

School-to-Work

Transition Guide

Illinois Center for
Transition and Work



INCLUSIVE WORK IN ILLINOIS



UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

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School-to-Work Transition Guide



This Guide is designed to assist transition-aged students and their families as they plan for the transition from school to adult life. Transition planning is a different kind of planning. It is planning for adult life through school and non-school experiences. The ideal outcome of good transition planning is successful movement and adjustment to adult life. This may include community employment, postsecondary education/training, community living, and a full adult life including leisure opportunities with family and friends.

Because employment is such a prominent and important adult life goal, this Guide has an emphasis on helping Illinois students achieve their personal goal for employment. This employment emphasis is reflected in the title, “School-to-Work Transition Guide.” The Illinois Center for Transition and Work brought together a diverse team of specialists in transition from throughout Illinois including K-12 educators, administrators, and vocational rehabilitation professionals to create this school to work transition resource.

Planning for life after high school can be a challenging process. While a student is in school, one agency—the school district—is responsible for providing and coordinating the services. After a student leaves school, several service providers may be involved in providing supports and services. Often students and their families don’t know where to start even though they are called upon to coordinate transition services.

The purpose of this Guide is to provide clear and up-to-date information about the transition process, with a focus on transition from school to work. The intent of the guide is to promote clarity and greater understanding for Illinois students, parents/guardians, teachers, school administrators, Guidance & Vocational Rehabilitation Counselors, and other school-based and adult services providers.

Words and Terms to Know

There are many terms and sets of initials that are associated with transition planning. In order to increase understanding, this Guide begins with definitions of these terms. There may be additional terms particular to your school district, region or situation that are not listed below (for further clarification, please see your local school, Division of Rehabilitation Services office, etc.) Also, please note that in the descriptions below you will find the following terms used interchangeably: customer, student, participant, and person with a disability. These terms all refer to the person who is receiving services.

ABLE (Achieving a Better Life Experience) Accounts

Illinois schools are now required to provide students and families with information about ABLE accounts at their annual IEP meetings. ABLE accounts make it possible for people with disabilities and their families to save and invest money for expenses related to living with a disability. An ABLE Account can be opened by an eligible or authorized individual living in any state, at any time. Eligible individuals can save up to \$100,000 without risking Supplemental Security Income (SSI) benefits. Account owners can save and invest up to \$17,000 a year, and if working, up to \$13,590 more. Earnings and withdrawals on ABLE accounts are tax-free if they are used for qualified disability expenses. **Following is a link to the brochure ISBE provides to public schools to distribute to students at their annual IEP meetings:** <https://www.isbe.net/Documents/IL-ABLE-Brochure.pdf#search=ABLE%20accounts>

Age of Majority – When a person with a disability turns 18, they become an adult by law. At that moment, parental rights to make decisions for their children end. If an individual continues to need assistance with decision-making, the individual and their parents have options. For example, arrangements can be made for the parent(s) to assist their son or daughter with their educational decision-making (in the IEP process), with public benefits programs (like SSI and Medicaid —via

the Protective Payee provisions), and medical decisions (including communication with medical staff.) Other formal ways of setting up decision-making support are described as follows:

- **Power of Attorney** – A legally binding document which allows an individual with special needs to appoint a person or persons the right to talk about and make decisions regarding their property, medical, and/or financial affairs. This does not terminate the rights of the person; they remain part of the decision-making process.
- **Limited Guardianship** – A legally binding document which gives the power to an individual/individuals in order to make only those decisions about personal care and/or personal finances that the court specifies.
- **Guardianship** – A legal process that gives the guardian permission to take care of and make decisions for an individual that is unable to make decisions for themselves.
- **Supported Decision-Making** – People with intellectual and developmental disabilities (IDD) often seek guidance from trusted family and friends to help with making some daily and major life decisions. These decisions can range from making simple purchases, managing a budget, and talking to healthcare providers about medical care. Supported Decision-Making is a way people can make their own decisions and stay in charge of their lives, while receiving any help they need to do so.

Assistive technology – Products, devices, software or equipment that enhance the learning, working, and daily living for individuals with disabilities, e.g., talk-to-text computer software, hearing aids, Augmentative & Alternative Communication (ACC) devices, braille displays, and ambulatory aids such as walkers or wheelchairs.

CIL – Center for Independent Living. CILs are disability rights non-profit organizations throughout Illinois. They help people with all types of disabilities. They have services such as advocacy, independent living, and peer support (where someone with a disability can mentor someone else with a similar disability).

CRP – Community Rehabilitation Program. CRPs are local employment networks that work with the Division of Rehabilitation Services (DRS), in partnership with people with disabilities and their families, to assist customers in making informed choices to achieve full community participation through employment, education, and independent living opportunities.

CTE – Career and Technical Education. High school courses that focus on career and technical areas, including some dual credit opportunities offered within high schools and through community colleges.

DDD – Division of Developmental Disabilities, is a subdivision of the Illinois Department of Human Services. The DDD offers assistance and resources for individuals specifically with a developmental disability, which includes Intellectual Disability, Autism, Cerebral Palsy, Down Syndrome, etc. DDD-funded services can include Home-Based Support Services, respite care, residential needs, community day services, employment services, assistive technology, etc.

DRS – Division of Rehabilitation Services. DRS is a subdivision of the Illinois Department of Human Services that provides vocational and home services to eligible customers with any type of disability. DRS offers specialized services to those who are blind or visually impaired through the Bureau of Customer and Community Blind Services, as well as specialized services for individuals who are Deaf/Hard of Hearing. DRS offers employment-related services to prepare for, obtain, maintain, or advance in competitive employment, as well as funding for college or other post-secondary training. The Home Services Program (HSP) provides services to individuals with severe disabilities so they can remain in their homes and be as independent as possible.

DRS Counselor – A professional counselor who works specifically in the disability field and provides vocational expertise including career counseling, vocational assessments, and linkage to other resources. They work with customers to create an Individualized Plan for Employment (IPE) and assist with putting the plan into action.

Employment Goal – A goal created to help the student/customer achieve employability in a career that is consistent with their abilities and interests.

Entitlement (e.g., School Services) vs. Eligibility (e.g., DRS Services)

Entitlement – School-aged students with a disability receiving special education services are entitled to receive services to access a free appropriate public education as outlined in the Individuals with Disabilities Education Act (IDEA). Services are documented within the student’s Individualized Education Program (IEP) as determined by the IEP team and funded by the school district. Students are entitled to: Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE); Specially Designed Instruction (SDI), Related Services; and Preparation for Further Education/Training, Employment and Independent Living.

Eligibility – Once a student exits school, eligibility for services and supports is determined through the requirements of agencies outside of the school system. Individuals may qualify for services, but services are not guaranteed. Responsibility to obtain services resides with the individual/parent/guardian. Services may be provided if there is enough staff capacity at the facility, and/or funds to provide services. Self-advocacy is necessary in obtaining accommodations. Services based on eligibility include but are not limited to: post-secondary education; vocational rehabilitation services; employment; Social Security benefits; and protection under the Americans with Disabilities Act.

FAFSA (Free Application for Federal Student Aid) –

The Free Application for Federal Student Aid is a form completed by current and prospective college students in the United States to determine their eligibility for student financial aid.

Fast Track – A program that serves students with disabilities who qualify under the Workforce Innovation and Opportunity Act (WIOA) as potentially eligible individuals. Individuals must be: at least 14 and not older than 21 years of age; be enrolled in an education program; and not a participant in the DRS vocational rehabilitation program (e.g., STEP). Students/families interested in learning about Fast Track can contact their local DRS office to learn where the nearest Fast Track provider is located.

Home-Based Support Services Program – This section of the transition IEP is aimed at supporting students with intellectual/developmental disability (IDD) who may become eligible for Home-Based Support Services or other adult services funded by the Illinois Department of

Human Services/Division of Developmental Disabilities (IDHS/DDD). Per Illinois law (PA 102-0057) "At least one designated employee in every public school shall ensure the opportunity to enroll in the PUNS database is discussed during annual IEP meetings for all children and adolescents believed to have a developmental disability." Further, "ISBE...through school districts, shall provide to parents and guardians of students a copy of DHS's guide titled 'Understanding PUNS.'" This DHS Guide can be found at: <https://www.dhs.state.il.us/OneNetLibrary/27897/documents/Brochures/4313.pdf>

IEP & 504 Plan – An Individualized Education Program (IEP) is covered by the Individuals with Disabilities Education Act (IDEA). A 504 Plan is covered by Section 504 of the Rehabilitation Act. The IDEA and Rehabilitation Act are both federal laws. Both IEPs and 504 Plans are documents that are written for students with disabilities while they are in K-12 school. Both spell out the services/accommodations a student with a disability will need at school.

IEP Team – A team made up of key individuals (i.e. parent(s)/guardian(s), school case manager, teachers, school administrators, related services, DRS Counselor(s), Guidance Counselor(s), Adult Service providers, educational advocates, etc.) – each bringing important information to the IEP meeting to add to the understanding and success of the student. The IEP team is responsible for developing, evaluating, and reviewing/revising the IEP. The team will determine/review the placement or setting where the student will receive special education services. The team is responsible for collaborating to best meet the educational needs and goals of the student.

Independent Living Goal – A goal created to help the student to become as independent as possible in their daily life once they graduate/exit from the school system.

Informed Consent – The individual/parent(s)/guardian(s) has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language, or other mode of communication. The individual/parent(s)/guardian(s) understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes the activity(s) and lists records (if any) that will be released and to whom. In addition, the individual/parent(s)/guardian(s) understands that granting consent is voluntary and may be revoked at any time. If consent is

revoked, it is not retroactive and does not negate an action that has occurred after consent was given and before it was revoked.

IPE – Individualized Plan for Employment. This is a DRS document that includes the student/customer's employment goal and lists out all of the services that will be offered to a student along with the responsible party and the time frame. This is reviewed annually and requires signatures after reviewing.

