

ISBE and IDHS/DRS: Seamless Interagency Partnership

Dr. LaMetrice L. Lane, Ed.D., NCSP
Illinois State Board of Education

Kristin Wagner, MA, LCPC
Illinois Department of Human Services
Division of Rehabilitation Services

Agenda

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LARRY LEARNS THE HARD WAY THAT
SCHOOL AND THE REAL WORLD DON'T
ALWAYS SEE SUCCESS THE SAME WAY.





Common Terminology

- DRS -- Division of Rehabilitation Services
- IDEA -- Individuals with Disabilities Education Act
- IDHS-DRS – Illinois Department of Human Services – Division of Rehabilitation Services
- IGA -- Interagency Agreement
- IEP -- Individualized Education Program
- IPE -- Individualized Plan for Employment
- ISBE -- Illinois State Board of Education
- LEA -- Local Education Agency (School district)
- PECT Program – Pre-Employment Career Training Program (contract type)
- Pre-ETS -- Pre-Employment Transition Services
- TCRS – Transition and Community Rehabilitation Services Bureau
- TPCA – Third-Party Cooperative Arrangement
- VR -- Vocational Rehabilitation
- WIOA -- Workforce and Innovation and Opportunity Act

What is the purpose of the DRS/ISBE interagency agreement?

- Was created to be intentional, serve as a guide, and provide information that can be more easily understood and implemented at all levels.
- Ensures coordination and collaboration between DRS and ISBE to support students with disabilities in their transition from high school to post-school employment related activities and achieving competitive integrated employment.
- Coordinates the facilitation of Pre-ETS, transition, and VR services.
- Creates a consistent communication plan to drive policies and procedures.

What is the purpose of the DRS/ISBE interagency agreement?

- Specifies procedures to identify and outreach to students with disabilities that would benefit from services.
- Federal documentation requirements under WIOA and IDEA are coordinated and satisfied.
- Resolves interagency disputes, including those for reimbursement of services.

What is included in the IGA ?

Consultation and Technical Assistance in Transition Planning

- Details how trainings will be delivered by both agencies.

Transition Planning

- Elaborates on the coordination and collaboration of the IEP development and implementation.

Procedures for Outreach

- Details the connection to students, family, and schools from the LEAs to DRS available services.

What is included in the IGA ?

Roles and Responsibilities

- Reviews both agencies' responsibilities. Includes DRS provision of technical assistance and field contact information to help ISBE facilitate access to student information and school environment. Also coordinates a network of transition planning professionals.
- Together a network of transition planning professionals are coordinated to assist the student with a disability.

What does this mean?

Outlines the commitment between DRS and ISBE to collaborate and work together.

This includes joint participation in the following:

- STEP Advisory Council meetings
- Development of trainings, guidance, and tools
- Transition Planning Committees (TPC)

What does this mean for DRS staff?





- Directs both LEA and DRS to work collaboratively in the determination of which Pre-ETS are needed by a student.
- Outlines expectations for collaboration in community events, attending and consulting in development of IEP, and outreach services.
- Outlines ideal timeframes for opening cases.
- Reinforces federal timelines to determine eligibility and develop the Individual Plans for Employment and update at least annually.
- Provision of supported or customized employment in the last year of school.
- Determination of needs and comparable benefits for assistive technology for postsecondary education or employment prior to the exit from high school.

What does this mean for an LEA?

- Continue to provide IDEA transition services.
- Sharing of DRS information with students and families.
- Participation in the referral for Pre-ETS.
- Working collaboratively with DRS to determine which VR Pre-ETS are needed to supplement -- not replace -- IDEA transition services.
- Invitation to IEP meetings will be sent in timely fashion to DRS, when appropriate.
- Collaboration with DRS for community transition events.
- Understanding DRS has federal guidelines to establish an IPE. Helping the families to navigate these guidelines.

Questions?

IDEA Transition Services and Pre-ETS

Transition Services	IDEA - LEAs	WIOA - DRS
<p>Both the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act, as amended by WIOA (Rehabilitation Act), require State Education Agencies, LEAs, and state VR agencies to plan and coordinate transition services, as well as pre-employment transition services for students with disabilities. (34 CFR §361.48(a); 34 CFR§300.43)</p> <p>IDEA Transition Services and Pre-ETS:</p> <ul style="list-style-type: none">• Outcome- or results-oriented process.• Promotes movement from school to post school activities.• Based on student preferences, interests, strengths, and needs.	Leopard	Jaguar
		
