b>Description</b>
<b>Provision and Payment of Services</b>	Student IEPs indicate who is responsible for providing and paying for the services the student receives. While third party serviced providers may be identified on the IEP as responsible for service delivery and payment, ultimately responsible for ensuring service delivery and payment for services. Under state and federal law districts/cooperatives may seek reimbursement from any third party that is delinquent in providing or paying for services as outlined on the IEP. Special Education and related services identified on the IEP are provided at no cost to the student or family.
<b>System Assurances and Accountability</b>	ISBE Special Education Department is responsible for monitoring school districts/special education cooperatives for compliance with state and federal special education laws, for ensuring that districts/cooperatives take the proper corrective action to remediate any violations of the laws, and to levy sanctions in the event that a district/cooperative fails to take proper corrective care.

## EMPLOYMENT & TRAINING

**Name of Organization:** Illinois Department of Employment Security (IDES)  
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**Internet Address:** <http://www.ides.state.il.us/>

**Programs and Initiatives to be Coordinated:**  
 Employment Services and Labor Market Information

Organization/Systems Components	Description
<b>Mission Statement</b>	The Illinois Department of Employment Security supports economic stability in Illinois by paying unemployment benefits, maintaining reserves and collecting taxes to support those benefits, connecting employers with qualified job seekers, and providing economic information to assist in career planning and economic development.
<b>Identification of Transition Age Youth</b>	
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	
<b>Service Coordination</b>	Referrals to other Illinois Employment Training Center (IETC) partners, such as the Dept. of Human Services/Division of Rehabilitation Services.
<b>Individualized/Transition Plan</b>	
<b>Information, Resources and Technical Assistance</b>	<ul style="list-style-type: none"> <li>• IDES provides employment services through the IETCs, one-stop career centers designed to link Illinois employers with qualified job seekers. IETCs provide unemployment insurance, recruitment, counseling, outplacement, training and information services. A map of IETC Networks can be accessed at:  <a href="http://www.ides.state.il.us/ietc/map.htm">http://www.ides.state.il.us/ietc/map.htm</a> </li> </ul>

## EMPLOYMENT

**Name of Organization:** Illinois Department of Employment Security

Organization/Systems Components	Description
<b>Information, Resources and Technical Assistance (cont'd)</b>	<ul style="list-style-type: none"> <li>• IDES operates <i>Hire the Future</i>, a job matching program for students between 16 and 21 years of age, who are attending school, have an 8<sup>th</sup> grade math and reading level, a maximum tardy rate of 10% and an attendance rate minimum of 90%.</li> <li>• IDES economists collect, analyze and disseminate the state's employment data in cooperation with the U.S. Department of Labor.</li> <li>• Employment information tools aimed at youth include the Career Information System, a comprehensive guide to Illinois careers, training programs and schools; Career Click, for middle and high school students who want to quickly access information about occupations; and Countdown, a career exploration tool for middle school students. These tools are located at <a href="http://www.ilworkinfo.com">http://www.ilworkinfo.com</a></li> </ul>
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	IDES provides accommodations to individuals with disabilities upon request. These accommodations range from one-on-one personal assistance to the use of technology that can help people with disabilities to overcome barriers.
<b>Dispute Resolution/Appeal Process</b>	The benefit appeal hearing provides an individual the opportunity to present his/her case to an IDES Hearings Referee.
<b>Provision and Payment of Services</b>	There is no cost to the public for the services described above.
<b>System Assurances and Accountability</b>	IDES programs are subject to federal performance standards.

## EMPLOYMENT AND TRAINING

**Name of Organization:** Illinois Department of Commerce and Economic Opportunity  
 Bureau of Workforce Development (IDCEO/BWD)  
 James R. Thompson Center  
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 Chicago, Illinois 60601

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**Programs and Initiatives to be Coordinated:**  
 USDOL-funded Disability Program Navigator project and Workforce Investment Act (WIA) Youth Program.

Organization/Systems Components	Description
<b>Mission Statement</b>	<ul style="list-style-type: none"> <li>• The goal of the Disability Program Navigator (DPN) demonstration project is to increase the capacity of program staff at the One-Stop Centers in successfully identifying and meeting the employment and training related needs of people with disabilities. Pilot projects are located at the following One-Stops: Mt. Vernon, East St. Louis, Springfield, Champaign, Moline, Harvey, Chicago (Mid South and West Side) and Arlington Heights.</li> <li>• The goal of the Workforce Investment Act is to help people achieve economic independence. One of the targeted WIA populations is economically disadvantaged youth, ages 14-21.</li> </ul>
<b>Identification of Transition Age Youth</b>	<p>Navigators develop a relationship with Disability Services Coordinators and their clients at high schools and community colleges. WIA staff work with high schools and community groups to identify transition age youth, developing a referral network. Although the WIA One-Stop system is targeted for the adult and dislocated worker populations, local areas determine if their youth services will primarily be delivered through the One-Stop or another means.</p>