LRE – Least Restrictive Environment – An individual with a disability should be with other students in general education to the maximum extent that is appropriate. Special classes, separate schools, or removal from the general education classroom should only happen when an individual's learning disability is so severe that accommodation/supplementary aids/supplementary services are not sufficient to meet the needs of the individual. LRE is not a place; it is a principle that guides an individual's education program. The LRE is individualized for each person.

Post-Employment Services – Services provided by a community partner that assists an individual with maintaining their current employment whether it is job coaching or providing accommodations.

Post-Secondary Education or Training Goal – A goal to prepare students/customers with disabilities for enrollment in programs and services designed to continue academic, career and technical, and independent living instruction, in order to pursue a career and become more independent once they graduate/exit from the school system.

Pre-Employment Transition Services (Pre-ETS):

Federally funded services under the Workforce Innovation and Opportunity Act (WIOA, 2014). These services must be provided for youth who are eligible or potentially eligible for vocational rehabilitation. See "Transition and the Law" section for more information.

1. Instruction in self-advocacy:

- help individuals communicate/negotiate their interests/desires
- improve autonomy, self-awareness, choice-making, problem solving, etc.

2. Work Based Learning Experiences:

- educational approach that allows students to practice real work in natural settings and build connections to future career opportunities

3. *Workplace Readiness Training:*

- support individuals in gaining skills/competencies that are important or needed for any job (i.e., soft skills, employability skills)

4. *Job Exploration Counseling:*

- a variety of activities aimed to help individuals with career-related issues, e.g., explore different career options, foster motivation, and support with informed decision-making around employment

5. *Counseling on opportunities for enrollment in postsecondary education/training:*

- support individuals in their transition to post-secondary education/training
- long-range career planning which includes post-secondary education/training

PUNS – Prioritization for Urgency of Need for Services –

PUNS is a database that registers individuals who want or need Developmental Disability Medicaid Waiver services funded by the Illinois Department of Human Services/ Division of Developmental Disabilities. As funding is available, individuals are selected from PUNS and invited to apply for DD Medicaid Waiver services, such as Community Integrated Living Arrangements, Home Based Supports, and child/adult group home services.

Release of Information – A form to provide consent for release of student records. (i.e. cumulative/permanent records, special education records, grades, discipline reports, health/medical records, attendance records, psychological evaluation, IEP, Related Service records/ evaluation).

Social Security benefits (SSDI vs SSI) – Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) are programs administered by the Social Security Administration. SSI provides monthly payments to adults and children with a disability or blindness who have income and resources below specific financial limits. SSDI is similar, but only pays benefits to the individual and family member if you are “insured,” meaning that you worked long enough and paid Social Security taxes long enough to be eligible.

STEP -Secondary Transitional Experience Program – A program within transition services provided through cooperative agreement of IDHS-DRS and a Local Educational Agency (e.g., a school district or a Special Education cooperative). The program offers pre-employment transition services including work-based

learning experiences, workplace readiness training, instruction on self-advocacy, and counseling on job exploration/post-secondary education. Schools can award high school credit for work experiences arranged through STEP. Not every school district offers STEP – check with your school to find out.

Student Earned Income Exclusion (Used in conjunction with SSI) – Allows an individual with a disability who is under the age of 22 and is regularly attending school (public school, college/university, or a vocational/technical training program) to exclude job earnings (in 2023, \$2,220 per month, not exceeding \$8,950/year) from consideration in the calculation of their SSI amount.

Summary of Performance (IEP) – Required for an individual with a disability whose eligibility under special education ends due to graduation, exiting, or exceeding the age of eligibility. Key transition information and data that the school system has collected is summarized in this document.

Ticket to Work – The Social Security Administration’s Ticket to Work Program supports career development for Social Security disability beneficiaries ages 18 through 64 who want to work. The program is free and voluntary. The program helps people with disabilities progress toward financial independence and long-term success in the workplace by assisting them in obtaining meaningful employment. Individuals who receive Social Security benefits because of a disability and are ages 18 through 64 probably already qualify for the program. DRS is the primary provider of Ticket to Work services in Illinois – if you have questions, see your local DRS Counselor/Office.

Transition Services – A coordinated set of services/ activities specifically designed to meet the needs, preferences, and interests of students/customers with disabilities to support the movement from high school to adult life.

Transition Team – a group of professionals who work together to assist the student with navigating their transition services including teachers, case managers, DRS counselors, parents, etc. (See IEP Team).

Vocational Coordinator (DRS) – Staff that coordinates connections, meetings and documents necessary for vocational rehabilitation services.

Vocational Coordinator (School) – The role of the Vocational Coordinator within the school system is to coordinate, plan, and organize the activities and operations related to the Career/Vocational Education program and to serve as a liaison to schools, counselors, administrators, local agencies, and parents regarding accommodations, program policies, procedures, activities, operations, and requirements.

Vocational Rehabilitation (VR) – Services that focus on partnerships 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. Every state has a provider of VR services (federal system). In Illinois, the Division of Rehabilitation Services (DRS) is the provider of VR services.

WIOA – *The Workforce Innovation and Opportunity Act of 2014* is a legislative mandate focused in part on improving the employment outcomes of secondary students with disabilities. WIOA requires that funding from the State/Federal Vocational Rehabilitation System be used to ensure that state vocational agencies (e.g., Illinois Department of Human Services/Division of Rehabilitation Services) in collaboration with local school districts, provide pre-employment transition services (pre-ETS) to all students with disabilities who qualify, or could potentially qualify, for vocational rehabilitation services. Under WIOA, Vocational Rehabilitation Counselors and teachers are required to engage students in the following five required Pre-Employment Transitions Services (pre-ETS): job exploration counseling; work-based learning experiences; counseling on opportunities for enrollment in postsecondary educational programs; workplace readiness training to develop social and independent living skills; and instruction in self-advocacy.

Youth Service Coordinator – This title is directly related to an IDHS-DRS contract. A professional or team of professionals, that serve as a liaison between DRS and the schools and are a facilitator for the customer’s transition from school. They identify students who could benefit from DRS services and assist with referrals to the Local DRS Office. Not every school district has this type of contract, so reach out to either DRS or school administration for further information.

GLOSSARY OF ACRONYMS

CIL = Center for Independent Living

CRP = Community Rehabilitation Provider

CTE = Career and Technical Education

DDD = Division of Developmental Disabilities

DRS = Division of Rehabilitation Services

FAFSA = Free Application for Federal Student Aid

FAPE = Free Appropriate Public Education

IEP = Individualized Education Program (Used in conjunction with the school system)

IPE = Individualized Plan for Employment (Used in conjunction with DRS)

LRE = Least Restrictive Environment

Pre-ETS = Pre-Employment Transition Services

PUNS = Prioritization for Urgency of Need for Services

SDI = Specially Designed Instruction

SSDI = Social Security Disability Insurance

SSI = Supplemental Security Income

STEP = Secondary Transitional Experience Program

WIOA = Workforce Innovation and Opportunity Act

Overview of the Transition Process: a Flow Diagram



This process begins at age 14 ½, is revisited annually, and will require further assessment, exploration, & experiences resulting in a solid transition plan

Features of the Transition IEP

Age-Appropriate Transition Assessments

- The ongoing process of collecting data on the student's unique strengths, priorities, concerns, abilities, resources, capabilities, career interests, and informed choice as they relate to the demands of current and future working, educational, living, personal and social environments.
- Assessments inform the transition IEP and should be updated at least annually.
- Assessment items listed in the transition IEP include the focus area of the assessment (i.e., employment, education, training, or independent living skills), the type of assessment (e.g., student survey), the person/agency responsible for conducting the assessment, and the date the assessment was conducted.

Measurable Postsecondary Goals/ Outcomes

Statements that indicate what the student would like to achieve after high school in the areas of:

- **Employment** (e.g., competitive, supported, etc.)
- **Post-Secondary Education** (e.g., community college, 4-year university, technical school, etc.)
- **Post-Secondary Training** (e.g., vocational/career field, vocational training program, independent living skills training, apprenticeships, etc.)
- **Independent Living** (e.g., independent living, health/safety, self-advocacy, transportation/mobility, recreation/leisure, finances, etc.)

Course of Study

High school course work or classes, including Career and Technical Education (CTE), leading to certain types of diplomas and/or classes that are required for postsecondary education. Courses will be listed in a student's transition IEP for each year that they are in school. This four-year educational plan should be mapped out at the beginning of the student's high school years and should be associated with the student's post-secondary goals, interests, and preferences. It can be adjusted over time and can include age 18-22 school programming.

Coordinated Set of Transition Services/Activities

Activities/services based on student needs, considering the student's strengths, preferences and interests and informed choice to include:

- **Instruction**
Examples: tutoring, skills training, prep for college entrance exam, accommodations, adult basic education
- **Related Services**
Examples: transportation, social services, medical services, technology, support services
- **Community Experiences**
Examples: job shadowing, work experiences, banking, shopping, transportation, tours of post-secondary settings
- **Development of employment and other post-school living objectives**
Examples: career planning, guidance counseling, pre-employment transition services (pre-ETS), register to vote, adult benefits planning
- **Appropriate acquisition of daily living skills and/or functional vocational evaluation**
Examples: self-care, money skills, home repair, health care
- **Opportunities for Career and Technical Education (CTE)**
Schools must provide students with the school district's career and technical education (CTE) opportunities along with postsecondary CTE opportunities (i.e., list of CTE options, scope and sequence of those options, and location of those options).

Annual IEP Goals (for Transition)

Student's annual IEP goals must be updated each year. Students must have an annual IEP goal linked to each measurable postsecondary goal/outcome indicated in their transition plan. For example, if the student has a postsecondary goal of obtaining part-time employment following graduation, they must have an annual IEP goal that supports the attainment of that postsecondary goal.

Linkages to After-Graduation Supports and Services

This section of the Transition IEP should indicate important agencies, organizations, or resources with which students and their families should be connected to obtain after-graduation support (e.g., Division of Rehabilitation Services, Supplemental Security Income, etc.). These resources should also be highlighted in the student's Summary of Performance (SOP) document at the time of graduation/school exit (see SOP section of this Guide).