	Duck	Goose
		

IDEA Transition Services and Pre-ETS

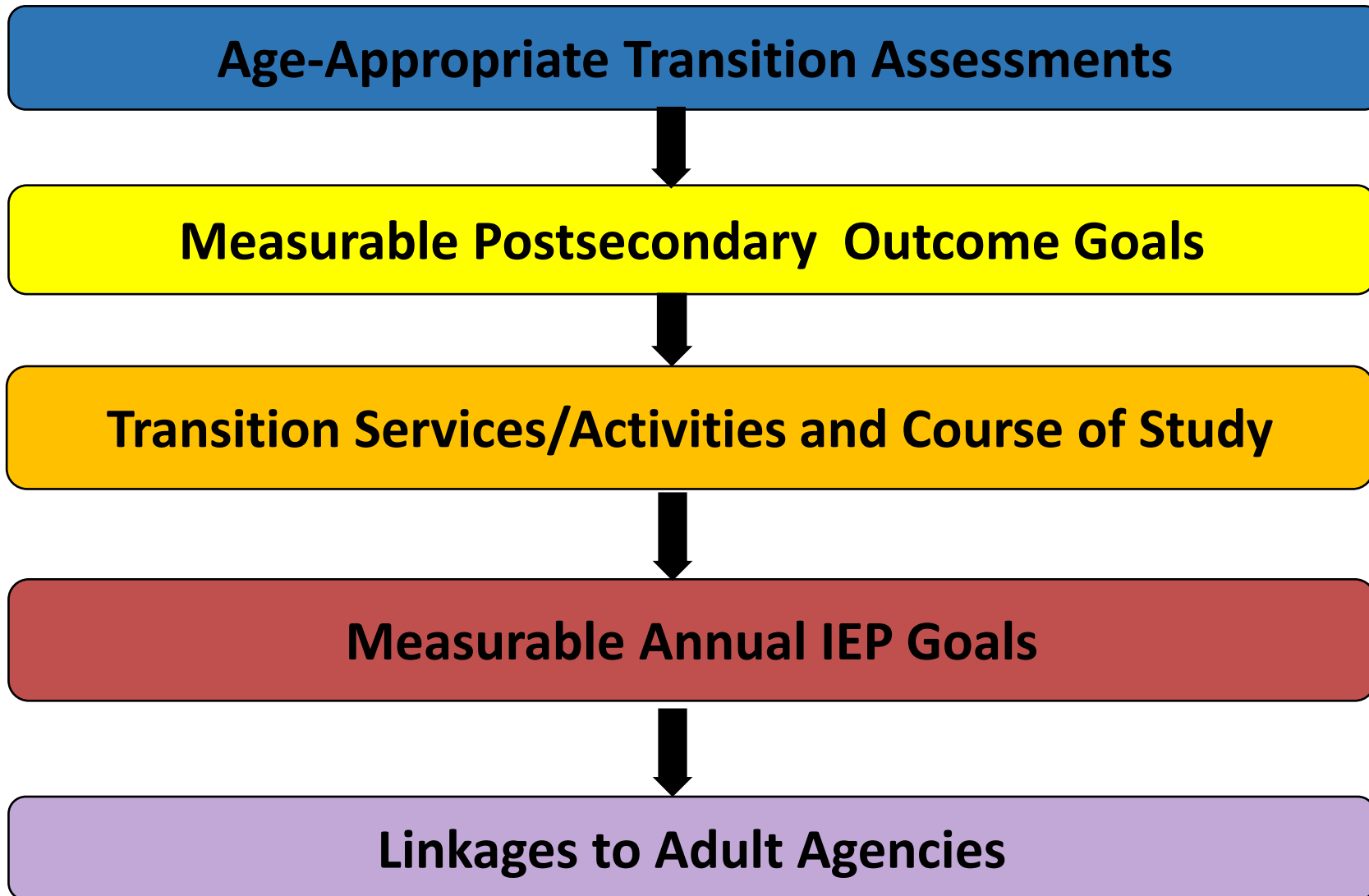
	IDEA Transition Services	WIOA Pre-Employment Transition Services
Definition	A coordinated set of activities focused on Improving the <u>academic and functional</u> achievement of students	Early start to <u>job exploration</u> and assist students with a disability in identifying career interests which may be further pursued through DRS.
Focus	Preparing students with a disability to transition from high school to postsecondary employment, education and/or training and independent living.	Prepare students with a disability for the transition from school to postsecondary education or to competitive integrated employment. Opportunities for Work-Based Learning Experiences (WBLE) while in high school.
Goals	Prioritize the development and strengthening of students' skills, including academic skills, self-advocacy skills, social skills, and overall readiness for life after high school.	Provide employment opportunities, career counseling, job training, and support services to obtain and maintain employment
Support/ Services	<ul style="list-style-type: none"> • Instruction • Related services • Community experiences • Development of employment and other post-school adult living objectives • Daily living skills and functional vocation evaluation when appropriate 	<ul style="list-style-type: none"> • Job Exploration Counseling • WBLE • Counseling on Post Secondary Education • Workplace readiness training • Instruction in self-advocacy
Provider	LEAs	PECT Program contract holder

Collaboration



"... mutually beneficial relationship ... established between two or more parties, who work towards common goals by sharing authority, responsibility and accountability for achieving results."