## EMPLOYMENT AND TRAINING

**Name of Organization:** Illinois Department of Commerce and Economic Opportunity

Organization/Systems Components	Description
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	Screening, assessment and evaluation are performed by One-Stop staff from the various partner programs, including WIA. WIA youth must meet income eligibility requirements. Note that when determining income eligibility for disabled youth, only the youth's income will be counted, not that of other family members.
<b>Service Coordination</b>	Disability Program Navigators have formed Disability Concerns Committees at each of the nine One-Stops to bring together partner programs and disability services programs to discuss service delivery and coordination issues. WIA Administrators work with community agencies and groups to coordinate services. Each Local Workforce Investment Area has a Youth Council as a subcommittee of their Local Workforce Investment Board which focuses on youth services.
<b>Individualized/Transition Plan</b>	The WIA Youth program requires an individual plan be developed for each participant.
<b>Information, Resources and Technical Assistance</b>	Navigators will make One-Stop information available to high school and carbon copy Disability Services Coordinators, make presentations to Disabled Students Organizations and schedule/conduct informational tours of the One-Stop to highlight the services and technology available to job seekers with disabilities.

## EMPLOYMENT AND TRAINING

**Name of Organization:** Illinois Department of Commerce and Economic Opportunity

Organization/Systems Components	Description
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	<p>DCEO Equal Opportunity officer will be monitoring access of all One-Stops.</p> <p>Navigators will participate in the annual Disability Mentoring Day and the annual Youth with Disabilities Leadership Summit.</p> <p>The Navigators will continue to approach human resource professionals and business owners to remind them that people with disabilities are a viable, competent, often untapped labor resource and encourage them to actively recruit and hire employees with disabilities.</p>
<b>Dispute Resolution/Appeal Process</b>	<p>WIA does provide a dispute resolution and appeals process. Information is readily available at the One-Stops.</p>
<b>Provision and Payment of Services</b>	<p>There is no fee for services to eligible clients.</p>
<b>System Assurances and Accountability</b>	<p>WIA has performance measures for the Youth program relating to the attainment of basic skills, high school diploma or General Education Diploma (GED), placement in postsecondary education, entry into employment and earnings.</p> <p>Recent Illinois legislation requires annual reporting of the numbers of disabled served at the One-Stops.</p>

## HEALTH

**Name of Organization:** UIC Division of Specialized Care for Children (DSCC)  
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 Box 19481  
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**Programs and Initiatives to be Coordinated:**  
 University of Illinois at Chicago, the Division of Specialized Care for Children (DSCC) is the Illinois Title V agency that provides care coordination for families and children with special health care needs.

Organization/Systems Components	Description
<b>Mission Statement</b>	DSCC's mission focuses on public service, education and research as a basis to provide, promote and coordinate family-centered, community-based, culturally competent care for eligible children and youth with special health care needs in Illinois.
<b>Identification of Transition Age Youth</b>	Children birth to 21 with Special Health Care Needs or suspected potential eligible medical conditions in need of an evaluation are identified and referred to DSCC regional offices through parents, friends and relatives, health care professionals, school personnel, early intervention program, Illinois Department of Public Health (IDPH) Genetic Disease/Newborn Hearing Screening Program and Illinois Department of Public Aid (IDPA) Hemophilia Program. The Social Security Administration (SSA) refers children under 16 years of age.
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	Assessment/evaluations of eligible children are provided by the appropriate Regional Office serving the area in which the child resides. Agency timelines are met based on a calendar tickle system. DSCC program eligibility is determined separately and at this time it is not coordinated with other agencies' evaluations. There is no shared interagency Release of Information form. The agency uses DSCC release form to share interagency information. Assessment data is integrated into the DSCC Individualized Service Plan (ISP).

## HEALTH

**Name of Organization:** UIC Division of Specialized Care for Children (DSCC)

Organization/Systems Components	Description
<p><b>Service Coordination</b></p>	<p>Referred to as “Care Coordination” defined as a family-centered, goal-oriented process whereby identified and accountable individual(s) (e.g., the DSCC care coordinator and/or Medical Home provider) ensures that the child/youth (and family) receives coordinated, quality, culturally competent services based on identified needs in a timely manner with judicious use of resources. Tools/materials have been developed and are mailed/shared with youth and families to facilitate assessment and transition planning. The tools/materials address transition issues in the areas of health care, education, finances, living arrangements, social/recreational opportunities, employment and resources. A Transition Partner Resource List and contact information for the service area of each regional office including Centers for Independent Living, Local Transition Planning Committees, SSA Benefits Counselors, Parent Training and Information Centers and NEXT STEPS Programs is available in each regional office to facilitate referrals to transition services throughout Illinois.</p>
<p><b>Individualized Transition Plan</b></p>	<p>DSCC Individualized Service Plan (ISP) is to be completed for every child/family (guardian) in the program by the identified and accountable care coordinator, family and child/youth. The transition ISP is to be initiated when the youth reaches age 14. Outcomes will be documented in the plan. ISPs are reviewed with the youth/family every 6 months and updated at least annually. Annually all transition aged youths (14-21 years old) records are reviewed for documented evidence of transition planning/assessment activities. Data indicating the number of youth that received transition services through DSCC care coordination activities is reported to the Maternal Child Health Bureau (MCHB) to address the progress towards the State “Negotiated” Performance Measure.</p>