IMPORTANT TERMS/DEFINITIONS TO KNOW WITHIN THE TRANSITION IEP

ABLE (Achieving a Better Life Experience) Accounts:

Illinois schools are now required to provide students and families with information about ABLE accounts at their annual IEP meetings. ABLE accounts make it possible for people with disabilities and their families to save and invest their money for expenses related to living with a disability. An ABLE Account can be opened by an eligible or authorized individual living in any state, at any time. Eligible individuals can save up to \$100,000 without risking Supplemental Security Income (SSI) benefits. Account owners can save and invest up to \$17,000 a year, and if working, up to \$13,590 more. Earnings and withdrawals on ABLE accounts are tax-free if they are used for qualified disability expenses. **Following is a link to the brochure ISBE is providing for public schools in Illinois to distribute to students at their annual IEP meetings:** <https://www.isbe.net/Documents/IL-ABLE-Brochure.pdf#search=ABLE%20accounts>

Division of Rehabilitation Services (DRS):

A state agency that provides direct and indirect services to students with disabilities as they make the transition from school to work, maximizing their employability, independence and integration into the workplace and the community. The services and support are designed to enable individuals to attain skills, resources, attitudes, and expectations needed to compete in the interview process and to get and keep a job.

Educational representative:

An individual appointed to make educational decisions on behalf of a student who is eighteen (18) and has not had a guardian appointed. This individual may be appointed if the student:

- requests in writing that an educational representative be appointed; or
- is certified as unable to provide informed consent.

**See “Key Terms to Know” and “Transition and the Law” sections for additional information.*

Functional skills:

Skills needed for independent living, such as cooking, shopping, working with or managing money, using public transportation, and knowing how to be safe at home and in the community.

Functional vocational evaluation:

A process used to determine a student’s strengths, skills and interests, while seeking ways to meet the student’s needs and accommodate his or her limitations. It may include documentation of general work behaviors such as attention to task, work rate, work organization, attendance, following directions, working independently, working with job supports and interpersonal relationships.

Home-Based Support Services Program/PUNS:

This section of the transition IEP is aimed at supporting students with intellectual/developmental disability (IDD) who may become eligible for Home-Based Support Services or other adult services funded by the Illinois Department of Human Services, Division of Developmental Disabilities (IDHS/ DDD). Per Illinois law (PA 102-0057) “At least one designated employee in every public school shall ensure the opportunity to enroll in the PUNS database is discussed during annual IEP meetings for all children and adolescents believed to have a developmental disability.” Further, “ISBE...through school districts, shall provide to parents and guardians of students a copy of DHS’s guide titled ‘Understanding PUNS.’”

This DHS Guide can be found at:

<https://www.dhs.state.il.us/OneNetLibrary/27897/documents/Brochures/4313.pdf>

If the student may qualify for home-based services, the IEP should indicate the following:

- Plans for determining the student’s eligibility for home-based services
 - » Has the student/family had a PUNS intake meeting?
- Plans for enrolling the student in home-based services
 - » Has the student/family been registered on the PUNS list?
 - » Has the student/family kept their PUNS record up to date with their ISC (Independent Service Coordination) caseworker?
- Plans for developing the student’s effective use of home-based services after age 18
 - » Provide family with information on IDD agency providers
 - » Discuss movement from planning to seeking services
 - » Discuss student’s/family’s desired home-based services, such as in-home supports, residential living arrangements, etc.

Note: See the PUNS section of this Guide for more information that will help further clarify terms used in this section.

IMPORTANT TERMS/DEFINITIONS TO KNOW WITHIN THE TRANSITION IEP (CONTINUED)

Independent living skills:

The skills that help a student function successfully as an adult in areas such as home and personal care, leisure/recreation and community participation.

Pre-Employment Transition Services (Pre-ETS):

Federally funded services under the Workforce Innovation and Opportunity Act (WIOA, 2014). These services must be provided for youth who are eligible or potentially eligible for vocational rehabilitation. See “Transition and the Law” section for more information.

1. Instruction in self-advocacy:

- » help individuals communicate/negotiate their interests/desires
- » improve autonomy, self-awareness, choice-making, problem solving, etc.

2. Work Based Learning Experiences:

- » educational approach that allows students to practice real work in natural settings and build connections to future career opportunities

3. Workplace Readiness Training:

- » support individuals in gaining skills/competencies that are important or needed for any job (i.e., soft skills, employability skills)

4. Job Exploration Counseling:

- » a variety of activities aimed to help individuals with career-related issues, e.g.,
- » explore different career options, foster motivation, and support with informed decision-making around employment

5. Counseling on opportunities for enrollment in postsecondary education/training:

- » support individuals in their transition to post-secondary education/training
- » long-range career planning which includes post-secondary education/training

Transition services:

A coordinated set of activities for a student with a disability that:

- is designed to be within a results-oriented process focused on improving the academic and functional achievement of the student;
- is incorporated into the student’s transition IEP; and
- facilitates movement from school to post-school activities such as:
 - » postsecondary education;
 - » vocational education and/or training;
 - » employment;
 - » adult education;
 - » independent living; and
 - » community participation



Transition IEP Team Members – Roles & Responsibilities



Participants in the IEP/Transition Planning process may include the following:

- **The Student***
- **Parent(s)/Guardian(s)**
- **School Staff:** Special Education Teacher/Case Manager, General Education Teacher(s), School Administrator(s), Guidance Counselor, Vocational/STEP Coordinator, and Related Services Staff (e.g., School Social Worker, School Psychologist, Speech Therapist, PT/OT services, etc.)
- **Vocational Rehabilitation Counselor (from IDHS/DRS - Illinois Dept. of Human Services/ Div. of Rehabilitation Services)**
- **Community service provider(s)**

Please note that some participants are required to be in attendance, while others are optional attendees. It is important to realize that additional individuals may be invited by the student, the parent, or the school, depending on parent/student preference and the specific needs of the student's Individualized Education Program (IEP).

** The student is listed first because he or she is the focus of the transition planning. When the purpose of the meeting is to discuss the student's transition services, the student MUST be invited.*

On the following pages, you will find information on the roles and responsibilities of the key team members listed above.

ROLE OF THE STUDENT

The student is the only member of the team who knows exactly what they experience at every point of their school day. Students can add valuable input during each IEP meeting by being open and honest regarding the help that they both want and need from school staff and other team members. When students reach high school/transition age, their input becomes even more valuable. At this point, the student should be speaking up about their goals for the future. The more clearly the student can talk about their goals, the better input the rest of the team can provide to help them reach their goals.

How Students Can Participate in their IEP/Transition Planning Meeting

- Participate actively in all discussions, decisions, and the development of your IEP.
- Speak up, and be your own best advocate (and ask for help as needed).
- Listen, be attentive, and take an active role in your meetings.
- Gather information and ask questions about things that you may not yet understand.
- Communicate your preferences and interests regarding what you want to do after completing high school.
- Communicate your strengths.
- Know the name of your disability and describe how it affects you.
- Clearly state your health care requirements and medication needs.
- Explain how you are doing in classes and community experiences.
- Describe what help you may need, in the way of accommodations, modifications, and supports, for your success in school and in the community.

How Can Students Prepare for their IEP/Transition Planning Meeting?

- Meet with your Special Education Teacher/Case Manager ahead of your IEP meeting, to talk about your adult life goals, and what you would like to accomplish in the next year. This meeting might include completing any assessments or questionnaires that will help you and your team with your transition planning.
- Talk with your Teacher/Case Manager about who should be invited to your IEP meeting and why. Ask your parent/guardian to sign consent forms so that the Teacher can issue invitations to people who are with organizations outside of the school.
- Make a list of questions you have for the people who will be at your meeting.

ROLE OF THE PARENT/GUARDIAN

Parents are advocates for their child's best interests. As members of the IEP team, parents and the school are equal partners. Parents contribute invaluable information about the student's learning approaches and interests. As a team, school personnel and parents need to work together to accomplish the goal of identifying and meeting the student's educational and support needs. The information that parents provide plays an important role in reinforcing the goals of the IEP at home, and in other settings.

How Parents/Guardians Can Participate in their Student's IEP/Transition Planning Meeting

- Make sure you are introduced to all participants, and that you understand what each member can contribute to your teen's educational program.
- Know the purpose of the meeting.
- Openly share information that might help in planning for your teen/young adult child.
- Encourage your teen/young adult child to speak up and express their goals, dreams, interests and preferences.
- Help the IEP team develop a plan that will prepare your teen/young adult child for their adult life goals for employment, community living, and further training.
- Help your teen/young adult child understand their choices for future help and services, and assist them in applying to agencies such as the Div. of Rehabilitation Services.
- Share concerns directly.
- Ask for clarification.
- If time is needed to reflect or collect more information on a topic, ask to have that discussion postponed.

How Can Parents/Guardians Prepare for an IEP/Transition Planning Meeting?

- Bring a list of topics, questions and concerns you would like to have addressed.
- Gather information about who should be invited to your teen's IEP meeting and why – sign consent forms so that the Special Educator/Meeting Coordinator can issue invitations.
- You are allowed to invite an outside advocate.
- Think about what you would like your teen/young adult child to accomplish (realistic yearly goals).