Secondary Transition Flow Chart



Levels of Collaboration Scale

Relationship Characteristics

0	1	2	3	4	5
No interaction	Networking	Cooperation	Coordination	Coalition	Collaboration
	<ul style="list-style-type: none">• Aware of organization• Loosely defined roles• Little communication• All decisions made independently	<ul style="list-style-type: none">• Provide information to each other• Somewhat defined roles• Formal Communications• All decisions made independently	<ul style="list-style-type: none">• Share information and resources• Defined roles• Frequent Communication• Some shared decision-making	<ul style="list-style-type: none">• Share ideas• Share resources• Frequent and prioritized collaboration• All members have a vote in decision-making	<ul style="list-style-type: none">• Members belong to one system• Frequent communication is characterized by mutual trust• Consensus is reached on all decisions

Collaborative Transition Services in Practice



Meet Maria

Maria has been participating in the life skills program in the Friendship School since ninth grade. She has a diagnosis of cerebral palsy, microcephaly, seizure disorder, and intellectual impairment and currently receives speech language therapy, occupational therapy, and physical therapy as part of her program. She is non-ambulatory and dependent on others for mobility, transfers, feeding, and dressing. Her left arm and hand are dominant, but she has limited use of her left hand and arm for reaching for a picture icon, accessing a switch, and/or using computer equipment unless it is immediately in front of her.

Maria is nonverbal. She is able to demonstrate an awareness of people in her environment and also a response mode of reaching for a caregiver. She also displays pleasure by smiling and laughing and displeasure by hitting her left hand downward and facial grimaces. She spontaneously reaches for those near to her. She is increasing tolerant of hand-over-hand assistance to complete tasks, following simple directions with guidance, and engaging in choice-making and cause/effect activities with maximum verbal and physical prompts.

After completing assessments with Maria, the following postsecondary goals were created:

Postsecondary Employment Goal: After high school, Maria will have a job where she helps people and does something different every day.

Postsecondary Training Goal: After high school, Maria will receive on the job training.

Postsecondary Independent Living Goal: After high school, Maria will be consistent using her communication board so she can express herself.

Collaborating Transition Services for Maria

	11 th Grade
LEAs	Instruction – Using a communication board Related service – PT, OT, speech Community experiences – Field trips Employment – Pre-vocational work experience in school (mail job) Daily living – Cooperate with personal care skills task
DRS	AT assessment Career exploration Workplace etiquette Benefits planning sessions

Meet Danielle

Danielle is an eighth-grade student with an emotional disability. She is bright and friendly, and works hard in classes that capture her interest, such as English and art. Academically, she has maintained a C average, despite **numerous absences**. However, Danielle's emotional challenges can sometimes overshadow her academic efforts. According to her mother, **Danielle's emotions can sometimes overwhelm her, leading to intense behavioral outbursts**, such as yelling and cursing, especially when she feels frustrated or unable to get her way. These moments can be disruptive, causing her peers to shy away from forming friendships. Despite her desire for connection, her **mood swings create barriers that make it difficult for her to build lasting relationships**. When Danielle is in a good mood, she is incredibly helpful and engaged with her teachers and classmates. She often volunteers to assist with classroom activities and projects. **(Challenges)**

Age-appropriate Transition Assessments

Danielle has taken transition assessments to learn more about her interests and preferences. She believes she wants to **go to college** and dreams of **working in a helping profession**, where she can make a difference in others' lives. Additionally, she is looking forward to having her own car and apartment in the future. **(Postsecondary Goals)**

Collaborating Transition Services for Danielle

	8 th Grade	10 th	11 th Grade	12 th +
LEAs	Participating in IEP meeting	Co-facilitate IEP meeting	Student-led IEP meeting	Student-led IEP meeting
	Social skills instruction	Social skills instruction	Self-advocacy	Self-advocacy
	Counseling (self-regulation)	Group counseling	Group counseling	Peer support group
	Crisis plan	Crisis plan	Wellness	Wellness
	Medication management	Medication management		
	Career exploration	Stress management	Time management	Mock interviews
	In-school job	Job shadowing	Cover letter and resume	Research colleges
		Service learning	Research colleges	Financial aid application
			Campus visits	Campus visits
PECT Program	Possible participation in Fast Track Transition	Focus on Pre-ETS	Soft skill trainings	Soft skill training
	Introducing self-advocacy related to employment and workplace readiness	Peer mentoring, skill/strength identification and development.	Learning about accommodation requests	Group leadership
		Attend job readiness workshops	Continued peer mentorship	Managing accommodation requests
		Paid or unpaid work experiences	Paid or unpaid work experiences; internship, if available	Paid work-based learning experiences
		Explore careers in depth		Workplace tours

Questions?

Next Steps

Contacts

Dr. LaMetrice Lane, Ed.D., NCSP
llane@isbe.net

Dr. William Truesdale, Ed.D., CSBO
wtruesdal@isbe.net

Kristin Wagner, MA, LCPC
Kristin.Wagner@illinois.gov

thank you