## HEALTH

**Name of Organization:** UIC Division of Specialized Care for Children (DSCC)

<b>Organization/Systems Components</b>	<b>Description</b>
<b>Information, Resources and Technical Assistance</b>	<p>Provision of technical support, training and coordination of resources and services for individual eligible children/youth and their families are provided by Care Coordinators located throughout Illinois' DSCC 13 Regional Offices. Provision of technical support, training and statewide interagency coordination of transition services is provided by DSCC Transition Project Personnel located at the Central Administrative Office in Springfield, Illinois. Professionals can call the toll-free number (800) 322-3722.</p>
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	<p>A statewide needs assessment to identify current status, needs and gaps of services for children with special health care needs is done every five years. DSCC administrative staff have interagency liaison responsibilities with the following programs: Department of Public Aid, Medicaid Program, Social Security Income (SSI), State Hemophilia program; the Institute for Parents of Preschool Children who are Deaf/Hard of Hearing; Illinois Department of Public Health (IDPH) Genetic Disease/Newborn Hearing Screening Program; the Department of Children and Family Services and the Early Intervention Program. DSCC staff continues to be actively involved with interagency committees/activities pertaining to transition including Interagency Coordinating Council, Transition Planning Committees, Transition Fairs, ISBE: Transition Outreach Training for Adult Living, Medical Home Trainings for health care professionals and allied health professionals.</p>

## HEALTH

**Name of Organization:** UIC Division of Specialized Care for Children (DSCC)

Organization/Systems Components	Description
<b>Dispute Resolution/Appeal Process</b>	The DSCC Appeal Process is intended to provide eligible children, applicants and their legally responsible adult caretakers (LRAs) a formal opportunity to question a decision made by DSCC which negatively affects the child's eligibility or benefits from the program. It is not meant to replace or preclude informal discussions and/or explanations of DSCC's actions between DSCC staff and children or Legally Responsible Adult (LRAs). Indeed, the informal process is preferred if it satisfies the concerns of the child or LRAs. The DSCC Appeal Process is also not intended for use by vendors, service providers, advocates or any other members of the general public to address DSCC's rules, policies, procedures or actions.
<b>Provision and Payment of Services</b>	Based on eligibility. DSCC has Memorandums of Understanding (MOUs) delineating the responsibilities of each agency involved in joint programs including Illinois Department of Public Health (IDPH) Genetic Disease/Newborn Hearing Screening Program, IDPA Hemophilia Program; Illinois Department of Health Otologic/Audiologic Clinics, the Institute for Parents of Preschool Children Who are Deaf/Hard of Hearing, DRS, DHS, DCFS and ISBE. Many of these MOUs need readdressed and updated.

## HEALTH

**Name of Organization:** UIC Division of Specialized Care for Children (DSCC)

<b>Organization/Systems Components</b>	<b>Description</b>
<b>System Assurances and Accountability</b>	<p>DSCC reports annually to the MCHB addressing the progress towards the Federal Performance Measures and Outcomes. Data is collected through regional office chart review and through youth and family surveys. Data collected includes documented care coordination activities to assist youth and their families with transition to adult health care, work and community integration. Youth surveys collect outcome data including: use and helpfulness of DSCC materials and care coordination, use and helpfulness of other agencies services such as DRS, Centers for Independent Living (CIL), SSA Work Incentives: Plans for Achieving Self Support (PASS), Ticket to Work, Special Education/504 Transition Plan, College Disabilities Support Services, Pre-Admission Screening (PAS) Agencies/Division of Developmental Disabilities, Doctors and Friends/Families/Relatives. Additionally, employment and post-secondary education status is collected. Formal satisfaction surveys with families are done every 5 years.</p> <p>DSCC staff training programs focus on teaching the values of family-centered, wraparound and person-centered philosophies. DSCC has a culturally diverse Family Advisory Council that meets three times each year. DSCC's Family Advisory Council advises the agency on policies, procedures and programs to ensure family centered culturally competent care is provided</p>

## HEALTH

<p><b>Name of Organization:</b></p> <p><b>Contact Person:</b></p> <p><b>Phone Number:</b></p> <p><b>TTY:</b></p> <p><b>Fax Number:</b></p> <p><b>E-mail:</b></p> <p><b>Internet Address</b></p>	<p><b>Illinois Department of Public Aid (IDPA)</b>  <b>Division of Medical Programs</b>  <b>100 South Grand Ave East</b>  <b>Springfield, Illinois 62762</b></p> <p><b>401 S Clinton St</b>  <b>Chicago, Illinois 60707</b></p> <p><b>Pat Curtis, Bureau Chief</b></p> <p><b>(800) 226-0768</b></p> <p><b>(866) 675-8440</b></p> <p><b>(217) 785-5095</b></p> <p><b>AIDH20A3@mail.idpa.state.il.us</b></p> <p><b><a href="http://www.hbwdillinois.com/">http://www.hbwdillinois.com/</a></b></p>
<p><b>Programs and Initiatives to be Coordinated:</b>          Illinois Department of Public Aid: Health Benefits for Workers with Disabilities (HBWD)</p>	
Organization/Systems Components	Description
<p><b>Mission Statement</b></p>	<p>The goal of this program is to help people with disabilities return to work with full Medicaid health care benefits. HBWD not only encourages enrollees to work, but to increase the number of hours they are currently working. Just as the name says, the program provides health benefits for workers with disabilities.</p>
<p><b>Identification of Transition Age Youth</b></p>	<p>Illinois residents age 16 – 64 are eligible to apply for Health benefits for Workers with Disabilities if they are employed, have a disability, have a countable income equal to or less than 200% of the Federal Poverty Level for the family size. For more information regarding eligibility go to:  <a href="http://www.hbwdillinois.com/eligibility.html">http://www.hbwdillinois.com/eligibility.html</a></p>
<p><b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b></p>	<p>Department of Public Aid (DPA) determines eligibility independently. DPA uses the Medicaid guidelines and the specific eligibility criteria for the HBWD program.</p>