ROLE OF THE SPECIAL EDUCATION TEACHER & SCHOOL IN THE IEP/TRANSITION PLANNING PROCESS

- Provide integrated education that emphasizes the student's involvement with peers without disabilities, and focuses on the building of integrated peer and community support networks.
- Provide student training in self-advocacy, including skills for participating in their own IEP/Transition Planning meetings.
- Actively involve the student and their parent(s)/guardian(s) in the student's IEP/Transition Planning, starting at age 14.5, with the help of a variety of ongoing transition assessments.
- Help the student identify measurable goals for their adult life – also known as postsecondary goals - for Employment, Independent Living, and future Education or Training. These goals will serve as the basis for the student's IEP/Transition Plan.
- Help the student form a “course of study” for their high school years, that prepares them for their Employment and Independent Living goals, including preparation for future Education or Training goals that are part the student's IEP/Transition Plan.
- Help the student form annual transition IEP goals, and a list of transition services, that will move the student progressively closer to achieving their post-school goals.
- Communicate and build ties with the local adult services community, and link students and their families with those services that are most relevant to their IEP transition goals – for example, the local office of the Division of Rehabilitation Services (DHS/DRS), local colleges & other postsecondary training programs, local mental health and developmental disabilities services, etc.
- With parent/guardian approval, invite key community service providers to the student's IEP/Transition Planning meetings.
- Provide a variety of pre-employment career development activities, including career exploration, work readiness training, and work-based learning opportunities.
- Provide a functional curriculum that emphasizes work and independent living skills in a community-based program, for students with significant support needs aged 18-22.
- Communicate and build ties within the local business community, to assist students in finding work-based learning experiences, and in working towards employment.
- Develop a transition resource listing for students and parents/guardians, that describes important local services, for current and post high school transition support.
- Upon graduation/school completion, provide the student and their family with a “Summary of Performance” document, that will help the student/family communicate their goals and support needs to future service providers.



Additional information about the transition IEP team members who are based at your school

In addition to your Special Education Teacher (Case Manager), the other school staff members who may be present at your IEP/Transition Planning meetings include the following: one or more of your General Education Teachers, your school Principal or other School Administrators, your Guidance Counselor, your school's Vocational/STEP Coordinator, and Related Services Staff (e.g., School Social Worker, Speech Therapist, PT/OT services staff, etc.) Their roles as part of your IEP Team are as follows.

General Education Teachers: Teachers from your General Education classes can assist in developing your IEP goals, preparing you for college or other post-secondary training, and providing career and technical information for various professions. It is required that at least one General Education teacher must be present at each IEP meeting.

School Principal or Special Education Director: At least one of your school administrators will be at your transition IEP meetings. They are there to be supportive of your transition planning process, and to provide the needed school resources to help your transition plan come together.

Guidance Counselor: The school Guidance Counselor can help you think about your future career, research colleges or other post-secondary training programs, and assist you in setting up your high school class schedule so that it fits with your transition plan. Your Guidance Counselor can also assist you with applying to colleges, applying for scholarships and financial aid, and in making sure that you are on track for high school graduation.

School Vocational Coordinator: Your school may have a Vocational Coordinator, who coordinates work experiences (e.g., STEP – Secondary Transitional Experience Program). They can help students identify and contact potential jobsites for gaining employment or volunteer experience during their high school years. They visit students at their jobsites, and stay in touch with the employer or supervisor. They make sure the student gets feedback on how they are doing on the job, and they help make sure the student has the support and accommodations they may need to be successful. They also provide support and instruction in areas like Workplace Readiness, Job Exploration, Self-Advocacy, and Post-Secondary Education/Training. Some schools may use the title “Transition Specialist” to refer to their Vocational Coordinator.

Related Services Staff (e.g., Social Work, School Psychologist, Physical Therapy, School Nurse, Occupational Therapy, Speech & Language, Hearing and Vision): Can assist in identifying post-secondary services, if needed.

ROLE OF THE IDHS/DRS VOCATIONAL REHABILITATION COUNSELOR IN TRANSITION PLANNING

- The IDHS/DRS Vocational Rehabilitation Counselor (or, in brief, DRS Counselor) can provide information on IDHS/DRS services for students starting at age 14.5.
- When requested, the DRS Counselor can assist the student in applying for IDHS/DRS services, and can determine eligibility for services.
- The DRS Counselor can offer two types of services to transition-aged youth:
 - 1. Transition Services:** Services provided to youth designed to prepare a student or youth with a disability for employment, postsecondary education, and community life. Transition services can be provided directly by the DRS Counselor, or through other providers (e.g., colleges, or other training programs).
 - 2. Secondary Transitional Experience Program (STEP):** STEP is a program available within participating Illinois high schools that provides Work Based Learning Experiences and other Pre-Employment Transition Services, including: Career Exploration, Workplace Readiness Training, Counseling on Post-Secondary Education/Training, and Instruction in Self-Advocacy.
- Assist students who become customers of IDHS/DRS, in developing their **DRS Individualized Plan for Employment (IPE)**. The IPE will be based upon the student's employment goal.
- Evaluate and monitor IEP and IPE employment goals, to ensure the customer/student is working toward the same obtainable goal. This includes coordinating services with the school and other stakeholders as needed.
- Provide **Guidance and Counseling** to help the customer/student determine what they can do now and in the future to achieve their employment goal.
- Provide **Information and Referral** for the customer/student, concerning Other Community Service Providers that can help them prepare for, obtain, or maintain their employment goal.
- Provide **Job Search and Placement Assistance**, as needed, to find the best employment option that fits the customer/student's skills, education, and experience.
- Provide **Supported and Customized Employment Services**, if needed, including job coaching, support on the job and creating a work environment in which the customer/student can experience success.
- **Post-Secondary Training and Education** can be funded, if needed to achieve one's employment goal. IDHS/DRS supports and seeks to encourage enrollment by customers in academic and vocational training programs at in-state public community colleges, and approved community colleges bordering the state.

Additional services offered through IDHS/DRS

If interested in any of the following services, contact your local DRS Office.

Assistive Technology Evaluations can recommend an item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

DRS Benefits Specialists (WIPA Office – Work Incentives Planning & Assistance) can provide a benefits analysis for customers/students who are receiving SSI/SSDI and are working or thinking about working. WIPA will help the customer determine how their public benefits may be impacted by working.

DRS Post-Employment Services can be provided, if needed for the customer to maintain, regain, or advance in employment.

Fast Track is a program for students with disabilities who qualify under the Workforce Innovation and Opportunity Act (WIOA) as potentially eligible individuals. These individuals must be at least 14 and not older than 21 years of age; be enrolled in an education program; and not a participant in the DRS-sponsored Secondary Transitional Experience Program (STEP).

Home Services can be provided to individuals with the most significant disabilities to enable them to remain in their homes and live as independently as possible. Services also include specialized services for people with HIV/AIDS or brain injuries.

The **Illinois Community College Initiative** was developed to support the cost of attendance at public community colleges for customers regardless of family income. If applying to a private institution, an out of state school, or an Illinois 4-year university, family income will be considered. Required documentation is needed for funding.

The **Transition-Aged Students and College Courses Program** was developed for current high school students to enroll in courses in support of the customer's/student's employment goal and development of employability skills. These courses can include but are not limited to dual-enrollment courses, remedial courses, continuing education, and pre-employment transition skills training. If the high school does not offer financial assistance, the DRS Counselor can consider approval for funding.

Transportation funding can be considered by the DRS Counselor, if needed for the customer to get to vocational training, post-secondary education training, and the workplace.

THE ROLE OF OTHER COMMUNITY SERVICE PROVIDERS IN IEP/TRANSITION PLANNING

What Other Community Service Providers Can Contribute to IEP/Transition Planning:

- Can be invited to IEP/Transition meetings when requested by the student/family.
- Share thoughts and be part of the discussion and planning.
- Provide information on their services and eligibility.
- When requested, provide assistance in applying for their services.
- Recommend, and coordinate with, other resources to assist the student in their transition goals.

Most Common Community Service Providers for Transition-Aged Youth:

- **Centers for Independent Living (CILs)** offer training to consumers on an individual or group basis. Areas of focus are determined by the need of the individual consumer and could include: SSDI/SSI benefits assistance, self-care, financial management, self-advocacy, employment, bus training and more.
- **College Disability Services** are located on campuses that ensure students with disabilities receive the academic accommodations needed for their success in the classroom.
- **Community Rehabilitation Providers (CRPs)** are local employment networks that work with DRS 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.
- **Independent Service Coordinators (ISCs)** determine eligible services for those selected from the Prioritization of Urgency of Need for Services (PUNS) list. ISCs assist individuals with developmental disabilities and their families with information, application, referral, coordination, and linkage to services and supports delivered by direct service providers.
- **Mental Health Counselors** can work with students to set and reach IEP goals, develop a more positive attitude toward school, and identify their strengths. They can also work with students on social-emotional needs, including developing self-knowledge, responsibility, and better decision-making.

Timeline for Transition Planning



8TH GRADE (Or, Transition IEP for year in which student turns 14 1/2 years)

- Assess and map out the student's transition needs and preferences.
- Introduce discussion of career interests and basic life skills.
- Consider recreational/leisure interests and skills.
- Start looking at high school graduation requirements; consider HS Course of Study.
- Add emphasis to student instruction in skills for self-advocacy.
- Form initial post-secondary goals (may change over time).
- Discuss any needs for other supports, such as therapies or assistive technology.
- For students with a developmental disability, provide the family with information about the PUNS list.

FRESHMAN YEAR (9th Grade)

- Bring HS Transition Team members together for the first time (student, parent(s), teachers, Guidance Counselor, DRS Counselor, Related Services staff, etc.).
- Arrange for further career/vocational assessments (Ideally including input from the student, parent/guardian, and school staff).
- Continue student instruction in skills for self-advocacy (e.g., student present at their IEP meeting and actively participating).
- Discuss and refine future plans and goals around career, education/training and independent living.
- Begin participation in transition activities and events (e.g., career fairs, college fairs, resource fairs, etc.).
- Help student look into transportation resources and training.
- Help student explore summer programs (e.g., volunteerism & career exploration).
- Adjust educational accommodations and supports as necessary for the HS environment.
- For students with a developmental disability, make sure information has been provided to the student/family about the PUNS list.

