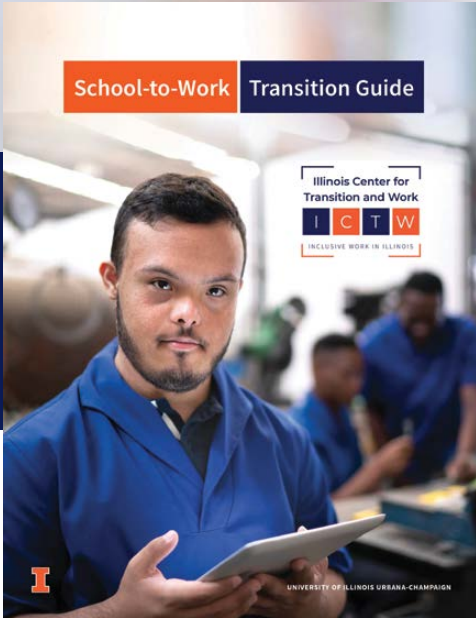


New for Illinois

School-to-Work Transition Guide



# A comprehensive guide to school-to-work transition

The result of a statewide, collaborative study group, this definitive guide combines the expertise of special educators, vocational rehabilitation counselors, ICTW personnel, and administrators from ISBE and IDHS/DRS.

The guide clarifies aspects of school-to-work (STW) transition for all parties involved, with info specific to Illinois including:

- Key individuals, and their roles and responsibilities
- Important steps and stages in the STW transition process
- Key terms and definitions for the STW transition process
- Legal aspects of the STW transition process
- Helpful guidelines and resources for the STW transition process

The Illinois **School-to-Work Transition Guide** can be found at: <https://go.illinois.edu/ICTWTransitionGuide>



This user-friendly guide is designed to be a key resource for students, parents, educators, rehabilitation counselors, and other adult service providers throughout Illinois.



**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 integrating peer and community support networks.
- Provide student training on 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+, 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 Postsecondary Training. These goals will serve as the basis for the student's IEP/Transition Plan.
- Help the student form a "vision of study" for their high school years, that prepares them for their Employment and Independent Living goals, including preparation for the development of training goals that are part of the student's IEP/Transition Plan.
- Help the student form annual transition IEP goals, and IEP objectives and services, that move the student progressively closer to achieving their post school goals.
- Communicate and build ties with the local adult services community, and link students with 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 (DRS/DRS), local colleges or 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 meeting.
- 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 work failures within the local business community, to assist students in finding work-based learning opportunities, and in seeking towards employment.
- Develop a transition resource being for students and parent/guardian(s), that describes important local services, for current and past high school transition support.
- When appropriate, provide the student and their family with a "Summary of Performance" document, that will help the student identify communicate their goals and support needs to future service providers.

**SECTION 6**

Transition and the Law

**Transition Services Defined for Illinois**  
(Illinois PA 003-04 - Example)  
Transition services are defined as a coordinated set of activities for a child with a disability that is designed to be measurable and functional assessment of the child's unique needs to be fully prepared for school or postsecondary activities. These activities may include postsecondary education, vocational training, competitive employment, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition planning begins at age 14 and is updated annually thereafter. Transition planning must be conducted upon the first occasion of an IEP and must be provided for the student in the student's transition services from a public or private entity outside of the school district. The IEP team will identify specific transition measures, provide information, make referrals, follow up to ensure the student has been successfully linked to the organization(s) and ensure the student's progress in regard to IEP transition goals and benchmarks being met.

**Federal Law Important to Transition**  
**The Individuals with Disabilities Education Act (IDEA)**  
As a federal law, IDEA ensures 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 activities that will give them the right to live with disabilities and the greatest possible independence.

**The Rehabilitation Act of 1973** was the first law to provide equal access to people with disabilities by banning discrimination on the basis of disability in receiving federal financial assistance, and in receiving services from federal, state, and local governments. The Act prohibits federal agencies from discriminating against individuals with disabilities, including public schools. Individuals who are not eligible for services under the federal services may still be accommodated and modifications to assistance may be made.

**Illinois Schools' Student Transition Survey**

This survey is 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 (i.e. in freshman and junior years). Your parent or guardian is also asked to complete a similar survey at the same time 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**

- Do you plan to finish high school with a  High School Diploma  Certificate of Completion  GED
- Do you plan to exit school  At the end of your senior year  Stay through your 2nd/3rd/4th year
- What subject(s) interest you the most? \_\_\_\_\_

4. Will you be working at or on a 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 goal?  Yes  No  
If yes, please describe how: \_\_\_\_\_

**Career/Vocational Education Experiences**

- When you finish school, what would you like to be doing in regards to employment?  
 Full Time Employment  Part Time Employment  Apprenticeship/Internship  
 Not Applicable (Continuing Education/Training)  Volunteer  
 Other: \_\_\_\_\_
- What Career/Ed are you most interested in (circle one) (they refer to career interest survey)?  
 Office/Clerical Work  Business/Sales  Science/Technology  
 Health on Trades  Health/Humanities Services  Art/Media/Culinary  
Other (Specify): \_\_\_\_\_