## HEALTH

<b>Name of Organization: Illinois Department of Public Aid</b>	
Organization/Systems Components	Description
<b>Service Coordination</b>	
<b>Individualized/Transition Plan</b>	N/A
<b>Information, Resources and Technical Assistance</b>	Information about DPA, resources and Frequently Asked Questions (FAQ) are found on the web site: <a href="http://www.dpaininois.com/">http://www.dpaininois.com/</a>
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	Anyone interested in applying for the program may either call the listed phone numbers above or download an application at the program web site as identified above.
<b>Dispute Resolution/Appeal Process</b>	All program participants have the same appeal rights as any Medicaid recipient.
<b>Provision and Payment of Services</b>	Most program participants pay a monthly premium based on the amount of the total monthly income. Like other Medicaid recipients, HBWD participants make co-payments for medical services.
<b>System Assurances and Accountability</b>	

## HUMAN SERVICES

**Name of Organization:** Illinois Council on Developmental Disabilities

**Contact Person:** Sheila Romano

**Phone Number:**

**Fax Number:**

**Internet Address:**

**Programs and Initiatives to be Coordinated:**

Organization/Systems Components	Description
<b>Mission Statement</b>	The mission of the Illinois Council on Developmental Disabilities (ICDD) is to promote change which ensures that people with developmental disabilities have the same opportunities as others in the community. The ICDD specifically addresses issues related to the following areas as defined in federal legislation: quality assurance, education/early intervention, child care, health, employment, housing, transportation, recreation and community support.
<b>Identification of Transition Age Youth</b>	N/A
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	N/A ICDD is assisting DHS/DDD in the design and implementation of a <i>Developmental Disabilities Priority of Need Data Base</i> . This data base will give the state the capacity to document current demand for various types of services on an on-going basis.
<b>Service Coordination</b>	While the ICDD does not provide direct services, its activities indirectly contributes to enhanced services to countless Illinois youth with disabilities.
<b>Individualized/Transition Plan</b>	N/A ICDD does not provide direct services
<b>Information, Resources and Technical Assistance</b>	Some of the ICDD's pilot projects include the development and implementation of trainings plus technical assistance. These activities would vary, depending upon the priorities identified in ICDD's 5-year State Plan.

## HUMAN SERVICES

**Name of Organization:**      **Illinois Council on Developmental Disabilities**

Organization/Systems Components	Description
<b>Service Access, Identification of Available Resources and Plan to Address Gaps</b>	ICDD’s priorities in our 5-year State Plan are developed as a result of input from stakeholders around the state identifying areas for needed improvement.
<b>Dispute Resolution/Appeal Process</b>	N/A
<b>Provision and Payment of Services</b>	N/A ICDD does not provide direct services
<b>System Assurances and Accountability</b>	ICDD’s authorizing legislation is the “Developmental Disabilities Assistance and Bill of Rights Act”. Our philosophy, mission, assurances, etc., are all defined within the Act.

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

<b>Name of Organization:</b>	<b>Illinois Department of Human Services ~ Division of Rehabilitation Services</b>
<b>Contact Person:</b>	<b>Robert F. Kilbury, Rh.D.</b>
<b>Phone Number:</b>	<b>(217) 524-7551</b>
<b>Fax Number:</b>	<b>(217) 558-4270</b>
<b>Internet Address</b>	<b>http:// <a href="http://www.dhs.state.il.us/ors/">www.dhs.state.il.us/ors/</a></b>

**Programs and Initiatives to be Coordinated:**

Organization/Systems Components	Description
<b>Mission Statement</b>	DHS' Division of Rehabilitation Services (DRS) is the state's lead agency serving individuals with disabilities. DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities.
<b>Identification of Transition Age Youth</b>	<p><b>Vocational Rehabilitation</b></p> <p>DRS helps people with disabilities find and keep jobs. Our goal is to help our customers find quality employment that pays a living wage and offers a chance for advancement. Many people with disabilities of working age (14 ½ -64 years old) are eligible for vocational rehabilitation services. To be eligible, they need to have significant physical or mental impairment that makes it difficult to go to work.</p> <p>DRS helps high school students who have disabilities plan for their futures after high school graduation through our <b>Transition</b> and <b>STEP</b> (Secondary Transitional Experience Program) programs.</p> <p>There are counselors located in 51 local offices and transition specialists who work with individual schools and school districts to identify eligible students for the Transition and STEP programs. Prior to graduation from high school, referrals are made to adult service providers within the 51 offices.</p>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