SOPHOMORE AND JUNIOR YEARS

NEW for 10th and 11th Grades

- Discuss potential DRS services, and offer the student an opportunity to become an active customer with the Division of Rehabilitation Services.
- If available, consider participation in STEP or other work experience programming.
- If community college, trade school, or four-year college is a goal for the student, the student and their parent should start thinking about what reasonable accommodations they would need to complete that program. (Note: An IEP or 504 Plan that the student had in K-12 school will no longer be in place after they graduate – colleges and employers will instead abide by the ADA – Americans with Disabilities Act.)
- If community college, trade school, or college is a goal for the student, the student should begin making college/training program visits, and should be in conversations about college preparation with their teachers, Guidance Counselor, and DRS Counselor. (Note: Ask colleges about their disability support services.)
- For students who become active with the Division of Rehabilitation Services (DRS) discuss how **Pre-Employment Transition Services** (pre-ETS) will occur in HS:
 1. Instruction in self-advocacy: Helps individuals communicate/negotiate their interests/desires; improves autonomy, self-awareness, choice-making, problem solving, etc.
 2. Work Based Learning Experiences: Educational approach that allows students to practice real work in natural settings and build connections to future career opportunities.
 3. Workplace Readiness Training: Support students in gaining skills/competencies that are important or needed for any job (i.e. soft skills, employability skills, transferable skills)
 4. Job Exploration Counseling: Includes a variety of activities aimed to help students with career-related issues; e.g., explore different career options, foster motivation, and support with informed decision making around employment.
 5. Counseling on opportunities for enrollment in postsecondary education: Support students in their transition to postsecondary education/training; long-range career planning which includes postsecondary education/training.

Continuing:

- Arrange for further, ongoing career/vocational assessments.
- Discuss and further refine ideal future plans and goals around career, education/training, and independent living.
- Continue student instruction in skills for self-advocacy (e.g., student present at their IEP meeting and actively participating.)
- Continue participation in transition activities and events (career fairs, college fairs, resource fairs, etc.).
- Continue to help student explore transportation resources and training.
- Continue to help student explore summer career programs or employment.
- Adjust educational accommodations and supports as necessary.
- For students with a developmental disability, make sure the student/family has information about the PUNS list.



SENIOR YEAR

NEW for 12th Grade

- If not covered earlier, discuss potential DRS services, and explore the opportunity to become an active customer with the Division of Rehabilitation Services.
- Ask the student about possible participation in school work experience/vocational training programs (e.g., STEP.)
- Learn about adult rights and responsibilities.
- Explore available transition services in the community.
- If community college, trade school, or four-year college is a goal for the student, begin/continue applying to colleges/training programs. Student should be seeking assistance from their Teacher/Case Manager, Guidance Counselor, and DRS Counselor in the application and college-planning process. Parent(s) need to complete the FAFSA form (Free Application for Federal Student Aid).
- If appropriate, learn about the differences between Power of Attorney, Supported Decision-Making, Limited Guardianship, and Guardianship.
- If appropriate, apply for public benefits, e.g., SSI/Medicaid, SSDI/Medicare, etc.
- Plan towards a final exit/graduation IEP meeting, to include discussion of the student's Summary of Performance (SOP).

Continuing:

- Arrange for further, ongoing career/vocational assessments.
- Discuss and further refine ideal future plans and goals around career, education/training and independent living.
- Continue student instruction in skills for self-advocacy (e.g., student present at their IEP meeting and actively participating.)
- For students involved with DRS, continue training in the 5 areas of pre-ETS (see description under 10th & 11th Grade activities listed above).
- Continue participation in transition activities and events (e.g., career fairs, college fairs, resource fairs, etc.).
- Continue to explore transportation resources and training.
- Continue to explore summer career programs or employment.
- Adjust educational accommodations and supports as necessary.
- For students with a developmental disability, review information about the PUNS list (Complete or update PUNS list as appropriate).

SUPER SENIOR YEAR(S)/STUDENTS AGED 18-22

In addition to further work on the 12th grade task list:

- Discuss school exit date with the IEP team.
- Plan towards an exit IEP meeting, to include discussion of the student's Summary of Performance (SOP).

Continuing:

- Arrange for further, ongoing career/vocational assessments.
- Discuss and further refine ideal future plans and goals around career, education/training and independent living.
- Continue student instruction in skills for self-advocacy (e.g., student present at their IEP meeting and actively participating.)
- For students involved with DRS, continue training in the 5 areas of pre-ETS (see description under 10th & 11th Grade activities listed above).
- Continue participation in transition activities and events (e.g., career fairs, college fairs, resource fairs, etc.).
- Explore/participate in vocational programming (e.g., work program, job shadowing, internships, etc.)
- Continue to learn about adult rights and responsibilities.
- Continue to explore transportation resources and training.
- Continue to explore summer career programs or employment.
- Adjust educational accommodations and supports as necessary.
- For students with a developmental disability, review information about the PUNS list (Complete or update PUNS registration as appropriate).

Transition and the Law



Transition Services Defined for Illinois

(Illinois PA 102-516 – Excerpts)

“Transition services” are defined as a coordinated set of activities for a child with a disability that is designed to be results oriented and is focused on improving the academic and functional achievement of the child in order to facilitate the child’s movement from school to post-secondary activities. These activities may include post-secondary education (for-credit classes, career and technical education, non-credit courses and instruction), vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition planning begins at age 14 1/2 and is updated annually thereafter. Transition planning must be conducted as part of the IEP process. If the IEP team determines that the student is in need of transition services from a public or private entity outside of the school district, the IEP team will identify possible outside resources, provide information, make referrals, follow up to ensure the student has been successfully linked to the organization/entity and monitor the student’s progress in regard to IEP transition goals and benchmarks being met.

Federal Laws Important to Transition

The Individuals with Disabilities Education Act (IDEA)

is a law that is designed to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. It ensures that the rights of children with disabilities and parents of such children are protected.

The Rehabilitation Act of 1973 was the first law to provide equal access for people with disabilities by removing architectural, employment, and transportation barriers. Sections 100 through 130 of the Act assist states to meet the current and future needs of handicapped individuals, so that those individuals may prepare for and engage in gainful employment to the extent of their capabilities. This is done through vocational rehabilitation (VR) services available in each state. In Illinois, VR services are provided for by the Illinois Department of Human Services/Division of Rehabilitation Services (IDHS/DRS). Sections 501 and 503 of the Act prohibit federal agencies from discriminating against individuals with disabilities. Section 504 requires federal entities to make reasonable accommodations for qualified individuals with disabilities, including public schools. Students who do not qualify for special education and related services may receive accommodations and modifications in accordance with a 504 plan.

The Workforce Innovation and Opportunity Act of 2014 (WIOA) is a legislative mandate focused in part on improving the employment outcomes of secondary students with disabilities. WIOA requires that funding from the State/Federal Vocational Rehabilitation System be used to ensure that state vocational rehabilitation agencies (e.g., Illinois Department of Human Services/Division of Rehabilitation Services) in collaboration with schools provide pre-employment transition services (pre-ETS) to all students with disabilities who qualify, or could potentially qualify, for vocational rehabilitation services. Under WIOA, vocational rehabilitation counselors and teachers are required to engage students in the following five required pre-ETS: (a) job exploration counseling, (b) work-based learning experiences, (c) counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs, (d) workplace readiness training to develop social skills and independent living, and (e) instruction in self-advocacy.

The Americans with Disabilities Act (ADA) is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. The ADA prohibits discrimination on the basis of disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs. The ADA Protects People with Disabilities. A person with a disability is someone who: has a physical or mental impairment that substantially limits one or more major life activities, has a history or record of such an impairment (such as cancer that is in remission), or is perceived by others as having such an impairment (such as a person who has scars from a severe burn). If a person falls into any of these categories, the ADA protects them. Because the ADA is a law, and not a benefit program, you do not need to apply for coverage.

The Higher Education Opportunity Act of 2008 (HEOA) is federal legislation designed to strengthen the educational resources of colleges and universities and to provide financial assistance for students in post-secondary education. HEOA made significant changes related to student financial aid for individuals with disabilities. In particular, students with intellectual disabilities are now eligible to receive federal student aid if they attend

a comprehensive transition and post-secondary (CTP) program at a college or other approved school that participates in federal student aid programs, even if they do not have a high school diploma or GED and even if they are not pursuing a degree or certificate, so long as they meet federal student aid eligibility requirements.

Important Federal Policies/Programs

Entitlement vs Eligibility

Entitlement: School-age students with a disability receiving special education services are entitled to receive services to access a free appropriate public education as outlined in the Individuals with Disabilities Education Act (IDEA). Services are documented within the student's Individualized Education Plan (IEP) as determined by the IEP team and funded by the school district. Students are entitled to: Free Appropriate Public Education (FAPE); Least Restrictive Environment (LRE); Specially Designed Instruction (SDI); Related Services; and Preparation for Further Education, Employment and Independent Living.

Eligibility: Once a student exits school, eligibility for services and supports is determined through the requirements of agency(s) outside of the school system. Individuals may qualify for services but services are not guaranteed. Responsibility to obtain services resides with the individual/parent/guardian. Services may be provided if there is enough staff capacity at the facility, and/or funds to provide services. Self-advocacy is necessary in obtaining accommodations. Services based on eligibility include but are not limited to: post-secondary education; vocational rehabilitation services; employment; Social Security benefits; and protection under the Americans with Disabilities Act.

The Social Security Administration

SSI and SSDI

The Supplemental Security Income (SSI) program is a program administered by the Social Security Administration that provides monthly payments to adults and children with a disability or blindness who have income and resources below specific financial limits. Social Security Disability Insurance (SSDI) is similar to SSI, but only pays benefits to you and certain members of your family if you are "insured," meaning that you worked long enough and paid Social Security taxes long enough to be eligible.

Ticket to Work

The Social Security Administration's Ticket to Work Program supports career development for Social Security disability beneficiaries ages 18 through 64 who want to work. The Program is free and voluntary. The Ticket Program helps people with disabilities progress toward financial independence and long-term success in the workplace by assisting them in obtaining meaningful employment. Individuals who receive Social Security benefits because of a disability and are ages 18 through 64 probably already qualify for the program. DRS is the primary provider of Ticket to Work services in Illinois; if you have questions, see your local DRS Counselor/Office.

Selective Service System

Federal Law requires nearly all male U.S. citizens and male immigrants, aged 18 through 25, register with Selective Service. Selective Service registration compliance documentation is required of everyone receiving any source of financial aid from the state.

Important Illinois Laws and Policies

Educational Rights

(Source: A Parent Guide: Educational Rights and Responsibilities: Understanding Special Education in Illinois, Illinois State Board of Education, August 2020, page 73.)

What Is the Transfer of Parental Rights All About?

When a young adult reaches the age of 18 in Illinois, he or she has truly become an adult in the eyes of the law and has the right to make his or her own decisions. According to the IDEA, at least one year before a student reaches the age of 18, the school district must inform the parent(s) and student of the rights under federal and state regulations that will transfer from the parent to the student upon turning 18. This means that unless other arrangements have been made by the family (e.g., guardianship), the student has the right to make the final decisions about his or her education.

Delegation of Rights – Another Option

The school code (105 ILCS 5/14-6.10) allows a student to retain independent legal status while delegating his or her right to make educational decisions. According to this requirement, a student who has reached the age of 18 can choose to sign a Delegation of Rights to choose a parent or another adult to represent him or her and assist in making decisions about his or her education. This delegation

applies only to educational decisions and can be ended by the student at any time. The school district must provide a copy of the Delegation of Rights to the parent and student during the IEP meeting during the year that the student turns 17.

(Delegation of Rights - sample form: https://www.isbe.net/SPEDReqNotConForms/nc_deleg_34-57k.pdf)

Guardianship/POA/Supported Decision Making

At times, students with significant disabilities may need support in making important life decisions. There are various forms of support available to students, including but not limited to: guardianship, powers of attorney and supported decision-making.

Guardianship

Parents are legally responsible for making decisions for their student until the age of 18, at which time those rights transfer to the student. Parents of students with disabilities 18 years of age and older, including those students with very significant disabilities, are faced with making a very important decision, whether or not to identify a guardian for the student. A guardian is appointed by the court when an individual is determined unable to make or communicate safe or sound decisions about their person and/or property. Guardians can be family members, friends, professionals working at for-profit and non-profit entities, and lawyers, among others. Parents may wish to consult an attorney or an agency that assists with obtaining guardianships to learn more about the various types of guardianships that exist, to determine if guardianship is appropriate for their student.

Power of Attorney

A power of attorney gives one or more persons the power to act on your behalf as your agent. The power may be limited to a particular activity or be general in its application. The power may give temporary or permanent authority to the agent. Individuals with significant mental or physical disabilities may have serious difficulty making important decisions for themselves and would benefit from giving this authority to a trusted family member or other representative.

Supported Decision-Making

Supported Decision-Making provides an alternative to guardianship for adults with intellectual or developmental disabilities who need help in making decisions. An adult with an ID/DD (called a Principal) identifies a trusted Supporter (for example a relative or friend) to assist in making decisions in certain areas of life (medical, financial, living arrangements, work, etc.). The arrangements are put

into a written Supported Decision-Making Agreement which both the Supporter and the Principal sign in front of 2 witnesses. The Supporter helps the Principal with decisions in the identified areas of support. However, the Principal still makes the final decision. A Principal can act independent of a Supported Decision-Making Agreement if they so choose.

**Information in this section was not developed by an attorney or legal professional. The information provided is for informational purposes and is not intended to provide legal advice and guidance.*

Illinois Policy for Young Adult Program Eligibility (Public Act 102-0172 / HB40 – Effective 7/28/2021)

Children with disabilities who are determined to have need and are eligible for special education services that requires continued public school education after high school; in order to facilitate his/her successful transition and integration into adult life is eligible for such services until the day before the student's 22nd birthday, unless his/her 22nd birthday occurs during the school year, in which case he/she is eligible for services through the end of the school year. An individualized education program (IEP) must be written and agreed upon by appropriate school personnel and parents or guardians of the child receiving special education services.

“Brittany’s Law” – Concerning Graduation Ceremonies and Young Adult Programming (Public Act 105 ILCS 5/14-16)

Effective March 1, 2025, each school district that operates a high school must have a policy and procedures in place that allow a child with a disability who has completed 4 years of high school at the end of a school year to participate in the graduation ceremony of the student's high school graduating class and receive a certificate of completion if the student's individualized education program (IEP) outlines special education transition planning, transition services, or related services beyond the student's 4 years of high school. The policy and procedures must require timely and meaningful written notice to the child and their parents/guardians in regard to the school district's policy and procedures that have been adopted.

Diploma vs. Certificate of Completion/Graduation Requirements/Transition Programming

For explanations of frequently answered questions in regard to the definition of a regular high school diploma (question 6), how a regular high school diploma differs from a certificate of completion (question 8), how it is determined that a student has met graduation requirements (question 12), and continuing special education programming through a transition program when graduation requirements have been met (question 13) please go to: FAQ on Graduation Rate Coding for Students: <https://www.isbe.net/Documents/Graduation-Rate-FAQ.pdf>

Interpretation Services for IEP/504-Related Meetings (Public Act 102-1072)

PA 102-1072 (HB 5214) expands the previous requirement that interpretation services be available at IEP team meetings to include multidisciplinary conferences, 504 meetings, and special education mediation for parents who are deaf or who do not typically communicate in English.

Voter Registration

An individual may register to vote in Illinois if he/she will be 18 years or older on the next Election Day, resides in the jurisdiction for 30 days prior to the election, and is a U.S. citizen. Illinois' residents may register online, in person at the office of the election authority, at Driver's License facilities, with deputy registrars who are appointed in each jurisdiction, or via mail using the Illinois Voter Registration Application (available in English and Spanish.) Please note that individuals who are of age can initiate their Illinois Voter Registration process during the intake meeting with their DRS Counselor.

State ID/Driver's License – Illinois Secretary of State

The Secretary of State facilities are an important resource for educating citizens about issues including traffic safety, school bus safety, securities fraud, literacy, and organ/tissue donation.

The PUNS System (for Students with Developmental Disabilities)



What is PUNS?

PUNS is the statewide waiting list for individuals with developmental disabilities (DD) who do not yet have funding for DD “Medicaid Waiver” services, but may need funding for services.

What does PUNS stand for?

PUNS stands for Prioritization of Urgency of Need for Services.

What is the qualification criteria to enroll in PUNS?

A person must have a developmental disability in order to enroll in PUNS.

When does one enroll in PUNS?

An individual should enroll in the PUNS database as early as 2.5 years old with a diagnosis of developmental disability verified by a physician. Children, teens, and adults can enroll in PUNS.

How does one enroll in PUNS?

To enroll on the PUNS list, you must arrange a PUNS interview with your local Independent Service Coordination (ISC) agency.

This can be done by:

- Calling the DHS hotline at 1-800-843-6154
- Using the ISC Office Locator, link: <https://www.dhs.state.il.us/page.aspx?module=12>

What types of services can funding cover?

Once you are selected from the PUNS list, your funding will cover DD Medicaid Waiver services (administered by the IDHS/DDD – Div. of Developmental Disabilities). These services may include: community integrated living arrangements (CILAs), home-based supports, respite care, child group homes, and others.

Brief description of some of the services PUNS/DDD funding can cover:

- Home-Based Supports Services: designed to enable participants to remain living in their family home (or their own home if 18+) while receiving support to help them achieve personal goals. Funding allocated from home-based services can be used for community agencies, personal support workers, community day services, or employment services (e.g., via agencies enrolled in the Medicaid Waiver program.)
- Respite care: short-term relief for primary caregivers.
- CILAs: living arrangement for adults (18 and older) in a group home, family home, or apartment where 8 or fewer unrelated adults with developmental disabilities live under supervision of community developmental services agencies.
- Child group homes: A structured living environment for no more than 10 children per living arrangement; child group homes provide individualized and rehabilitative and therapeutic services to children and adolescents who cannot live in their family home.

What are the PUNS categories and what do they mean?

There are two categories under PUNS which indicate the extent of need for services. These categories include:

- Seeking services = in need of services now (individual with DD is 18 or older)
- Planning for services = not in need of services now; planning for the future (individual with DD is not yet 18 years old)
- Important information on PUNS categories:
 - » You must notify your ISC upon turning 18 to move from planning into seeking category - this does not happen automatically.
 - » Funding decisions are made based on cumulative length of time on the seeking services list.

How do I know if I (or my family member) has been selected for funding?

If you are selected for funding, you will receive a letter from the Illinois Department of Human Services (IDHS) that indicates you have been selected for funding. At this time, you can apply for services by contacting your ISC agency. While you are on the list, you can check your status by emailing DHS.DDD.PUNS@illinois.gov.

Other Important Information About PUNS:

- It is important to enroll as early as possible; there may be a long wait before you/your family member gets selected for funding.
- It is important to update your information regularly, as changes to your situation (e.g., student or family experiencing a crisis) may prompt a change in your PUNS status. Individuals who meet the crisis criteria (see the DDD Crisis Criteria for more information) can receive immediate, expedited funding for services.
- To stay on the PUNS list, you must update your status every year. If you do not update your status, you may be removed from the waitlist. Updating your status indicates that you are still interested in receiving funding for DD services.

The Summary of Performance

What is a Summary of Performance?

The summary of performance (SOP) is required upon the student's graduation with a regular diploma or age-out from special education services (year of student's 22nd birthday.) The key word is "summary." The intent of the SOP is to provide crucial information to those assisting the student in reaching their postsecondary goals by providing them with a document that profiles the student. *An SOP describes the student's disability and lists accommodations likely needed for post-secondary services.*

Why is an SOP needed?

This summary of the student's achievement and performance can be used to assist the student in accessing postsecondary education and/or employment services. The student can provide a copy of this document to colleges, vocational services, employment specialists and other individuals as needed to support the student's transition and to advocate for their individual needs. The SOP may help the student with the following transition activities: meeting with the Disability Services Coordinator at a college, applying for Vocational Rehabilitation Services (e.g., Div. of Rehabilitation Services), or visiting a Vocational Training Center.

Key Components:

The SOP is required during the student's exit year - for each student with an IEP whose eligibility for services under IDEA terminates due to graduation/age-out from secondary school. The school district must provide the student with a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the student in meeting the student's postsecondary goals. The SOP should include involvement from the student and can include input from the student's family, detailing the family's view regarding successes and support needs related to the student's postsecondary goals.