Organization/Systems Components	Description
<p><b>Identification of Transition Age Youth-(cont'd)</b></p>	<p>Referrals are made by any interested party through phone contact, email, walking in the local office. Physicians/local schools/service providers may also make a referral on behalf of the individual with a disability.</p> <p><b>Education</b></p> <p>There are three residential education and outreach programs for children with disabilities. The Illinois School for the Deaf (ISD) and the Illinois School for the Visually Impaired (ISVI) serve children ages 0-21. Each school offers an accredited birth-to-three year old program, preschool, elementary and high school academic programs as well as vocational and technological training programs, social and health services, and recreational activities. Illinois Center for Rehabilitation and Education-Roosevelt (ICRE-R) serves students ages 5 to 21 who have severe physical disabilities and associated chronic health conditions. ICRE-R provides elementary and secondary education programs and health-related services. We train parents in planning, advocacy, and identifying resources for their child with a disability surrounding Next Steps Program.</p> <p><b>Bureau of Blind Services</b></p> <p>DRS provides vocational rehabilitation services to individuals who are blind or visually impaired. Specialized counselors work with students and adults. Additionally, DRS offers services through the Illinois Center for Rehabilitation and Education –Wood (ICRE-W). Some students choose to enroll in ICRE-W, our residential center in Chicago. ICRE-W offers a 12-week vocational and independent skills training program. Other individuals who can commute to ICRE-W can also attend independent living classes at the center.</p>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

Organization/Systems Components	Description
<p><b>Identification of Transition Age Youth-(cont'd)</b></p>	<p><b>Deaf and Hard of Hearing Services</b></p> <p>DRS provides specialized services to individuals who are deaf or hard of hearing through the Services for Persons who are Deaf or Hard of Hearing Unit. Program staff work with local schools, colleges and local offices to coordinate services for transition-aged youth.</p> <p><b>Home Services Program</b></p> <p>The Home Services Program offers children and adults with disabilities who are at risk of premature or unnecessary institutionalization the alternative of in-home care when the cost of home care does not exceed the cost of a long term care facility.</p> <p><b>Hispanic/Latino Services</b></p> <p>DRS helps individuals with disabilities who are Hispanic/Latino obtain employment, education and training, and access a variety of community resources. In various areas of the state, Transition Services is a major outreach project.</p> <p>Spanish-speaking staff offer services that are culturally sensitive:</p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation assists customers in preparing for and finding quality employment.</li> <li>• Migrant Worker Rehabilitation Project serves migrant and seasonal farm workers with disabilities and their family members.</li> <li>• Hispanic/Latino Rehabilitation Project provides statewide outreach, information and referral to assist customers in the Vocational Rehabilitation and Home Services programs.</li> <li>• Leadership Development Training Program prepares Hispanic/Latino customers to serve as advocates on boards and committees.</li> </ul>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:** Division of Rehabilitation Services

Organization/Systems Components	Description
<b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b>	<p><b>Vocational Rehabilitation</b></p> <p>DRS provides screening, assessments and evaluation as indicated by an Individual Plan for Employment. Information is coordinated and shared with and between secondary schools, this agency and post-secondary programs. Assessments for eligibility are completed by Certified Rehabilitation Counselors.</p> <p><b>Education</b></p> <p>All three schools operate under IDEA rules and regulations. Screening, assessment and evaluation is consistent with the exception that students must be found eligible for special education services prior to enrollment in the schools.</p> <ul style="list-style-type: none"><li>• Any Illinois resident, age 0 to 21, who is Deaf or Hard of Hearing, blind or visually impaired can attend the Illinois School for the Deaf (ISD) or the Illinois School for the Visually Impaired (ISVI), both in Jacksonville.</li><li>• Any Illinois resident with a physical disability or health impairment, who is age 5-21, can attend the Illinois Center for Rehabilitation and Education-Roosevelt (ICRE-R) in Chicago.</li><li>• Both ISD and ISVI provide assessments for school age children to determine appropriate placements.</li></ul> <p><b>Hispanic/Latino</b></p> <p>Customers and their families are referred to the Home Services Program and other needed services. Teams work with parents and schools to insure adequate transition planning and services.</p>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

Organization/Systems Components	Description
<p><b>Multi-agency and Disciplinary Screening, Assessment and Evaluation-(cont'd)</b></p>	<p><b>Social Security</b></p> <p>The Bureau of Disability Determination Services (BDDS) determines the eligibility of applicants for benefits under the Social Security Administration's (SSA) two disability programs: Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI).</p>
<p><b>Service Coordination</b></p>	<p><b>Vocational Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• DRS has a formal interagency agreement with the State Educational Agency, (ISBE).</li> </ul> <p>DRS is responsible for administering rehabilitation services programs for persons with disabilities, including responsibility for promoting the transition of students with disabilities from school to work. ISBE is responsible for the educational policies and guidelines for public schools, pre-school through grade twelve (12), special education services for eligible students ages three through twenty-one, and vocational education in the State of Illinois. The agreement allows for the development of a data sharing plan for transitioning youth; and promoting student involvement in meaningful transition planning. Local districts are encouraged to develop individual agreements based on their local needs.</p> <p>Interagency Cooperative Agreements are developed between schools and college programs that provide services for persons who have disabilities. These agreements cover such topics as the provision of auxiliary aids/tutoring services/accommodations.</p> <p>Service coordination occurs at the local office level with the Rehabilitation Counselor taking the lead. The focus of the VR program is employment and the necessary services that can lead to this goal, including independent living.</p>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