The SOP contains key information regarding the student's:

- Life goals
- Preferences and interests
- Functional and academic strengths and needs
- Needed accommodations
- Strategies for success

The SOP should include the following information:

Postsecondary Goals	Related to employment, education/training, and independent living.
Academic Achievement	What the student knows in terms of reading, math, & consumer/personal finance. Also, learning skills, e.g., reasoning, communication, and processing.
Functional Performance	Behavior across different environments such as how the student interacts with peers at school, in the community, and at work; issues such as self-care, mobility, self-determination, safety, and executive functioning skills should be addressed.
Recommended Supports	Accommodations, modifications, adaptive devices, compensatory strategies and/or collateral support services the student will need to be successful in postsecondary settings.
Next Steps	Recommendations for attaining postsecondary goals such as attending a college/career program; meeting with a Division of Rehabilitation Services Counselor and/or the Disability Services Coordinator at their chosen college; meeting with a Community Rehabilitation Provider, keeping a file of current disability documentation, completing employment/apprenticeship applications, etc.

SOP - Tips for Teachers:

Teachers should create a well-written SOP that portrays an objective overview of the student's strengths, needs, interests, and post-secondary goals.

Involve the student in the SOP process. Engaging the student in the SOP process allows for student voice, and provides them an opportunity to become comfortable with their information and advocate for their needs with postsecondary providers.

Link the SOP with the IEP process. The SOP should be closely tied to information within the most current IEP.

Think of the student's next environment when developing the SOP. When developing the SOP, collaborating agencies' input should be utilized to ensure that next steps for the student and family are accurate. The SOP is a crucial link between the student's K-12 education and postsecondary environments.

Present the SOP to team members. Include the IEP team in the SOP process to ensure all stakeholders are aware of how to support the student through their transition. Invite any agency or organizational representatives who will be providing adult services. If possible, facilitate a student presentation of the SOP information to the IEP team.

More Information:

For more information on the SOP, review the federal requirements that can contribute to the student's seamless transition to adulthood.

***Please use this link to view the SOP sample form provided by the Illinois State Board of Education (ISBE):** <https://www.isbe.net/Documents/34-60-summary-of-performance.pdf>

High School Exit Checklist

Use this checklist to organize key information that will assist you in your future.

Keep these items in a very safe place.

- ✓ A copy of the completed Summary of Performance
- ✓ A copy of the most recent IEP or 504 Plan
- ✓ A copy of your most recent evaluations
- ✓ A copy of your Resume/Job Application info.



Key Resources and Sample Transition Surveys

ADVOCACY & FAMILY SUPPORT

American Foundation for the Blind

<https://www.afb.org/>

American Council for the Blind

<https://www.acb.org/>

Brain Injury Association of Illinois

<https://www.biail.org/>

Cerebral Palsy Foundation

<https://cpresource.org/>

Division of Specialized Care for Children (DSCC)

<https://dscc.uic.edu/>

Epilepsy Foundation of Greater Chicago

<https://www.epilepsy.com/local/greater-chicago>

Family Resource Center on Disabilities (FRCO)

<https://frcd.org/>

Illinois Coalition Against Domestic Violence

<https://www.ilcadv.org/>

Illinois Deaf and Hard of Hearing Commission

<https://idhhc.illinois.gov/>

Illinois Department of Children and Family Services (DCFS)

<https://dcfs.illinois.gov/>

In an emergency, call 1-800-25-ABUSE (800-252-2873)

IDHS - Adult Protective Services

<https://www.dhs.state.il.us/page.aspx?item=32675> 1-866-800-1409

Illinois Department of Public Health (IDPH) Resource Center

<https://dph.illinois.gov/resource-center.html>

Illinois Disability Resources and Advocacy Organizations

https://www.olmsteadrights.org/self-helptools/advocacy-resources/item.6563-Illinois_Disability_Resources_and_Advocacy_Organizations

Illinois Epilepsy Support and Resources - Central Region

<https://streatorunlimited.org/epilepsy/>

Illinois Life Span Program

<https://www.illinoislifespan.org/>

Independent Client Assistance Program (CAP)

<https://www.equipforequality.org/issues/client-assistance-program/>

National Council on Disability (NCD)

<https://ncd.gov/>

RespectAbility

<https://www.respectability.org/>

S.I.B.S Supporting Illinois Brothers & Sisters

<https://www.sibsnetwork.org/>

The Arc of Illinois

<https://www.thearcofil.org>

The Autism Program of Illinois (TAP)

<https://tap-illinois.org/>

The Phoenix Center

<https://www.phoenixcenterspringfield.org/>

The Trevor Project

<https://www.thetrevorproject.org/>

Voter Registration in Illinois

<https://vote.gov/register/il/>

ASSISTIVE TECHNOLOGY/ACCOMMODATIONS

Assistive Technology - Related Resources

<https://www.dhs.state.il.us/page.aspx?item=32088>

Illinois Assistive Technology Program (IATP)

<https://iltech.org/>

Job Accommodation Network (JAN)

<https://askjan.org/>

Great Lakes ADA Center

<https://www.adagreatlakes.org/>

BENEFITS

Application for Benefits Eligibility (ABE) Illinois (Medicaid, All Kids, TANF, SNAP, etc.)

<https://abe.illinois.gov/abe/access/>

Asthma and Allergy Foundation of America (AAFA) - Drug Assistance Programs

<https://aafa.org/advocacy/advocacy-resources/patient-assistance-medicine-drug-programs/>

Illinois Department of Human Services (IDHS)

<https://www.dhs.state.il.us/page.aspx>

IDHS - Disability Determination Services

<https://www.dhs.state.il.us/page.aspx?item=29979>

Social Security Administration (SSA)

<https://www.ssa.gov/>

The Illinois Achieving a Better Life Experience (IL ABLE)

<https://illinoisable.com/>

DEVELOPMENTAL DISABILITY SERVICES

IDHS - Community Day Services for Developmental Disabilities

<https://www.dhs.state.il.us/page.aspx?item=57221>

IDHS - Division of Developmental Disabilities (DDD)

<https://www.dhs.state.il.us/page.aspx?item=29761>

IDHS - Illinois PUNS

<https://www.dhs.state.il.us/page.aspx?item=41131>

EDUCATION/TRAINING

Database of Accredited Postsecondary Institutions and Programs

<https://ope.ed.gov/dapip/#/home>

Illinois State Board of Education (ISBE)

<https://www.isbe.net/>

ISBE - College and Career Readiness

<https://www.isbe.net/pwr>

The IRIS Center

<https://iris.peabody.vanderbilt.edu/>

Think College

<https://thinkcollege.net/>

Understood.org

<https://www.understood.org/>

EMPLOYMENT

Disabled Workers Program

<https://work4.illinois.gov/employment-resources/disabpbgm.html>

Illinois Department of Employment Security (IDES)

<https://ides.illinois.gov/>

IDHS - Division of Rehabilitation Services (DRS)

<https://www.dhs.state.il.us/page.aspx?item=29764>

IDHS- DRS Office Locator

<https://www.dhs.state.il.us/page.aspx?module=12&officetype=7>

IDHS - Transition Services for Youth with Disabilities

<https://www.dhs.state.il.us/page.aspx?item=35176>

IDHS - Work Incentives Planning and Assistance (WIPA) Program

<https://www.dhs.state.il.us/page.aspx?item=137647>

Illinois Worknet Center

<https://www.illinoisworknet.com/>

My Employment Options

<https://www.myemploymentoptions.com/>

O*NET OnLine

<https://www.onetonline.org/>

Social Security Work Incentives

<https://www.ssa.gov/disabilityresearch/workincentives.htm>

SSA - Ticket to Work Program

<https://www.ssa.gov/work/>

WIOA Works Illinois

<https://www.illinoisworknet.com/wioa>

HOUSING & INDEPENDENT LIVING

IDHS - Housing, Shelter & Homelessness Resources

<https://www.dhs.state.il.us/page.aspx?item=124295>

IDHS - Independent Living

<https://www.dhs.state.il.us/page.aspx?item=115292>

IDHS - Supportive Housing

<https://www.dhs.state.il.us/page.aspx?item=87600>

Illinois Network of Centers for Independent Living

<https://incil.org/>

National Coalition for the Homeless

<https://nationalhomeless.org/>

National Disability Institute

<https://www.nationaldisabilityinstitute.org/>

U.S. Dept. of Housing and Urban Development - Illinois

<https://www.hud.gov/illinois/>

GUARDIANSHIP & LEGAL ASSISTANCE

Equip for Equality

<https://www.equipforequality.org/>

Phone: 312-341-0022 | 800-537-2632 (Voice)

Illinois Guardianship and Advocacy Commission (IGAC)

<https://gac.illinois.gov/>

IGAC - Supported Decision-Making

<https://gac.illinois.gov/supported-decision-making.html>

Illinois Legal Aid Online (ILAO)

<https://www.illinoislegalaid.org/>

Law Enforcement Guide to Interacting with People with Autism

https://ag.state.il.us/rights/Disabilities_interactingautism.pdf

Law Enforcement Guide to Interacting with People who are Deaf or Hard of Hearing

https://ag.state.il.us/rights/Disabilities_interactingdeaf.pdf

Law Enforcement Guide to Interacting with People who are Blind or Visually Impaired

https://ag.state.il.us/rights/Disabilities_interactingblind.pdf

Legal Aid Now

<https://www.legal-aid-now.com/>

National Center for Transgender Equality

<https://transequality.org/>

Office of the Illinois Attorney General - Disability Rights

<https://www.illinoisattorneygeneral.gov/rights-of-the-people/disability-rights/>

U.S. Dept. of Justice and Civil Rights Division - Guide to Disability Rights Laws

<https://www.ada.gov/resources/disability-rights-guide/>

MENTAL HEALTH

Mental Health America of Illinois

<https://www.mhai.org/>

National Alliance on Mental Illness (NAMI) Illinois

<https://namiillinois.org/>

Substance Abuse and Mental Health Services Association (SAMHSA)

<https://www.samhsa.gov/>

988 Suicide & Crisis Lifeline

<https://988lifeline.org/>

RECREATION & LEISURE

Illinois Department of Natural Resources - Disabled Outdoor Opportunities

<https://dnr.illinois.gov/doo.html>

Special Olympics of Illinois

<https://www.soill.org/>

Special Recreation Association Network of Illinois

<https://www.specialrecreation.org/links/44-special-recreation-associations.html>

YMCA

<https://www.ymca.org/>

TRANSPORTATION

Office of the Illinois Secretary of State

<https://www.ilsos.gov/>

PACE ADA Paratransit Service

<https://www.pacebus.com/ada>

PACE Dial-a-Ride Services

<https://www.pacebus.com/dar>

PACE Taxi Access Program (TAP)

<https://www.pacebus.com/tap>

Regional Transportation Authority (RTA) Discounted Fare & Ride Free Programs

<https://www.rtachicago.org/riders/free-and-reduced-fare-programs>

Illinois Schools' Student Transition Survey

Transition surveys are a useful way to share information about your adult life goals and plans with your IEP team at school. This survey should be completed when you enter high school and again before you exit high school (e.g. freshman and junior years). Your parent or guardian is also asked to complete a similar survey at the same times you are asked to complete one. Your teacher may modify this survey for you, if needed.

Student: _____ DOB: _____ Age: _____ Date: _____

School: _____ Grade: _____ Expected Exit Year: _____

Post-Secondary Education and Training

- 1. Do you plan to finish high school with a: High School Diploma Certificate of completion GED
- 2. Do you plan to exit school: At the end of your senior year Stay through your 22nd birthday
- 3. What subjects/classes interest you the most? _____

- 4. Will you be pursuing a 2 or 4 year college degree or vocational training immediately after high school?
 Yes No Not Sure
If Yes, indicate choice:
 College/University Apprenticeship Vocational/Tech. Ed Military
 Other: _____

- 5. What are your strengths/abilities that will help you to achieve your educational goals? _____

- 6. Do you think you will need assistance in achieving your educational goals? Yes No
If yes, please describe how: _____

Career/Vocational Education Experiences

- 1. When you finish school, what would you like to be doing in regards to employment?
 Full Time Employment Part Time Employment Apprenticeship/ Internships
 Not Applicable (Continuing Education/Training) Volunteerism
 Other: _____

- 2. What Career/Job area are you most interested in at this time? (May refer to career interest survey)
 Office/Clerical Work Business/Sales Science/Technology
 Hands-on Trades Healthcare/Human Services Art/Media/Culinary
Other (Specify): _____

Career/Vocational Education Experiences – continued

3. What kind of support do you think you will need to obtain and maintain employment?

- Assistive Technology Job Coaching Interview Skills Applying for Jobs Learning Transportation
- Job Modifications or Accommodations Obtaining a Driver's License
- Other: _____

4. Which forms of transportation are you interested in accessing?

- Private Vehicle Public Transportation (bus/train) Para-Transit (bus)
- Cab Other: _____

5. Have you had job training or work experience in high school? Yes No

If Yes, describe In-School Jobs (If Applicable): _____

If Yes, describe Community Job Training Sites (If Applicable): _____

6. Do you currently have a paying job? Yes No

If No, what is the main reason? Under age 16 No Time

- No transportation Not interested in working right now Have looked, but have not been hired
- Other: _____

If Yes, where are you working? _____

Do you expect this job to continue after high school? Yes No Unsure

7. Have you had any other paying jobs? Yes No

If Yes, where did you work and what did you do there? _____

8. Did anyone help you find your current job? Yes No

If Yes, who helped and how did they help? _____

9. How many hours are you typically scheduled to work each week? _____

10. What is your hourly pay? _____

11. What fringe benefits or perks (if any) do you get?

- None Medical Ins. Dental Ins. Paid sick days Vacation Vision Ins. I don't know
- Other: _____

Personal Care / Independent Living

1. Where would you like to live after high school?

- In your own place (independent)
- In your own place with support (from family or others)
- At Home/With Family
- College Dormitory
- Military Base
- Group Home
- Not Sure
- Other: _____

2. Do you need instructions or assistance in any of the following?

- Purchasing food, clothing, etc.
- Clothing care
- Food preparation
- Home maintenance
- Telephone skills
- Other: _____

3. What are your strengths that will help you achieve your personal care / independent living goals? _____

4. Do you think you will need assistance with personal care / living goals?

- Yes
- No

If Yes, describe the assistance you will need: _____

Recreation / Social / Leisure

1. What are your primary recreation and social activities and interests?

- Hobbies (e.g., music, games, gardening)
- Outdoor activities
- Movies
- Shopping
- Fitness-related activities
- Creative Arts/Performing
- Attend sports, concerts, plays
- Participating in sports
- Hanging out with friends
- Club/Scouting activities
- Church/Religious activities
- Reading, going to the library
- Other: _____

2. What are your strengths that will help you in achieving your recreation and social goals?

3. What assistance do you think you will need in achieving your recreation and social goals?

Please add any additional information you think would be helpful in planning for your transition:

Illinois Schools' Parent/Guardian Transition Survey

Transition surveys are a useful way to share information about the student's adult life goals and plans with the student's IEP team at school. This survey should ideally be completed by the parent/guardian when the student enters high school and again before the student exits high school (e.g. freshman and junior year). Parent/guardian surveys should be sent home at these times, with the notice of IEP conference or before.

Student: _____ DOB: _____ Age: _____ Date: _____

School: _____ Grade: _____ Expected Exit Year: _____

Post-Secondary Education and Training

- 1. Does your student plan to finish high school with a: High School Diploma Certificate of completion GED
- 2. Does your student plan to exit school: At the end of their senior year Stay through their 22nd birthday
- 3. What subjects/classes interest your student the most? _____

- 4. Will your student be pursuing a 2 or 4 year college degree or vocational training immediately after high school?
 Yes No Not Sure

If Yes, indicate choice:

- College/University Apprenticeship Vocational/Tech. Ed Military
- Other: _____

- 5. What are your student's strengths/abilities that will help him/her to achieve their educational goals? _____

- 6. Do you think your student will need assistance in achieving his/her educational goals? Yes No
If yes, please describe how: _____

Career/Vocational Education Experiences

- 1. When your student finishes school, what would she/he like to be doing in regards to employment?
 Full Time Employment Part Time Employment Apprenticeship/ Internships
 Not Applicable (Continuing Education/Training) Volunteerism
 Other: _____

- 2. What Career/Job area is your student most interested in at this time? (See any career interest surveys)
 Office/Clerical Work Business/Sales Science/Technology
 Hands-on Trades Healthcare/Human Services Art/Media/Culinary
Other (Specify): _____

Career/Vocational Education Experiences – continued

3. What kinds of support do you foresee your student needing to obtain and maintain employment?

- Assistive Technology Job Coaching Interview Skills Applying for Jobs Learning Transportation
- Job Modifications or Accommodations Obtaining a Driver's License
- Other: _____

4. Which forms of transportation is your student interested in accessing?

- Private Vehicle Public Transportation (bus/train) Para-Transit (bus)
- Cab Other: _____

5. Has your student had job training or work experience in high school? Yes No

If Yes, describe In-School Jobs (If Applicable): _____

If Yes, describe Community Job Training Sites (If Applicable): _____

6. Does your student currently have a paying job? Yes No

If No, what is the main reason? Under age 16 No Time

No transportation Not interested in working right now Have looked, but have not been hired

Other: _____

If Yes, where is the student working? _____

Do you expect this job to continue after high school? Yes No Unsure

7. Has your student had any other paying jobs? Yes No

If Yes, where did he/she work and what did he/she do there? _____

8. Did anyone help your student find his/her current job? Yes No

If Yes, who helped and how did they help? _____

9. How many hours is your student typically scheduled to work each week? _____

10. What is your student's hourly pay? _____

11. What fringe benefits or perks (if any) does your student get?

None Medical Ins. Dental Ins. Paid sick days Vacation Vision Ins. I don't know

Other (Specify): _____

Personal Care / Independent Living

1. Where would your student like to live after high school?

- | | |
|--|---|
| <input type="checkbox"/> In your own place (independent) | <input type="checkbox"/> In your own place with support (from family or others) |
| <input type="checkbox"/> At Home/With Family | <input type="checkbox"/> College Dormitory |
| <input type="checkbox"/> Military Base | <input type="checkbox"/> Group Home |
| <input type="checkbox"/> Not Sure | <input type="checkbox"/> Other: _____ |

2. Does your student need instructions or assistance in any of the following?

- | | | |
|--|---|---|
| <input type="checkbox"/> Purchasing food, clothing, etc. | <input type="checkbox"/> Clothing care | <input type="checkbox"/> Food preparation |
| <input type="checkbox"/> Home maintenance | <input type="checkbox"/> Telephone skills | |
| <input type="checkbox"/> Other: _____ | | |

3. What are the strengths that will help your student achieve personal care / living goals? _____

4. Do you think your student will need assistance with personal care / independent living goals?

- Yes No

If Yes, describe the assistance he/she will need: _____

Recreation / Social / Leisure

1. What are your primary recreation and social activities and interests?

- | | |
|--|--|
| <input type="checkbox"/> Hobbies (e.g., music, games, gardening) | <input type="checkbox"/> Outdoor activities |
| <input type="checkbox"/> Movies | <input type="checkbox"/> Shopping |
| <input type="checkbox"/> Fitness-related activities | <input type="checkbox"/> Creative Arts/Performing |
| <input type="checkbox"/> Attend sports, concerts, plays | <input type="checkbox"/> Participating in sports |
| <input type="checkbox"/> Hanging out with friends | <input type="checkbox"/> Club/Scouting activities |
| <input type="checkbox"/> Church/Religious activities | <input type="checkbox"/> Reading, going to the library |
| <input type="checkbox"/> Other: _____ | |

2. What are your student's strengths that will help in achieving their recreation and social goals?

3. What assistance do you think your student will need in achieving their recreation and social goals?

Please add any additional information you think would be helpful in planning for your student's transition:



College of Education and College of Applied Health Sciences
Illinois Center for Transition and Work