Organization/Systems Components	Description
<p><b>Service Coordination-(cont'd)</b></p>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Local school districts, professionals and parents can make referrals for children to attend ISD, ISVI, or ICRE-R. For specific admissions criteria, contact the school directly.</li> <li>• There is an Education Liaison who assists with service delivery and coordination between local schools and the three state schools.</li> </ul> <p><b>Bureau of Blind Services (BBS)</b></p> <p>The BBS staff teams coordinate services from 25 local offices located in communities throughout the state.</p> <p><b>Deaf and Hard of Hearing Services</b></p> <p>DRS is a resource to professionals, state agencies, community organizations and the public, providing information related to employment, training, and accommodations for persons who have a hearing loss.</p> <p>We provide services in 51 local offices located in communities throughout the state.</p> <p>To find the nearest office, use the DHS <a href="#">Office Locator</a> on the website, or call the <b>DHS 24-Hour Telephone Hotline:</b> 1-800-843-6154 (V) 1-800-447-6404 (TTY).</p>
<p><b>Individualized/Transition Plan</b></p>	<p>Counselors, Step Coordinators, and Transition Specialists participate in IEP and Transition planning meetings at the local schools as needed. They are active team participants. Special Education rules and regulations are followed to insure compliance with IDEA.</p> <p>Upon graduation, an Individual Plan for Employment (IPE) is developed on the part of the Vocational Rehabilitation Counselor in accordance with Section 504 of the Rehabilitation Act.</p>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

Organization/Systems Components	Description
<p><b>Individualized/Transition Plan- (cont'd)</b></p>	<p>Future federal laws may contribute to a seamless overlap of information gleaned from the IEP/Transition Planning process and the IPE.</p> <p>The Client Assistance Program can assist with problem resolution involving the development of the IPE and services provided through the Division of Rehabilitation Services.</p>
<p><b>Information, Resources and Technical Assistance</b></p>	<p>DRS is responsible for coordination and sustainability of Transition Planning Committees in Illinois. Currently there are 41 local transition planning committees in operation.</p> <p>The Transition Planning Committee (TPC) is a powerful tool for improving the local capacity for delivering effective services in local communities. Transition Planning Committee assist in understanding how services are provided, promote the facilitation of coordinating services, and the plan advocacy efforts to increase awareness for needed services.</p> <p>TPCs assist with developing linkages to other efforts to increased the overall knowledge and identify specific needs for students with disabilities that may be overlooked by other planning committees. The development of Transition Planning Committees have the following additional benefits for students, families and the community as a whole:</p> <ul style="list-style-type: none"> <li>• Information is exchanged about local, regional, and statewide agencies, services and organizations that serve the needs of all individuals.</li> <li>• Gaps, duplication and overlap in community services and supports are identified, minimized or avoided.</li> </ul>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

Organization/Systems Components	Description
<p><b>Information, Resources and Technical Assistance-(cont'd)</b></p>	<ul style="list-style-type: none"> <li>• Stakeholders play a key role in identifying strategies to improve transition services and target areas needing development.</li> <li>• Broad community participation on TPCs increases awareness of needs and potentials of all students.</li> <li>• Clarification of varying agency roles and responsibilities.</li> </ul> <p>In addition to local Transition Planning Committees interactions, DRS is responsible for conducting quarterly Regional Transition Planning Committee Consortiums. These forums provide a wealth of current information and technical assistance to participants.</p> <p>The agency also works with numerous stakeholders in the provision of services and to identify resources/ service gaps and resolution of these gaps.</p>
<p><b>Service Access, Identification of Available Resources and Plan to Address Gaps</b></p>	<p>DRS is a mandated partner and co-chair for the Illinois Interagency Coordinating Council (IICC). It is responsible for collecting and compiling transition needs assessments and data on unmet transition needs from TPCs and reporting to the IICC, local school districts and other legislative bodies. The local VR office plays an integral part in the identification of resources and lack of resources for problem resolution.</p>
<p><b>Dispute Resolution/Appeal Process</b></p>	<p>All VR customers have a right to access dispute resolution services through the Client Assistance Program (CAP). CAP helps people with disabilities receive quality services by advocating for their interests and helping them identify resources, understand procedures, resolve problems and protect their rights in the rehabilitation process, employment and home services.</p>

## HUMAN SERVICES

### EMPLOYMENT, TRAINING AND EDUCATION

**Name of Organization:**      **Division of Rehabilitation Services**

#### Organization/Systems Components

#### Description

#### System Assurances and Accountability

#### Accountability:

The agency has a Strategic Management Unit responsible for quality assurance. Additionally, the agency is under the United States Office of Education, Rehabilitation Administrative Services (RSA) who monitors operations through on-going compliance reviews.

#### Assurances:

DRS began its World Class Customer Service (WCCS) initiative in 1999 to improve the quality and efficiency of services the division provides to people with disabilities. It provides a formal "Pledge" to customers, and maintains an on-going goal to "Delight Customers" and provides quality services.

#### Evaluation:

- The agency collects monthly data relative to outcomes.
- Its Director and Leadership teams meet regularly with local offices and customers (past and current) to discuss provider satisfaction, gaps in services, etc.

## HUMAN SERVICES

<b>Name of Organization:</b>	<p><b>Division of Developmental Disabilities Services (DDD)</b>  <b>DDD Main Offices</b>  <b>100 S Grand Ave E, 2<sup>nd</sup> Floor</b>  <b>Springfield, Illinois 62762</b></p> <p><b>James R. Thompson Center</b>  <b>100 W. Randolph, Suite 6-400</b>  <b>Chicago IL 60601</b></p>
<b>Contact Person:</b>	<b>Ask for the DDD Network Facilitator or Representative serving the community of residence.</b>
<b>Phone Number:</b>	<b>(800) 843-6154</b>
<b>Springfield office:</b>	<b>(217) 524-0260</b>
<b>Chicago office</b>	<b>(312) 814-2735</b>
<b>TTY</b>	<b>(800) 447-6404</b>
<b>Fax Number:</b>	<b>(217) 557-6856 (Springfield)</b> <b>(312) 814-3793 (Chicago)</b>
<b>Internet Address:</b>	<a href="http://www.dhs.state.il.us/mhdd/dd/">http://www.dhs.state.il.us/mhdd/dd/</a>
<b>Programs and Initiatives to be Coordinated:</b> Support services, Functional and Vocational Skill Training Services and Residential Services.	
Organization/Systems Components	Description
<b>Mission Statement</b>	The Illinois Department of Human Services (DHS), Division of Developmental Disabilities (DDD) works as a partner with many local entities statewide to offer an extensive array of services which enable persons with developmental disabilities to reside with their families or in other community living situations, and to develop functional and occupational skills.
<b>Identification of Transition Age Youth</b>	Services are offered for individuals with developmental disabilities depending upon the availability of funding for services, the individual's current living situation, whether the individual is a member of a DHS-designated priority population <a href="http://www.dhs.state.il.us/mhdd/dd/priorityPopulations.asp">http://www.dhs.state.il.us/mhdd/dd/priorityPopulations.asp</a> severity of the individual's developmental disability, his or her age, qualification for Medicaid services, and other program requirements as necessary.

## HUMAN SERVICES

**Name of Organization:**      **Division of Developmental Disabilities Services (DDD)**

Organization/Systems Components	Description
<p><b>Identification of Transition Age Youth-(cont'd)</b></p>	<p>To access any services, an individual must first be assessed by a Pre-Admission Screening/Independent Service Coordination (PAS/ISC) agency. Referrals for Assessments and evaluations, or questions pertaining to the referral process, should be directed to the appropriate PAS/ISC agency.</p>
<p><b>Multi-agency and Disciplinary Screening, Assessment and Evaluation</b></p>	<p>The PAS/ISC agency represents the entity that receives referrals from transition-age individuals, their families/guardians, school systems, or other interested parties who wish to explore adult service provision through DDD. At the time of referral, the PAS/ISC caseworker will initiate and coordinate the process of securing any necessary releases of information as well as gathering and/or generating information regarding the individual seeking services. The caseworker will solicit information from all appropriate sources to acquire social histories, background medical information, financial information, academic records, adaptive skills and behavioral As, psychological evaluation, etc. Through this screening process, the PAS/ISC caseworker will evaluate eligibility for DDD services, assess which services are most appropriate based on the needs and desires of the individual, and assist in referring the individual to prospective service providers. The caseworker generally prepares a referral packet containing pertinent background information on the individual to assist potential service providers in assessing their ability to serve the individual.</p> <p><b>Note:</b> Whenever possible, it is advisable that individuals, guardians and others seeking information regarding the referral process do so prior to the actual need for services. This will allow for more time to determine what services are being sought, provide time to become acquainted and potential service providers, and become familiar with terms used and procedures utilized in the field.</p>

## HUMAN SERVICES

**Name of Organization:**      **Division of Developmental Disabilities Services (DDD)**

Organization/Systems Components	Description
<b>Service Coordination</b>	<p>Independent Service Coordination (ISC) promotes service accessibility and continuity of care, and seeks to maximize an individual’s potential for independence, productivity and community integration. An independent service coordinator ensures the completion of comprehensive assessments, development, implementation, and revision of an individual’s service plan, linkages to support services, and provision of ongoing service monitoring and advocacy. There are 18 PAS/ISC agencies who act as the “front door” for entry into the developmental disabilities service system. Each PAS/ISC agency covers a specific geographical region of the State. Eligibility determinations by PAS/ISC agencies are subject to review by DDD and most determinations may be appealed by the service applicant</p>
<b>Individualized/Transition Plan</b>	<p>The PAS/ISC agency caseworkers help develop a service plan tailored to the individual’s needs and make referrals to local service providers. Expected outcomes: Eligible individuals will access developmental disability services appropriate to their needs and wishes, whether these are of a temporary, time-limited nature (e.g., information and referral) or of long-term duration (e.g., residential services). Individuals requiring mandated contacts will receive them. PAS/ISC caseworkers help ensure both the service plan and resultant services meet the needs of the individual, and are reviewed and modified as necessary or required by regulation. The PAS/ISC agency has the authority to ask DDD to provide training and/or technical assistance in areas where there are significant problems with a provider’s ability to deliver or coordinate needed services.</p>

## HUMAN SERVICES

**Name of Organization:**      **Division of Developmental Disabilities Services (DDD)**

Organization/Systems Components	Description
<p><b>Information, Resources and Technical Assistance</b></p>	<p>For Internet access to the Division of Developmental Disabilities Program Manual go to:  <a href="http://www.dhs.state.il.us/mhdd/dd/pdf/DDfy03-intro.pdf">http://www.dhs.state.il.us/mhdd/dd/pdf/DDfy03-intro.pdf</a></p> <p>Other information regarding DDD is available on the Internet at: <a href="http://www.dhs.state.il.us/mhdd/dd/">http://www.dhs.state.il.us/mhdd/dd/</a></p> <p>The primary source of information and assistance to individuals and their families is the specific PAS/ISC agency where the individual resides. The primary source of information and assistance to service providers is the specific DDD Network Facilitator or Representative where the service provider is located. There are 8 DDD networks covering specific geographic regions in the state.</p>
<p><b>Service Access, Identification of Available Resources and Plan to Address Gaps</b></p>	<p>To access the service system, contact a PAS/ISC agency in your area. These agencies are the “front door” to Illinois’ State-funded service system. The PAS/ISC agency will perform a Pre-Admission Screening (PAS) to document that the individual is eligible for the service and that the service is in the least restrictive setting appropriate to his or her needs. To locate a PAS/ISC agency in your area, go to <a href="http://www.dfhs.state.il.us/OfficeLocator/">http://www.dfhs.state.il.us/OfficeLocator/</a>, and under Step 2, Office Type, select “Developmental Disabilities”. The PAS/ISC agency, in consult with the DDD Network, will address issues of service system gaps, should they occur. The Statewide Advisory Council on Developmental Disabilities is another representative body that meets quarterly to advise DDD on systems issues, including service gaps.</p>

## HUMAN SERVICES

**Name of Organization:**      **Division of Developmental Disabilities Services (DDD)**

Organization/Systems Components	Description
<b>Dispute Resolution/Appeal Process</b>	Among the rights of appeal identified in Rule 120 Medicaid Home and Community-Based Services Waiver Program for Individuals with Developmental Disabilities (59 Ill. Adm.-Code 120.110) and the DD Waiver Manual (with updates) for individuals seeking or receiving DD Waiver services, their parents, or their guardians are the following: the right to appeal denial of Waiver eligibility; and the right to appeal denial, suspension, reduction or termination of services.
<b>Provision and Payment of Services</b>	Services to approximately 3000 individuals are provided directly within 9 State-operated developmental centers (SODCs). Services to approximately 43,000 other individuals are provided through grants and/or purchase of service arrangements to over 640 community agencies. Required service provision components are outlined in annual contracts with community providers. Eligibility for services is generally determined by the PAS/ISC agency, subject to review by DDD. Most services are provided as part of the <u>Medicaid Home and Community-Based Services Waiver Program for Individuals with Developmental Disabilities</u> , which provides guidance to appeal rights as outlined in the previous section. An interagency agreement is in place between DDD and the Illinois State Board of Education (ISBE) regarding contested funding for residential services for children. An interagency agreement exists with the Department of Children and Family Services (DCFS), which has been currently suspended during the implementation of a joint Medicaid initiative. An interagency agreement between DDD and there Illinois Department of Public Aid (IDPA) outlines joint participation in the Medicaid Waiver and operation of Intermediate Care Facilities for the Developmentally Disabled (ICFs/DD).

## HUMAN SERVICES

**Name of Organization:**      **Division of Developmental Disabilities Services (DDD)**

Organization/Systems Components	Description
<p><b>System Assurances and Accountability</b></p>	<p>Depending on the program and issues involved, monitoring oversight is provided by one or more of the following entities.</p> <p>DDD Networks</p> <p>DDD Bureau of Quality Assurance and System Improvements (BQASI)</p> <p>PAS/ISC agency service coordinators</p> <p>Bureau of Accreditation, Licensure, and Certification (BAL)</p> <p>Private accreditation agencies</p> <p>DHS Office of the Inspector General (OIG)</p> <p>Illinois Department of Public Aid</p> <p>Illinois Department of Public Health</p> <p>Federal Centers for Medicare and Medicaid Services (CMS)</p> <p>DDD has also created the Statewide Advisory Council on Developmental Disabilities. The Advisory Council is comprised of consumers, their families, advocates and service providers and provides input to DDD on matters of interest to the field including strategic planning.</p>